San José State University  
Sociology & Interdisciplinary Social Sciences  
Socio 154-01 Sociology & Non-Conforming Behavior, Spring 2016

Course and Contact Information

Instructor: Stephen J. Morewitz, Ph.D.
Office Location: DMH 237A
Telephone: 408.924.5365
Email: stephen.morewitz@sjsu.edu
Office Hours: MW, 8:30-9:00 am
Class Days/Time: MW, 9:00-10:15 am
Classroom: Hugh Gillis Hall 122
Prerequisites: SOCI 1 or equivalent.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, can be found on the Canvas learning management system course website. You are responsible for regularly checking with the email system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

Sociological analysis of behavior outside of social conventions including crime, mental illness, suicide, and chemical dependency.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. CLO 1 Define non-conforming behavior
2. CLO 2 Identify theories of non-conforming behavior
3. CLO 3 Evaluate the strengths and weaknesses of non-conforming behavior
4. CLO 4 Identify the social organization of non-conforming behavior
5. CLO 5 Describe the structure of the non-conforming behavioral act
6. CLO 6 Describe the stages of non-conforming careers
7. CLO 7 Identify non-conforming behavior theories related to the use of death threats in the family, workplace, government, and conflict/war situations
8. CLO 8 Describe the social structure in which death threats are made
9. CLO 8 Evaluate the strengths and weaknesses in research methods that are used to study death threats and other non-conforming behavior

**Required Text**

*Constructions of Deviance: Social Power, Context, and Interaction | Edition: 8*

Author: Patricia A. Adler, Peter Adler
ISBN: 9781305093546
Publication Date: 01/28/2015
Publisher: Cengage Learning

**Recommended Text:**

*Death Threats and Violence: New Research and Clinical Perspectives | Edition: 1*
Other Readings

Additional readings will be posted on Canvas.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

1. Midterm (Multiple-choice and True/False Test Items) (30% of total grade)

Successfully completing the midterm will enable students to meet the following CLOs:

CLO 1 Define non-conforming behavior
CLO 2 Identify theories of non-conforming behavior
CLO 3 Evaluate the strengths and weaknesses of non-conforming behavior
CLO 4 Identify the social organization of non-conforming behavior
CLO 5 Describe the structure of the non-conforming behavioral act
CLO 6 Describe the stages of non-conforming careers
CLO 7 Identify non-conforming behavior theories related to the use of death threats in the family, workplace, government, and conflict/war situations
CLO 8 Describe the social structure in which death threats are made
CLO 9 Evaluate the strengths and weaknesses in research methods that are used to study death threats and other non-conforming behavior

2. Final Exam (Multiple-choice and True/False Test Items) (30% of total grade)

Successfully completing the final exam will enable students to meet the following CLOs:

CLO 1 Define non-conforming behavior
CLO 2 Identify theories of non-conforming behavior
CLO 3 Evaluate the strengths and weaknesses of non-conforming behavior
CLO 4 Identify the social organization of non-conforming behavior
CLO 5 Describe the structure of the non-conforming behavioral act
CLO 6 Describe the stages of non-conforming careers

CLO 7 Identify non-conforming behavior theories related to the use of death threats in the family, workplace, government, and conflict/war situations
CLO 8 Describe the social structure in which death threats are made
CLO 9 Evaluate the strengths and weaknesses in research methods that are used to study death threats and other non-conforming behavior

3. In-Class Assignments
Students will work solo and in teams to complete in-class assignments such as preparing key terms, writing essay questions, and preparing parts of their Role Playing and Day-in-the-Life projects. Students are expected to turn in three in-class assignments per week (either electronically to the Discussion forums on Canvas and/or hard copies in class). The instructor will comment on Canvas submissions. In addition, students will be able to review and comment on Canvas submissions. Students will not be penalized if they fail to meet their weekly quota. However, by Monday of the last week of the semester, students must have submitted 75% of the in-class assignments to receive full credit. If students complete all assignments by this time, one or more extra credit points may be added to their final grade in the course.

