

Health Care Reform: A Sociological View of America's "Non- system"

FYS 100 Section KK

Semester: Fall 2009

Time: M / W / F 8 – 8:50 am

Instructor: Rebecca Matteo

Class Location: Carswell 018

Campus Contact Information

Office: Carswell Hall, 203

Phone: 758-3540

Office Hours: Mondays 2-3:30 pm
Thursdays 9:30 – 11 am

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Meetings by appointment, as necessary.

Course Catalogue Description:

"First year seminars are a basic requirement for graduation and are designed to enhance each student's academic and social integration into Wake Forest. They foster intellectual interchange, both written and oral, and encourage examination of opposing viewpoints through reading, writing, and debate of issues in a small group setting."

President Obama's administration reflects a strong emphasis on health care reform, which proceeds in the context of a strained economy, with most Americans receiving health insurance through employers. This course aims to explore the potential for major changes to the United States' health care system in a practical way through use of a sociological perspective. The focus includes understanding "health and illness" as social issues and the institutional response to health care needs, both of which are enhanced through international comparison.

COURSE OVERVIEW

Introduction

Welcome to "Health Care Reform: A Sociological View of America's 'Non-system'" ... and to Wake Forest University! I have been teaching medical sociology courses for six years at UNC-Chapel Hill, both in the classroom and online, and I am excited to be joining you for my second year as a faculty member at Wake Forest. I am in the midst of completing my doctoral degree in sociology at UNC, and my research is concentrated in the areas of health policy, mental health services, military service

experiences, and stratification. The topics we cover in this course are my intellectual passion--and teaching has become a way for me to maintain a constant dialogue about these issues. I have found students to be one of the most valuable resources in my professional development, without question. So, just as this semester will challenge you to learn and develop new skills, I depend upon you to help me grow in return!

First year seminar courses provide a unique opportunity for you to become acquainted with the skills necessary for a successful college (and post-academic) career: writing, reading comprehension, oral debate, and critical thinking. You will also become familiar with resources and tools available on campus (and elsewhere) to perform research. The goal is for you to gain competency and proficiency in your ability to share your intelligence with others. Keep in mind, *this is a process!* But, the challenges you face throughout this course are meant to help you grow as a student, an individual, and an intellectual ... communication will be the key to keeping frustration at bay.

In terms of the substantive material for this course, I hope you will appreciate and understand health and the health care system from both a theoretical and an analytical viewpoint. Health care has become one of the primary political issues of our society, and this topic lends itself to a wide variety of public opinion research, health outcomes data, media campaigns, political debate, international comparison, and theoretical (and economic) justification. Whether your interest in health outcomes or health care is piqued from personal or professional interests (perhaps both), I think you will find that sociology can offer a useful paradigm to benefit your understanding of the history, current trends, and future of health and health care in the United States!

President Obama's current efforts to reform the health care system offer a wonderful platform to think critically about the contemporary state of health care in the United States and abroad. Americans are inundated with media concerning political agendas, promise of social change, and heated debate about the state of affairs of major social institutions – particularly medicine. Health care is a primary institution of political concern for all countries due to a number of dynamic factors, including: demographic change (aging, cultural/ethnic diversity, etc.), epidemiological shifts (rise of chronic conditions), medical technology, rising health care costs, rates of the un- and underinsured, as well as others. I hope we can consider most, if not all, throughout the course of the semester.

Course Goals

The overall goal for this course is to give you the tools to immerse yourself into an *informed* and *well-developed* stance on the state of health care reform as a political issue – using a sociological framework. This includes an understanding and appreciation of wide array of media and information available on the topic, as well

as the growth of your own skill in articulating your views. When the course is finished, you should be able to do the following:

- understand the major theoretical perspectives used in sociology to understand social trends, particularly those related to health and health care.
- understand the tools sociologists use to distinguish between *disease* (biological pathology) and the *illness experience* (socially determined) on both the individual and societal levels – one good example being the debate over focus on preventive medicine.
- appreciate physicians and other health care workers as professionals, in order to understand their stake in political decisions about health care reform.
- understand the (complicated) US health care system in terms of insurance, utilization, and distribution as it relates to disease (labels, treatment, etc.), social groups, and other social institutions (politics, economy, family, etc.).
- think critically about how sociology can be applied to the medical field, and use "sociological" tools to uncover the potential for *realistic* reform of our health care system, in part, through analysis of public opinion, but also through understanding our own political system and the influence of international comparison.
- appreciate the vast resources available related to the issue of health care reform, and learn to discriminate between valuable “scientific” sources and others that may be informative, yet biased.
- develop your own ability to articulate (oral and written) a strong, evidence-based argument about important social issues.

REQUIRED TEXTBOOKS

Grace Budrys. *Our Unsystematic Health Care System.* (2nd Edition) Rowman & Littlefield Publishers, Inc., 2005.

Theodore Marmor. *Fads, Fallacies and Foolishness in Medical Care: Management and Policy.* World Scientific Publishing Company, 2007.

David Mechanic. *The Truth about Health Care: Why Reform is Not Working in America.* Rutgers University Press, 2008.

Jill Quadagno. *One Nation, Uninsured: Why the US Has No National Health Insurance.* Oxford University Press, 2006.

For many class sessions, I will post journal articles or data resources to Blackboard as a required (or recommended) reading. I will list these as “**e-Reading**” within the

syllabus. Any listed “Recommended Readings” (on Blackboard) are generally materials that I use to generate notes and discussion for class meetings. I do not expect you to read these, but I like to make them available to you.

You may also feel welcome, at any point, to bring a newspaper clipping or draw my attention to current events relevant to our class. Send me an email with a web link, or mention your interesting “find” at the start of class! The course syllabus may be amended as necessary ... and if you find reading material worth sharing, please let me know!

EXPECTATIONS FOR STUDENTS

As an instructor, I respect extenuating circumstances that may arise for you throughout the semester, but I also expect you to consider my position in making decisions about what is an acceptable excuse. Be **proactive** about the decisions you make and be **responsible** for the consequences of your choices. If you need to discuss an assignment or due date with me, do not assume that I have received your message (via phone or email) unless you get a response from me. The semester moves along very rapidly, and the material for this course builds upon each consecutive lesson. I urge you to stay on top of the material and deadlines. It is imperative that you make the most of your class time and interaction with me and other students. If you do not come to class prepared, the time we spend together will be much less efficient and interesting. And my assumption is that you will attend every class.

Although we will incorporate use of your laptops during certain class periods, I ask that you not use them in class unless I request you bring them along. This, perhaps, seems obvious, but I have a *zero tolerance policy* for inappropriate computer use – you will simply **be asked to leave class** if you are found working on anything other than course notes. Any notes I use will be posted to Blackboard, and (hopefully) much of our class time will be spent in discussion. I will email the class prior to days when your Thinkpad is necessary.

You **must** familiarize yourself with Blackboard: <http://blackboard.wfu.edu/> Not only will we use Blackboard as a way to communicate throughout the semester, but your e-readings, assignment guidelines, and useful web links will be maintained on the course page. **Please print or download a copy of the syllabus for your files;** it is available on the Blackboard website.