Successfully completing the In-Class Assignments will enable students to meet the following CLOs:

CLO 1 Define non-conforming behavior
CLO 2 Identify theories of non-conforming behavior
CLO 3 Evaluate the strengths and weaknesses of non-conforming behavior
CLO 4 Identify the social organization of non-conforming behavior
CLO 5 Describe the structure of the non-conforming behavioral act
CLO 6 Describe the stages of non-conforming careers
CLO 7 Identify non-conforming behavior theories related to the use of death threats in the family, workplace, government, and conflict/war situations

CLO 8 Describe the social structure in which death threats are made

CLO 9 Evaluate the strengths and weaknesses in research methods that are used to study death threats and other non-conforming behavior

4. Non-Conforming Behavior Role Playing Project (20% of total grade)

Students will work in teams of two to three to plan, design, and implement a Non-Conforming Behavior Role-Playing Project. Students will conduct the Role Playing Project by selecting and applying a theory of non-conforming behavior from the required and recommended texts. As part of their Role Playing Project students will:

a. Follow the written report format below;
b. Read the required and recommended texts, peer-review social science journal articles, and books related to nonconforming behavior theories, concepts, and research methods and findings;
c. Include a list of references (minimum five sociological texts and other peer-review social sciences references
d. Prepare a written dialogue for the Role Playing Project (1 typed-page, double-space, max);
e. Discuss the ways in which your five textbooks and/or peer-review journal articles (see item b.) support or do not support a theory or concept of non-conforming behavior (2-typed, double-space pages max);
f. Present the Role Playing Project in Class using your dialogue and written your analysis of the social sciences readings;
g. Submit a typed paper copy (3 typed pages, double-space, not including the title page and the list of references; see report format below) of the Role Playing Project in class and also submit an electronic copy of the Role Playing Project to Canvas on the same class day.

Successfully completing the Non-Conforming Behavior Role Playing Project will enable students to meet the following CLOs:

CLO 1 Define non-conforming behavior

CLO 2 Identify theories of non-conforming behavior

CLO 3 Evaluate the strengths and weaknesses of non-conforming behavior
CLO 4 Identify the social organization of non-conforming behavior

CLO 5 Describe the structure of the non-conforming behavioral act

CLO 6 Describe the stages of non-conforming careers

CLO 7 Identify non-conforming behavior theories related to the use of death threats in the family, workplace, government, and conflict/war situations

CLO 8 Describe the social structure in which death threats are made

CLO 9 Evaluate the strengths and weaknesses in research methods that are used to study death threats and other non-conforming behavior

5. Day-in-the Life Diary about Non-Conforming Behavior Project (20% of total grade)

Students will plan, design, and implement a detailed Day-in-the-Life Diary about Non-Conforming Behavior Project. Students will carry out the Day-in-the-Life Diary Project by selecting and applying a theory of non-conforming behavior from the required and recommended texts and peer-review social sciences journal articles and books. As part of their Day-in-the-Life Diary Project students will:

a. Follow the written report format below;

b. Read five minimum sociological peer-review sociological journal articles (can include required and recommended texts, peer-review social science journal articles, and books related to nonconforming behavior theories, concepts, and research methods and findings);

c. Include a written list of all of your texts and other peer-review social sciences references;

d. Prepare a detailed Day-in-the-Life Diary about Non-Conforming Behavior using your observation of part of your regular day, e.g., waiting for a bus, studying in the library; Answer such questions as: Who was involved? Where? What is a description of the setting? When? What happened? Why? (one typed page, double space max)

e. Analyze your references to explain in writing the ways in which your Day-in-the-Life observation illustrates a theory or concept of non-conforming behavior (two typed pages, double-space max);

f. Present the Day-in-the-Life Diary about Non-Conforming Behavior in Class using your Day-in-the-Life observations and written summary of your analysis of the readings;

g. Submit a typed paper copy (3 typed pages, double-space, not including the title page and the list of references) of the Day-in-the-Life Diary about Non-Conforming Behavior Project in class and also submit an electronic copy of the Day-in-the-Life Diary about Non-Conforming Behavior Project to Canvas on the same class day.
Successfully completing the Day-in-the-Life Diary about Non-Conforming behavior will enable students to meet the following CLOs:

**CLO 1** Define non-conforming behavior

**CLO 2** Identify theories of non-conforming behavior

**CLO 3** Evaluate the strengths and weaknesses of non-conforming behavior

**CLO 4** Identify the social organization of non-conforming behavior

**CLO 5** Describe the structure of the non-conforming behavioral act

**CLO 6** Describe the stages of non-conforming careers

**CLO 7** Identify non-conforming behavior theories related to the use of death threats in the family, workplace, government, and conflict/war situations