I expect you to come to class prepared – which means you should be ready to discuss the materials listed in the syllabus for the day’s class session. I do not grade “attendance” - but your preparation will help you to ask thoughtful questions, engage in discussion (rather than listening to me lecture endlessly!), and perform well on any quizzes or assignments distributed in class.

You will have an assignment due for most class sessions, either as previously assigned (take home) or as an in-class exercise. **I will not accept assignments that**

are late unless we have discussed your situation *prior* to the due date or class meeting. (Mind you, an email a few minutes before class is not *prior* – as I will respond to your email about my expectations based upon your situation.) Also, you must bring a print (hard) copy of your work to class sessions, as I will **not accept emailed assignments**. Late work must also be submitted as print copy unless we have agreed to some alternative prior to submission. If you miss a class, and do not plan to seek credit for any assignments missed, you do not need to contact me.

If you are experiencing flu-like symptoms, please see the following statement from Student Health Services: <http://www.wfu.edu/shs/Influenza.html>

“If you are sick with influenza-like symptoms, do *NOT* go to class or work, but remain in your residence hall or apartment until your fever has ended. If you think you need to be evaluated, please call the Student Health Service (336-758-5218) to discuss possible treatment and care.”

I will be as flexible as possible in regards to missing class and assignments due to flu-like symptoms, but it remains *your* responsibility to inform me (and contact Student Health) about your health situation if you are missing assigned work. If you fall ill during a major assignment (paper deadline, in-class presentation, etc.), I hold authority to designate a suitable make-up assignment or grading scheme. We will discuss these situations individually, or with the assistance of a Dean, as necessary.

Most importantly, if you are concerned about your performance at any point, please feel free to contact me ... if I am not aware of your concerns, I cannot help! (This applies for graded materials, reading assignments, or any issue related to the course materials.) I will make myself as available as possible to help guide you through the semester. Utilize my office hours, or feel free to schedule an appointment with me at another time if this schedule does not meet your needs. I hope to help each of you this semester, but if you need support beyond classroom interaction, it is your responsibility to contact me. I prioritize students who request review of class materials, but you can always stop by to discuss anything relevant to the course, sociology, or your experience here at Wake Forest and beyond!

PANDEMIC CONTINGENCY PLAN

In the event of a pandemic that necessitates continued instruction at a distance from the university, the following plans for students should be followed in order to continue instruction and complete course requirements with a limited amount of disruption:

- All students are registered for FYS 100 KK on Blackboard. All course materials, updates, and information will be available for students to access at any time. Furthermore, Blackboard will be used as a “contact point” for all assignment submissions (via the “digital dropbox”).

- Provided internet service remains intact, all assignments will be completed as scheduled. Any changes to the schedule will be facilitated through “Announcements” on the Blackboard site and email. Obviously, class presentations will be amended as necessary. If there is no way to “reschedule” or accommodate student presentations due to distance, your final grade will be calculated based upon your provision of materials to me. (Meaning, you will submit the presentation materials you planned to use directly to me.) Peer review collaboration will proceed, as Blackboard maintains a Discussion Forum for such purposes.
- If internet service is intact, but *you* do not have access to service due to relocation, it is your responsibility to contact me (via phone or snail mail) as soon as possible with your contact information. We will proceed with assignments as listed below:
- In the situation where internet service (campus or otherwise) is not available, we will rely upon snail mail for assignment completion. (In preparation, ***please download or print a copy of the course syllabus and all assignment guidelines for reference purposes.***) I will provide you with my home address and phone number in this situation, but for all other purposes, please rely upon my work phone and mailing address. I will adhere to any University policy in regards to facilitating the completion of the semester.
- Please note that firm deadlines may become flexible based upon any number of factors, but you will be responsible for understanding any changes and expectations for assignment completion. I will provide clear instructions on Blackboard, through email, and via snail mail, as required.

EXPECTATIONS FOR INSTRUCTOR

All of your assignments will be graded in a timely fashion. When applicable, I will review an "answer key" or an example of an assignment that received a high score to help you to understand my evaluation of student work and to help you with future assignments. If you are unclear about assignment guidelines, be sure to ask questions with enough time for me to respond. (I do check my e-mail daily, but typically not after 8 pm. If I am going to be away from my desk or out of town for an extended period, I will let you know in advance.) I also plan to utilize Blackboard to deliver feedback and maintain a Gradebook (as well as posting lesson materials) to you throughout the semester. I am always available to discuss your progress or concerns in this course, but I can only do so if you make me aware that you need reassurance or clarifications. I am happy to help!

HONOR CODE

Participation in this course is governed by full observation of the Honor System at Wake Forest for all exams, papers, and assignments. Please be sure to read the provisions of the Honor Code and ask any questions ... have pride in your own work! A review of the Honor System is available online at:

<http://www.wfu.edu/studentlife/judicial/honor.html>

Because the Honor System is in effect at all times during this course, your signature on each assignment implies that your work is in agreement with this statement: "*As a student at Wake Forest University, I pledge to support and uphold the Honor System both in principle and in spirit. I will endeavor to make it an integral part of my life and promote its reality in the community.*" Therefore, please be sure to sign all assignments upon submission as this constitutes your acknowledgment and acceptance of the Honor System. **Any assignment you submit that does not include your signature is considered incomplete.**

Plagiarism is a serious violation of the Honor System, so be sure to understand the correct citation of published materials, whether they are text or Internet sources. Proper citation guidelines are available at the following website:

<http://www.wfu.edu/english/major/academicwriting.html>

This site includes links to information on plagiarism, citation format, and the University Writing Center. You may choose to use any formal citation method that is most appropriate for your career plans (i.e. APA, MLA, etc.), but I will not accept any work that is not properly cited.

LIBRARY RESOURCES

The Z. Smith Reynolds Library also maintains "library literacy" courses as well as "student technology training" sessions regularly. Please take advantage of these resources as they may apply to you:

<http://zsr.wfu.edu/services/information/instruction/infolit.html>

<http://zsr.wfu.edu/services/technology/training/student/>

Part of what you will need to learn to become an efficient and effective writer (or orator) is the ability to discriminate between reliable and unreliable sources and reference materials. I've found that students often reference Wikipedia for definitions, statistics, etc. *I too find Wikipedia personally fascinating and useful, but in the "spirit" of sociology as a science, I much prefer you utilize course materials or academic resources as your guide* - and this holds for definitions of core terms as well as data. I can make any resources available that you need - just let me know! Also, I have organized an information session for the class, which we be directly related to finding materials useful for your writing assignments in this course. An announcement will be made when this session is scheduled (Week 6), but it will meet during regular class time.

COURSE REQUIREMENTS

In-Class Assignments:

You will participate in a number of in-class exercises throughout the semester, such as mini-quizzes, debates, and written “thought-pieces.” These may be unassigned, but at times, you will have a take-home project to complete for the following class period. Assignments afford you the opportunity to creatively incorporate readings and personal experiences into a context of the sociology of health care. In most cases, you can utilize any resources you need, including notes, readings, and each other! Essentially, these assignments are aimed at gauging your understanding of the readings and/or lecture material. **In-class assignments will be worth a total of 10% of your final course grade.**

Preventive Health Care Reform Proposal:

This semester you will write a reform proposal (5-6 page) aimed at improving the health status of Americans through prevention and lifestyle changes. **Proposals are not a literature review or a summary of policy;** rather, you will be expected to draw from class materials and discussion to **use sociology in understanding, explaining, and finding resolutions related to health prevention issues.** I will provide guidelines for the assignment and a few topic examples to further clarify my expectations. This project includes two parts: **(1) Reform Proposal**, where you outline the policy change; and, **(2) Experience Journal**, where you chronicle your own intellectual journey through both the development of the policy and personal experience adhering to the recommendations you propose. (For instance, if you choose to focus on diet, I will ask you to create a meal plan – and try to maintain it!) You must discuss your topics with me prior to your submission (via email is fine), so I can help ensure that you choose a topic that will allow you to meet the expectations of the assignment.

The Reform Proposal is due **Monday, October 12th** and is worth **15%** of your final course grade; the Experience Journal is due **Friday, December 4th** and is worth **10%** of your semester grade.

Class Presentation:

The final “stage” of completing your course paper will be a class presentation, and these will be scheduled once your paper topics have been finalized. The in-class presentation you provide will be worth **15% of your final course grade.** The presentation of your topical material (taken from your final course paper), and your ability to engage your classmates will be the basis of your grade for the assignment. Please see the “Course Outline” for presentation dates.

Peer Review:

You will be “matched” with a classmate (based upon paper topics) as a peer-reviewer for the final assignment. Your Peer Review statement will be due **Monday, November 23rd** and should include *constructive* feedback about your partner’s

articulation of his/her topic of choice. You are not to “grade” your partner, but to be an objective voice about the strengths and weaknesses of the argument presented. The goal is for you to offer each other suggestions that will help completion of the final paper. **This statement will be worth 10% of your final course grade.**

Final Paper:

As a writing seminar, you will spend the semester working on a final 15-page paper, due at the University scheduled exam time (**Tuesday, December 8th at 9 am**). You are expected to provide a well-informed and synthesized opinion of *practical* reform in some dimension of the US health care system. (For instance, you may consider “Medicare reform” rather than a more encompassing overall system change.) Furthermore, the final course paper should reflect a level of critical thinking and understanding of the sociological perspective. You will be required to submit a number of “stages” of your paper throughout the semester to help you stay on track, and to allow me to guide you through any research or writing issues that may arise. You will also be “matched” with a classmate to provide peer review of writing. This is a learning process, not a critical journey – and I think you will benefit greatly from sharing with one another! A one-page *topic (thesis) statement* will be due on **Wednesday, October 21st**. An annotated bibliography / outline of your paper will be due on **Wednesday, November 4th**. All of the information for the final paper will be posted on Blackboard for your reference. **The final paper (and its components) is worth 40% of your final course grade.**

Overview of Graded Assignments and Due Dates:

Assignment	Contribution to Final Grade	Details and Due Dates
<i>In-Class Assignments & Homework</i>	10%	Generally unassigned.
<i>Preventive Health Care Reform Proposal</i>	15% 10%	Paper Due: Monday 10/12. Experience Journal Due: Friday 12/4.
<i>In-Class Presentation</i>	15%	Class Presentation Schedule TBA: Monday 11/9 – Friday 11/20.
<i>Peer Review Statement</i>	10%	Due: Monday 11/23.

<i>Final Course Paper</i>	40%	Topic Statement: 5% Due: Wednesday 10/21. Annotated Bibliography / Outline: 10% Due: Wednesday 11/4. Final Paper: 25% Due: Tuesday 12/8 @ 9 am.
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COURSE OUTLINE (Any changes to the syllabus will be posted to Blackboard.)

Week 1 ***Introduction to the Course***
8/26 - 8/28

Please browse the following websites for some general information about health care reform:

Henry J. Kaiser Family Foundation: <http://healthreform.kff.org/>

RAND Corporation: <http://www.rand.org/>

Obama Administration: <http://www.healthreform.gov/>

American Medical Association: <http://www.ama-assn.org/>

The Heritage Foundation: <http://www.heritage.org/>

Part I: The Basics – Getting to Know Sociology

Week 2 ***Introduction to Sociology & Medical Sociology***
8/31 – 9/4

e-Reading: Mills “The Sociological Imagination”

e-Reading: Brown “Themes in Medical Sociology”

Marmor: “Medical Care and Public Policy” pp. 55-79

Week 3 ***The Basics: Terms and Methods in the Sociological Perspective***
9/7 – 9/11

Budrys: Introduction, Chapters 1 & 2

e-Reading: Parsons excerpt “Sick Role”

Part II: Society “Defines” Health and Illness

Week 4 ***Social Definitions: Medicalization and Stigma***
9/14 – 9/18

Mechanic: Chapter 2

e-Reading: Conrad excerpt

e-Reading: Conrad and Schneider excerpt

Part III: Society “Causes” Health and Illness

Week 5 *Social Demography and Epidemiology*

9/21 – 9/25

Mechanic: Chapter 3

e-Reading: Link and Phelan “Social Conditions as Fundamental Causes of Disease”

Week 6 *The Role of Preventive Medicine*

9/28 – 10/2

e-Reading Rose excerpt

Part IV: Society Distributes Services for Health and Illness

Week 7 *Basics of the US Health Care System*

10/5 – 10/9

Budrys: Chapters 4 & 6

Mechanic: Chapters 4 & 6 (*skim*)

NOTE: In addition to readings, you will be asked to review a number of online “factsheets” related to the structure of the US healthcare system. A list of these materials and their web links will be posted to Blackboard.

Week 8 *Basics of the US Health Insurance System*

10/12 – 10/14

Budrys: Chapters 7 & 8

Marmor: “How Not to Think About Medicare Reform” pp. 139-

149

Week 9 *Basics of Health Care Professions*

10/19 – 10/23

Budrys: Chapter 5

Mechanic: Chapter 5

Week 10 *Introduction to Global Health and Health Care Systems*

10/26 – 10/30

Budrys: Chapter 10

Marmor: "Comparative Perspectives and Policy Learning in the World of Health Care" pp. 113-138

Library Instructional Session (Date TBA)

Meet at Z. Smith Reynolds Library with Giz Womack.

Please bring your Thinkpad to this session, and please think about any questions relevant for your course project.

Week 11 *Issues in Health Care Reform*
11/2 - 11/6

Budrys: Chapters 10, 11 & 12

Mechanic: Chapters 7, 8, 9, 10 & 11

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Please continue the above readings through the next two weeks of group presentations.

Week 12 **In-Class Presentations**
11/9 - 11/13

Schedule TBA

Week 13 **In-Class Presentations**
11/16 - 11/20

Schedule TBA

Week 14 *Flex Day*
11/23

Reading TBA

THANKSGIVING BREAK 11/25 & 11/27 - No Class

Week 15 *Health Care Reform: The Future?*
11/30 - 12/4

Marmor: "Fads in Medical Care Policy and Politics" pp. 1-25

e-Reading: TBA

NOTE: Final Course Paper due **Tuesday, December 8 @ 9am**, which is the University scheduled exam time for this class period.

First-Year Seminar (FYS 100)
Poverty across Race, Gender, and Space

FALL SEMESTER 2009

COURSE INSTRUCTOR:

Dr. Sherri Lawson Clark
Office: 224 Carswell Hall
Tel: (336) 758-3556 (o); (919) 599-6010 (c)
Email: clarksl@wfu.edu

CLASS MEETING TIME AND PLACE:

Tuesdays, 1:30 p.m. – 2:45 p.m.
Thursdays, 1:30 p.m. – 2:45 p.m.
Classroom: 160 Greene Hall

OFFICE HOURS:

Tuesdays, 10:30 a.m. – 11:30 a.m.
Thursdays, 3:00 p.m. – 4:00 p.m. and by Appointment
Office: 224 Carswell Hall

COURSE DESCRIPTION:

Plant closings, Wall Street bailouts, homes abandoned by foreclosure as well as the devastation caused by Hurricane Katrina in 2005, all have exposed our nation's poverty to mainstream America. It is no longer an anomaly to see on the nightly news reports showing individuals waiting in line for food and clothing, tent cities popping up in open spaces, and remnants of the thousands that drowned in the aftermath of levee breaks in New Orleans. This seminar explores poverty by examining its historical, political, social, and geographical contexts. We address several questions such as: What is poverty? What are the causes and consequences of poverty? How do different groups experience poverty? What are the intersections of race, gender, and poverty? Where is poverty located? How do public policies shape the lives of children and families? Students will address these questions and others throughout the semester.

The course is divided into three parts. **First**, we will focus on how social scientists have examined poverty in the United States since the mid-1900s. This will be a brief overview of the major theoretical perspectives and debates surrounding the causes and consequences of poverty which will set the foundation for the remainder of the semester. Students will have opportunities to critically examine the works of sociologists,

anthropologists, economists, and psychologists in hopes of dispelling some of the myths associated with poverty while also obtaining a better understanding of factors contributing to and sustaining poverty in the U.S. The instructor will also present some of her research conducted over the past decade that provide illustrations of core concepts undertaken throughout the semester.

Our focus for the **second** part of the semester will be on rural poverty in the U.S. We will discuss the characteristics of rural poverty and the ways in which rural poverty impacts the lives of children and families. **Finally**, we will turn our attention to urban poverty. We will continue to build upon parts one and two of the semester by examining, in detail, how urban contexts shape poverty differently and similarly than rural contexts. We will also examine how rural and urban contexts are transitioning and what this means for those living in poverty. Within these spaces, students will explore how poverty is experienced across and within racial, ethnic, and gender groups.

Topics discussed over the semester include: welfare and public assistance use, low-wage work, domestic violence, physical and mental health, multi-partner fertility, residential mobility, incarceration, discrimination, work and household economies, social networks, nutrition, parenting and child care, and intimate relationships. Students will help untangle some of the complexities and realities of poverty by engaging in class discussions, group activities, written assignments, and choosing a topic of interest to develop and analyze throughout the semester into a written and oral research project.

ACADEMIC INTEGRITY:

The university strongly supports policies on academic integrity. A partial statement of the policies argue that—

The honesty, trustworthiness, and personal integrity of each student are integral to the life and purposes of the Wake Forest community. This statement is embodied in one of our oldest traditions, and that is the honor system (honor code). When a student signs an application for admission to Wake Forest, they agreed to live by the honor system at Wake Forest. In specific terms that means that you and every other student have agreed not to deceive (lie to) any member of the community, not to steal from one another, not to cheat on academic work, not to plagiarize academic work, and not to engage in any other forms of academic misconduct. It means that we can trust each other, and that we willingly accept responsibility for our own conduct and activities. This is a tradition that goes back to the founding of Wake Forest, and with your participation, it continues to be a cornerstone of our community and our interactions with one another.

Students **MUST** read the section on WFU policy on Academic integrity in the undergraduate catalog.

NO LAPTOPS OR ACTIVE CELL PHONE USE during class as they contravene WFU's class distraction policy as stated in the university handbook. Students must turn OFF their cell phones, pagers, and beepers as soon as they enter the lecture

room. In CASE OF AN EMERGENCY, the professor will have access to email and text alerts and will notify the class immediately.

REQUIRED TEXTS:

Duncan, Cynthia M. *Worlds Apart: Why Poverty Persists in Rural America*. New Haven: Yale University Press, 1999.

Newman, Katherine S. *Chutes and Ladders: Navigating the Low-Wage Labor Market*. New York: Russell Sage Foundation, 2006.

There are several articles and supplemental materials that are required reading in addition to the texts mentioned above. The instructor will make these articles available to you on Blackboard.

COURSE ASSIGNMENTS:

There are three requirements for this course. The **first** involves class attendance, preparation for class, and class participation. A seminar is successful only in so far as participants take the opportunity to read assigned readings carefully and critically and come prepared to discuss the readings and their own ideas, reactions, and questions about those readings. Each week, please come to class prepared to discuss the readings. Every third week, you will be responsible for sending to Blackboard ONE question arising from your reading of the works that you would like the class to discuss. These questions should be submitted no later than 5:00 p.m. on Mondays—we will discuss the questions during our Thursday sessions. **Your general class attendance and participation is worth 10 points.**

The **second** form of evaluation for the seminar is the Reaction Paper. Students will be required to submit THREE reaction papers over the course of the semester. These 3-page papers give students the opportunity to demonstrate how well they have synthesized the reading materials as well as their abilities to critically evaluate what they have read. Thus, a Reaction Paper consists of two parts: a summary and your evaluation.

Guidelines for writing the reaction papers will be distributed during Week 2. Reaction papers are due September 24th, October 29th, and November 24th and are worth 10 points each for a total of 30 points.

The **third** graded work will be your Mid-Term examination. The mid-term will be based on all of the course readings, discussions, films, and lectures up to our October 13th class session. You will complete the exam during our regularly scheduled class time and the format will be short answer and essay questions. **The Mid-Term examination will be held on Thursday, October 15, 2009 and is worth 20 points.**

The **fourth** assignment is your final Research Paper. In lieu of a final exam, students will prepare a 12-15 page research paper that focuses on a specific area of poverty in contemporary society. We will begin working on this paper at the beginning of the semester and fine-tune throughout the semester. I will distribute research guidelines

during the second week of class. Students will submit a research question/proposal, an annotated bibliography, and a paper outline—all of which must be approved prior to submitting the final paper. Students will attend a library session that will guide you on how to find, use, and cite scholarly research in your papers. **This library session is scheduled in class on September 24th. Research proposals for the paper are due in class, Tuesday, September 15th; Annotated bibliographies are due in class, Tuesday, October 27th; and Outlines are due in class Tuesday, November 10th. Students are encouraged to also meet with the instructor outside of class to discuss the paper in more detail. The Research Paper will be due during the FINAL EXAM period (Thursday, December 10, 2009). Your research paper is worth 30 points.**

The **fifth** and final graded assignment for the class is a 15-minute Oral Presentation of your research paper. Students will formally present their research papers orally to their peers and the instructor who will offer constructive feedback to edit their final papers. **Your Oral Presentation is worth 10 points.**

In order to do well in this course, you must come to class **prepared, participate** coherently in discussions, and **complete** all assignments **on time!** **ALL** deadlines must be strictly adhered to. This seminar is a great opportunity to explore the broad concept of poverty, hone your critical analysis skills, and improve your writing and communication techniques. So, sit back, relax, and enjoy the semester!

EVALUATION:

<u>Assignment</u>	<u>Points</u>
Class Attendance, Active Participation, & Discussion Questions	10
Reaction Paper #1	10
Mid-Term	20
Reaction Paper #2	10
Oral Presentation	10
Reaction Paper #3	10
Final Paper	<u>30</u>
TOTAL	100

Final grades will be assigned as follows:

A	95% and higher
A-	90%-94.9%
B+	87.9%-89.9%
B	83.33%-87.8%
B-	80%-83.32%
C+	75%-79.9%
C	70%-74.9%
D	60%-69.9%
F	59.9% and lower

COURSE SCHEDULE: FALL 2009

Part I: Sociology of Poverty: A Primer

WEEK 1

Thursday, August 27th

Introductions; Course Overview; Detailed Introduction to Course Assignments

- Getting acquainted
- Blackboard
- Syllabus
- Poverty Exercise

WEEK 2

Tuesday, September 1 – Thursday, September 3

What is Ethnography? Examples of Two Ethnographic Poverty Studies. What is Culture?

- What is Ethnography?
- **READ:** Burton, L.M. & Skinner, D. An Ethnographic Study of Rural Communities, Families, and Young Children (A research proposal funded by the National Institute of Child Health and Human Development).
- **READ:** Burton, L.M. (2001). Ethnographic Protocol for Welfare, Children, and Families: A Three-City Study.
- Geertz, C. (1973). "Thick Description": Toward an Interpretive Theory of Culture. In The Interpretation of Cultures: Selected Essays. New York: Basic Books.

WEEK 3

Tuesday, September 8 – Thursday, September 10

What is Poverty? How is it measured? Culture of Poverty; The Underclass

- Orshansky, M. How Poverty is Measured. Monthly Labor Review (pre-1986), Vol. 92 (Feb 1969), pp. 37-41.
- Lewis, O. The Culture of Poverty. Society, Vol. 35, No. 2 (Jan-Feb 1998), p. 7-9.
- Corcoran, M., Duncan, G., Gurin, G., and Gurin, P. Myth and Reality: The Causes and Persistence of Poverty. Journal of Policy Analysis and Management, Vol. 4, No. 4. (Summer, 1985), pp. 516-536.
- Murray, C. And Now for the Bad News. Society, Vol. 37, Issue 1 (Nov/Dec 1999), pp. 12-15.
- Wilson, W. Studying Inner-City Social Dislocations: The Challenge of Public Agenda Research. American Sociological Review, Vol. 56 (Feb 1991), pp. 1-14.

Part II: Rural Poverty

WEEK 4

***Tuesday, September 15 – Thursday, September 17**

Rural Poverty - Appalachia

- Chapter 1, Duncan, *Worlds Apart*
- Glasmeier, A. and Farrigan, T. Poverty, Sustainability, and the Culture of Despair: Can Sustainable Development Strategies Support Poverty Alleviation in America's Most Environmentally Challenged Communities? *Annals of the American Academy of Political and Social Science*, Vol. 590, Rethinking Sustainable Development. (Nov., 2003), pp. 131-149.
- Anglin, M. Lessons from Appalachia in the 20th Century: Poverty, Power, and the "Grassroots". *American Anthropologist*, Vol. 104, No. 2 (June 2002), pp. 565-582.

Rural Poverty – Mississippi Delta

- Chapter 2, Duncan, *Worlds Apart*
- Brown, R., Xu, X., Toth, J. Lifestyle Options and Economic Strategies: Subsistence Activities in the Mississippi Delta. *Rural Sociology*, Vol. 63, No. 4 (Dec 1998), pp. 599-623.
- Adams, J. and D. Gorton. Confederate Lane: Class, Race, and Ethnicity in the Mississippi Delta, Vol. 33, No. 2 (May 2006), pp. 288-309.
<http://www.anthrosource.net/doi/pdfplus/10.1525/ae.2006.33.2.288>

***Tuesday, September 15th: Research Proposals are DUE in class today.**

WEEK 5

***Tuesday, September 22 – Thursday, September 24**

***9/22: FILM:** Frontline documentary – “Country Boys” Parts 1, 2, or 3

<http://www.pbs.org/wgbh/pages/frontline/countryboys/>

View online in the comfort of your door room☺! Don't forget the popcorn.

***9/24: LIBRARY INSTRUCTION:** Reference Librarian Giz Womack will be leading the class.

***First REACTION PAPER Due Today: September 24th – Upload to Blackboard no later than 5:00 p.m.**

WEEK 6

Tuesday, September 29 – Thursday, October 1

“Country Boys” discussion

Rural Poverty – New England

- Chapter 3, Duncan, *Worlds Apart*
- Fitchen, J. Residential Mobility among the Rural Poor. *Rural Sociology*, Vol. 59, No. 3 (1994), pp. 416-436.

- Schafft, K. Poverty, Residential Mobility, and Student Transiency within a Rural New York School District. *Rural Sociology*, Vol. 71, No. 2 (Jun 2006), pp. 212-251.

Rural Poverty – Social Change and Public Policy

- Chapter 4, Duncan, *Worlds Apart*
- Tickamyer, A. and Duncan, C. Poverty and Opportunity Structure in Rural America. *Annual Review of Sociology*, Vol. 16, Issue 1 (1990), pp. 67-86.
- Snyder, A. and McLaughlin, D. Female-Headed Families and Poverty in Rural America. *Rural Sociology*, Vol. 69, No. 1 (Mar 2004), pp. 127-149.

Part III: Urban Poverty

WEEK 7

Tuesday, October 6 – Thursday, October 8

Urban Poverty – African Americans

- The Moynihan Report. “The Negro Family: The Case for National Action,” March 1965, Office of Policy Planning and Research, U.S. Department of Labor. URL <http://www.dol.gov/oasam/programs/history/webid-meynihan.htm>
- Jones, R. and Luo, Y. The Culture of Poverty and African American Culture: An Empirical Assessment. *Sociological Perspectives*, Vol. 42, No. 3 (1999), pp. 439-458.
- Wilson, W. Race, Class and Urban Poverty: A Rejoinder. *Ethnic and Racial Studies*, Vol. 26, No. 6 (Nov 2003), pp. 1096-1114.

Urban Poverty – Mexican Americans

- Massey, D. and Parrado, E. Migradollars: The remittances and savings of Mexican Migrants to the U.S.A. *Population Research and Policy Review*, Vol. 13, No. 1 (March 1994), pp. 3-30.
- Parrado, E. and Flippen, C. Migration and Gender among Mexican Women. *American Sociological Review*, Vol. 70, No. 4 (Aug 2005), pp. 606-632.
- Saenz, R. Ethnic Concentration and Chicano Poverty: A Comparative Approach. *Social Science Research*, Vol. 26, No. 2 (June 1997), pp. 205-229.

WEEK 8

***Tuesday, October 13 – Thursday, October 15**

Urban Poverty – European Americans

- Mulherin, S. Affordable housing and white poverty concentration. *Journal of Urban Affairs*, Vol. 22, No. 2 (2000), pp. 139-156.
- Eggers, M. and Massey, D. The Structural Determinants of Urban Poverty: A Comparison of Whites, Blacks, and Hispanics. *Social Science Research*, Vol. 20, No. 3 (1991), pp. 217-255.

- Devine, J. Hardworking Newcomers and Generations of Poverty: Poverty Discourse in Central Washington State. *Antipode*, Vol. 38, No. 5 (2006), pp. 953-976.

<http://www.blackwell-synergy.com/links/doi/10.1111/j.1467-8330.2006.00488.x>

***Thursday, October 15 – MID-TERM EXAMINATION (in class)**

WEEK 9

Tuesday, October 20 – October 22

Urban Poverty – Work and Family Life

- Part I, Newman, *Chutes and Ladders*
- Levitt and Venkatesh. 2000. “An Economic Analysis of a Drug-Selling Gang’s Finances” *Quarterly Journal of Economics*, pp. 755-789.

WEEK 10

***Tuesday, October 27 – October 29**

Urban Poverty – Work and Family Life continued

- Part II, Newman, *Chutes and Ladders*
- Domínguez, Silvia and Celeste Watkins. 2003. “Creating Networks for Survival and Mobility: Social Capital Among African-American and Latin-American Low-Income Mothers.” *Social Problems* 50:111-135.

***ANNOTATED BIBLIOGRAPHY Due Today: October 27th in class**

***Second REACTION PAPER Due Today: October 29th – Upload to Blackboard no later than 5:00 p.m.**

WEEK 11

Tuesday, November 3 – Thursday, November 5

Poverty in Transition: Migration, Transnationalism, and Globalization

- Duany, J. The Rough Edges of Puerto Rican Identities: Race, Gender, and Transnationalism. *Latin-American Research Review*, Vol. 40, No. 3 (2005), pp. 177-190.
- Asencio, M. Machos and Sluts: Gender, Sexuality, and Violence among a Cohort of Puerto Rican Adolescents. *Medical Anthropology Quarterly*, Vol. 13, No. 1 (March 1999), pp. 107-126.
- Perez, M. The Political ‘Flying Bus’: Nationalism, Identity, Status, Citizenship and Puerto Ricans. *Critique of Anthropology*, Vol. 22, No. 3 (2002), pp. 305-322.
- Massey, D. and Akresh, I. Immigrant intentions and mobility in a global economy: the attitudes and behavior of recently arrived U.S. immigrants. *Social Science Quarterly*, Vol. 87, No. 1 (Dec 2006), pp. 954-974.

WEEK 12

***Tuesday, November 10 – Thursday, November 12**

Intersections between Urban and Rural Poverty – APPLICATIONS

- Rodgers and Weiher. 1988. "Symposium: Rural versus Urban Poverty." Policy Studies Review, 7(4): 761-764.
- Amato and Zuo. 1992. "Rural Poverty, Urban Poverty, and Psychological Well-Being." The Sociological Quarterly, 33(2): 229-240.
- Sherman, J. 2006. "Coping with Rural Poverty: Economic Survival and Moral Capital in Rural America." Social Forces 85(2): 891-913.

***OUTLINE Due Today: November 10th in class**

WEEK 13

Tuesday, November 17 – Thursday, November 19

- Student presentations

WEEK 14

Tuesday, November 24 – Thursday, November 26

- Student presentations

Thursday, November 26th: NO CLASS – THANKSGIVING BREAK

WEEK 15

Tuesday, December 1 – December 3

- Student presentations

WEEK 16

Thursday, December 10th

FINAL PAPER DUE: Thursday, December 10, 2009 BEFORE 5:00 PM

FYS 100: The American Dream

THE AMERICAN DREAM

Professor Earl Smith, PhD
Department of Sociology
and American Ethnic Studies
Fall 2009 Manchester Hall 122
TR 12:00-1:15 pm

Office: 015 Carswell Hall

Ph: 336 758 1892 / 336 758 5466

smithea@wfu.edu

IMPORTANT PROCEDURES FOR EACH CLASS: READ CAREFULLY

General Instructions

No talking in class
No reading of newspapers, etc in class
No cell phones or iPhones or TEXTING in class!
No assignment you have for this class can make use of WIKEPEDIA
Appropriate dress only
No hats worn in class
If you bring your ThinkPad to class it can ONLY be used for note taking
Cheating will not be tolerated – do your own work
Check each day both e-mail & FACEBOOK
WE WILL HAVE CLASS TUESDAY NOVEMBER 24TH

The “A” grade is for excellence; if you want to earn this grade you must do EXCELLENT work in all aspects of the class (e.g., attendance, test taking, clear, grammar perfect writing assignments, very well prepared and delivered oral presentations etc. Just coming to class and completing assignments is NOT excellence at WAKE FOREST UNIVERSITY

The American Dream is specifically constructed as a FIRST YEAR SEMINAR for freshmen students. The examination is of the quest for upward mobility by Americans from approximately 1947 up through the present. It is designed as a sociological examination of hope, challenges, and risks by Americans to better their life chances via the established steps—such as education and military service-- towards obtaining success

individually and as families. Additionally, some time will be devoted to examining illegitimate routes to success.

Framework

This FYS course is organized by decades and specific large scale social policy undertakings; policies geared towards making America a better country for Americans. Specifically the course will be built around an analysis of:

The GI Bill

Brown vs. Board of Education

The Great Society Programs

Welfare Reform Programs, (both the Reagan reforms and TANF and PRA reforms under the William Clinton administration), and

The Troubled Asset Relief Program (TARP) of 2009-2010.

This FYS is organized in such a way to better understand the making of America, the road to success and America's place in the post World War II global political economy.

The course starts with the reading of the sociological literature on upward mobility and a thorough examination of the role that the GI Bill (or more formally the **Servicemen's Readjustment Act** of 1944, P.L. 78-346, 58 Stat. 284m)--which provided college and / or vocational education training for returning veterans as well as included provisions guaranteeing bank loans to returning veterans allowing them to purchase homes without down payments for returning veterans from World War II, Korea and Vietnam--played in drawing middle income Americans into the American Dream.

Taken together, this Act—more than any other social-economic policy-- jump started the meaning of John Truslow Adams (1933) coinage of the term *The American Dream* in his book entitled *The Epic of America*:

... that dream of a land in which life should be better and richer and fuller for every man, with opportunity for each according to his ability or achievement.... It is not a dream of motor cars and high wages merely, but a dream of a social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position.

Goals

~~To provide students an opportunity to learn and understand from both texts and statistics the plight and progress (economic, social and political) of Americans post 1947.

~~To provide students with theoretical tools with which to both interpret and understand upward mobility indicators

~~To encourage the learning and development of critical and analytical thinking

~~To further encourage the development of analytical skills by requiring FYS students to pose and answer sociological questions using empirical data from the decades under study

This FYS will provide students the opportunity to reflect, critique, and demonstrate that they have achieved the central goals of the seminar and should include work on projects large enough to demonstrate not only their understanding but their ability to interpret, integrate, and apply some basic sociology theories, methods, empirical findings, and policy orientations associated with sociology.

Format

Within a seminar format, we will explore a variety of issues surrounding upward mobility. FYS students will explore, via readings, discussions, oral presentations, written papers, what makes for success in America. Understanding the American Dream and the many promises it makes, students will be asked to examine these promises that suggest if Americans work hard they will achieve success and just rewards. Students will also explore class locations and how these change over time.

Evaluation

Final course grades will be based on class participation and the successful completion of all written assignments, oral assignments and other assignments that may be required

- Reading texts on the American Dream
- Student Group Presentations
- Individual oral presentations
- Class participation (study questions (FACEBOOK) submitted for each class based on the assigned reading(s), after class discussions – also asking questions in class, engaging in class discussions, etc)

REQUIRED READING

Humes, Edward. 2006. *Over Here: How the G.I. Bill Transformed the American Dream*. New York: Harcourt.
ISBN-13: 978-0151007103

Smith, Earl. 2009. *Race, Sport and the American Dream*, 2nd edition.

Durham: CAP
ISBN: 978-1-59460-723-3

New York Times Six Part Series on “The American Dream: Las Vegas”
(May, 2004) BlackBoard

Hughes, Everett. 1945. “Dilemmas and Contradictions of Status,” *American Journal of Sociology* 50: 353–359. BlackBoard

Cole, Elizabeth and Safiya Omari. 2003. “Race, Class and the Dilemmas of Upward Mobility for African Americans.” *Journal of Social Issues* 59: 785-802. BlackBoard

Gladwell, Malcolm. 2008. *Outliers: The Story of Success*. Boston: Littler, Brown (chapter on BlackBoard)

OTHER READINGS OF INTEREST RELATED TO THE TOPIC

Hays, Sharon. 2004. *Flat Broke on Welfare*. New York: Oxford University Press.

Halberstram, David. 1994. *The Fifties*. New York: Ballantine Books

Bourdieu, Pierre 1984. *Distinction: A Social Critique of the Judgment of Taste*. Harvard University Press.

Bowen, William G., et al. 2005. *Equity and Excellence in American Higher Education* (Thomas Jefferson Foundation Distinguished Lecture Series) University of Virginia Press (April)

Bowles, Samuel, et al (Editors) 2005. *Unequal Chances: Family Background and Economic Success*. Princeton University Press.

Conley, Dalton, 2004. *The Pecking Order: Which Siblings Succeed and Why*. Pantheon.

Corak, Miles (editor), 2004. *Generational Income Mobility in North America and Europe* Cambridge.

Frank, Richard. 2008. *Richistan: A Journey Through the American Wealth Boom and the Lives of the New Rich*. New York: Three Rivers Press.

Jacobs, Sheila. 1999. "Trends in Women's Career Patterns and in Gender Occupational Mobility in Britain." *Gender, Work, & Organization* 6: 32-46.

Kingston, Paul W. 2000. *The Classless Society*. Stanford University Press

Lareau, Annette, 2003. *Unequal Childhoods: Class, Race, and Family Life*. University of California Press

Scharnhorst, Gary, with Jack Bales. 1992. *The Lost Life of Horatio Alger Jr.* Indiana University Press,

Western, Bruce, Deirdre Bloome, and Christine Percheski. 2008. "Inequality Among American Families with Children, 1975 to 2005."

American Sociological Review 73:903-920.

SYLLABUS (subject to change)

August

Thursday August 27 – 1st day of class
Assignment: pre-assignment, 1st three parts of question
Announce meeting in library on Tuesday.

September

Tuesday September 1- Library Instruction Class (Giz Womack)
ZRS # room 476, just off the Reference area on the 4th floor of the Wilson wing

Thursday September 3 – FACEBOOK discussion of American Dream
Bring ThinkPads; write response no later than Wednesday @NOON.
Assignment: Davis & Moore "Social Stratification" (Blackboard): "Background Essay: AMERICAN DREAM"
Question for FACEBOOK: what is it about the Davis and Moore discussion that clarifies for you how and why it is important for people to be placed where they belong if our society is to work as it is supposed to work.
Remember to add the Tumin critique of Davis and Moore and your thoughts from the "background essay."
Next Reading Assignment: Davis & Moore and Tumin "Social Stratification;"

Everett Hughes, "Dilemmas and Contradictions of Status."

Tuesday September 8

Topic for Today: Upward Mobility

Reading Assignment: Davis & Moore and Tumin "Social Stratification;" Everett Hughes, "Dilemmas and Contradictions of Status."

Next Reading Assignment: Malcolm Gladwell, "Outliers" and Hume, Chapter 4 "Bill and Vivian Kingsley: GI Tech" AND Servicemen's Readjustment Act (BlackBoard)

Thursday September 10

Topic for Today: Success: How is it Achieved?

Reading Assignment: Malcolm Gladwell, "Outliers" and Hume, Chapter 4 "Bill and Vivian Kingsley: GI Tech" AND Servicemen's Readjustment Act (BlackBoard)

Next Reading Assignment: Gusmorino, Paul A., III. "Main Causes of the Great Depression" TEST #1

Tuesday September 15

Topic for Today: The Great Depression

Reading Assignment: Gusmorino, Paul A., III. "Main Causes of the Great Depression"

STUDENT GROUP PRESENTATION #1

Thursday September 17

Topic for Today: FILM: The Grapes of Wrath

Reading Assignment: Next readings are from Brown vs. Topeka, Kansas Board of Education decision (1955), Supreme Court of the United States

Next Reading Assignment: Brown vs. Topeka, Kansas Board of Education decision (1955), Supreme Court of the United States (BlackBoard)

Tuesday September 22

Topic for Today: De-segregation: "Brown vs the Board"

Reading Assignment: Brown vs. Topeka, Kansas Board of Education decision (1955), Supreme Court of the United States BlackBoard

Next Reading Assignment: John F. Kennedy, Inaugural Speech: "Ask Not What Your Country Can Do For You." (Friday, January 20, 1961) BlackBoard

Thursday September 24

Topic for Today: Kennedy's American Dream

Reading Assignment: John F. Kennedy, Inaugural Speech: "Ask Not What Your Country Can Do For You." (Friday, January 20, 1961) BlackBoard

Next Reading Assignment: Lyndon Baines Johnson, "The Great Society Speech." (May 22, 1964) BlackBoard TEST #2

Tuesday September 29

Topic for Today: Johnson's American Dream
Reading Assignment: Lyndon Baines Johnson, "The Great Society Speech."
(May 22, 1964) BlackBoard
Next Reading Assignment: Chapt.1 The Greatest Regeneration: The Accidental
Remaking of America (35); New York Times series on "The American Dream:
Las Vegas."
STUDENT GROUP PRESENTATION #2

October

Thursday October 1
Topic for Today: The American Dream
Reading Assignment: Hume, Chapt.1 The Greatest Regeneration: The Accidental
Remaking of America (35)
Next Reading Assignment: Hume, Chapt. 2 Cold Wars, Hot Rockets, A New
American Dream (30)

Monday October 5th @ 11 Hattery's class

Tuesday October 6
Topic for Today: The American Dream
Reading Assignment: Hume, Chapt. 2 Cold Wars, Hot Rockets, A New
American Dream (30)
Next Reading Assignment: Hume, Chapt. 3 Investing in the Future: Bill Thomas
and the Rise of Suburbia (34)

Thursday October 8: MIDTERM EXAMINATION

Tuesday October 13
Topic for Today: Film: Wonderland - A Documentary on Levittown, New
York; Historic Levittown, PA; Pleasantville
Reading Assignment: Hume, Chapt. 3 Investing in the Future: Bill Thomas
and the Rise of Suburbia (34)
Next Reading Assignment:

Thursday October 15: FALL BREAK

Tuesday October 20
Topic for Today: Film: Pleasantville
Reading Assignment:
Next Reading Assignment: Ferman and Ferman, "Structural Underpinnings of the
Irregular Economy."

Thursday October 22
Topic for Today: Upward Mobility via the Illegitimate Economy
Reading Assignment: Ferman and Ferman, "Structural Underpinnings of the

Irregular Economy.”

Next Reading Assignment: MICHAEL LEWIS and DAVID EINHORN, 2009, “The End of the Financial World as We Know It.”

STUDENT PRESENTATION #3

Tuesday October 27

Topic for Today: Upward Mobility via the Illegitimate Economy

Reading Assignment: MICHAEL LEWIS and DAVID EINHORN, 2009, “The End of the Financial World as We Know It.”

Next Reading Assignment: Leroy “Nicky” Barnes

Thursday October 29

Topic for Today: FILM: “Mr. Untouchable”

Reading Assignment: Leroy “Nicky” Barnes

Next Reading Assignment: COLE, “Upward Mobility”;

Smith, *Race, Sport and the American Dream* - Introduction

October 29th – DUKE Conference on sport

November

Tuesday November 3

Topic for Today: Upward Mobility for African Americans via SPORT

Reading Assignment: COLE, “Upward Mobility”; Smith, *Race, Sport and the American Dream* – Introduction

Next Reading Assignment: Smith, *Race, Sport and the American Dream*- chapter 5
STUDENT GROUP PRESENTATION #4

Thursday November 5

Oral presentations

Next Reading Assignment: COLE, “Upward Mobility”;

Smith, *Race, Sport and the American Dream* - Introduction

Tuesday November 10

Topic for Today: Upward Mobility for African Americans via SPORT

Reading Assignment: COLE, “Upward Mobility”; Smith, *Race, Sport and the American Dream* – Introduction

Next Reading Assignment: Smith, *Race, Sport and the American Dream*- chapter 5

Thursday November 12

Oral Presentations

Next Reading Assignment: Smith, *Race, Sport and the American Dream*- chapter 5

Tuesday November 17

Topic for Today: Upward Mobility for African Americans via SPORT

Reading Assignment: Smith, *Race, Sport and the American Dream* chapter 5

Next Reading Assignment: Smith, *Race, Sport and the American Dream* chapter 8
Tesst #3

Thursday November 19

Oral Presentations

November 20th -- NSF

Tuesday November 24

Topic for Today: Upward Mobility for African Americans via SPORT

Reading Assignment: Smith, *Race, Sport and the American Dream* chapter 8

STUDENT PRESENTATION #5

Thursday November 26—THANKSGIVING

December

Tuesday December 1

Oral Presentations

Thursday December 3—

FINAL EXAM REVIEW

FILM: “ERNIE DAVIS”

FINAL EXAMINATION – MONDAY DECEMBER 7TH @ 2PM

STUDENT GROUP PRESENTATIONS:

Tuesday September 15

Topic: The Great Depression

STUDENT GROUP PRESENTATION #1

Tuesday September 29

Topic: Johnson’s American Dream – Great Society Speech

STUDENT GROUP PRESENTATION #2

Thursday October 22

Topic: Upward Mobility via the Illegitimate Economy

STUDENT GROUP PRESENTATION #3

Tuesday November 3
Topic: Upward Mobility for African Americans via SPORT
STUDENT GROUP PRESENTATION #4

Tuesday November 24
Topic: Upward Mobility for African Americans via SPORT
STUDENT PRESENTATION #5

TESTS:

Test 1= 20 points

Test 2= 20 points

Midterm Examination = 20 points

Test 3 = 10 points

Group Oral Presentations are worth 10 points each

Final Examination is worth 20 points each

TOTAL = 100

The following grading scale will be used to determine your final grade:

95-100% A

90-94% A-

86-89% B+

83-85% B

80-82% B-

76-79% C+

73-75% C

66-69% D+

63-65% D

60-62% D-

Below 60% = F

AMERICANS WITH DISABILITIES ACT

According to Section 504 of the Rehabilitation Act of 1973, individuals with a physical or mental impairment ("disability") are entitled to equal access, integration and the provision of reasonable accommodation by Federally-supported institutions like the Wake Forest University. The University is required to make "academic adjustments" for qualified disabled persons. These adjustments may include modifications to academic requirements as are necessary to ensure that such requirements do not discriminate against a qualified handicapped student. Adjustments may also include modifications to course examinations or other procedures for evaluating students' academic achievement. If these Section 504 protections apply to you, or you think that they might apply to you, please contact the Learning Assistance Center (336.758.5929) within the first two (2) weeks of the semester.

CONTINGENCY PLAN IN THE EVENT OF A PANDEMIC FLU

In the event of a pandemic flu outbreak, we will continue to "meet" as a class through electronic media such as e-mail and the World Wide Web.

You will continue to do the course readings as specified for each day on the syllabus, and I will provide you with questions in advance related to that material. You will submit written responses to those questions in lieu of having a class discussion. Those responses will count toward your class participation grade. The other written assignments for the class will not change. The syllabus already provides you with all of the information you need to complete those assignments.

Of course, we will make other adjustments, as necessary, to the course requirements in order to get through what will undoubtedly be a very disruptive event in our individual lives and in the life of the university itself. If you have any questions about this plan, please let me know.