**CLO 8** Describe the social structure in which death threats are made

**CLO 9** Evaluate the strengths and weaknesses in research methods that are used to study death threats and other non-conforming behavior

**Grading Policy**

According to the Departmental policy, all recorded grades are FINAL. The faculty member will not change any grade after it is recorded unless the faculty member has made an error in calculation. Students will not be permitted to re-submit assignments for a better grade.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight (%)</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>30%</td>
<td>90%-92% = A-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>92.1%-100% = A</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td>88%-89.9% = B+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>72.1%-77.9% = C</td>
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<tr>
<td>Role Play</td>
<td>20%</td>
<td>82.1%-87.9% = B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>68%-69.9% = D+</td>
</tr>
<tr>
<td>Diary</td>
<td>20%</td>
<td>80%-82% = B-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>62.1%-67.9% = D</td>
</tr>
<tr>
<td>In-Class Assignments</td>
<td>20%</td>
<td>78%-79.9% = C+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60%-62% = D-</td>
</tr>
</tbody>
</table>

(See discussion of the in-class assignments)
STUDENT CONCERNS/COMPLAINTS ABOUT GRADES:
Students with concerns and/or complaints relating to grades must first communicate with the professor and allow the professor to settle the matter fairly with the student directly using office hours or some other appropriate means of discussion and review. All University policies and procedures regarding grades are followed in this course to guarantee fairness and due process. Please refer to the University Catalog for more information on the University’s grading policy.

Grading Criteria for In-Class Assignments

In terms of participation, students must complete 75% of all in-class assignments by the end of the last class session of the semester to receive full credit. Otherwise, students will lose 10 points from their final grade. Students who complete 100% of the assignments and participate in class may get one or more points extra credit added to their final grade.

Grading Criteria for the Role Playing and Day-in-the Life Projects

Students will receive the following written break-down of points for their grade for the Role Playing and Diary Projects:

Relevance to the sociology of non-conforming behavior (5 points)

Adequacy of the analysis of peer-review social sciences journal articles and books related to the sociology of non-conforming behavior (20 points)

Adequacy of major sociological theories and/or findings (20 points)

Creativity (5 points)

Clarity/Logic/Grammar/Report Format (See Report Format Below) (50 points)

Students will also receive detailed written comments and suggestions for revising the Role Playing and Diary projects. The detailed comments provide support for the grade breakdown for the Role Playing and Diary projects.

1. Passing This Course: Passing this course requires consistent good effort to turn in all materials, use correct grammar, and know the conventions of writing in the social sciences. Poor attendance, sloppy papers written in one night (I know this is possible for some of you), or consistently turning materials in late, usually result in lower overall points, and the possibility of not passing.
2. Late Assignment Penalty: All late Role Playing Project and Day-in-the-Life Project assignments (not submitted as a hard copy in class and also submitted to Canvas) will lose 10 points for each class meeting the assignment is late. I will allow assignments to be turned within one week in-class, and there will still be a late paper penalty. Assignments must be turned in during class (hard copy) and not emailed to the instructor. Papers CANNOT be turned into the department office.

Classroom Protocol

Participation and Attendance:

Attendance is mandatory. If you miss class, you are responsible for contacting classmates to make up the work. In addition, you must review the Canvas postings to submit your in-class assignments for the day that you missed.

Do not use any electronic devices in class unless you are using them for preparing assignments in class. Do not carry on conversations with classmates unless they are related to class discussions and specific assignments.

Students must complete 75% of all in-class assignments by the end of the last class session of the semester to receive full credit. Otherwise, students will lose 10 points from their final grade. Students who complete 100% of the assignments and participate in class may get one or more points extra credit added to their final grade.

Being on Time: Attendance and being on time is critical on the days that we have in-class assignments. If you do not have your assignment, then you can still do the assignment. While attendance cannot be graded, expect that absences and/or late arrivals could affect your grade should you miss (parts of) in-class exercises or assignments. If you miss announcements, lecture material, hand-outs, you need to be sure to pick them up and have someone else to get them for you.

Contacting Your Professor: I receive A LOT of email, so be sure to put in your SUBJECT line: Soci 154. That way I know why you are contacting me. Please sign your full name at the end of your email so that I know who you are! Don’t expect me to email you a copy of anything if I can post it on Canvas, it will be there. I try to respond to email within 24-48 hours only between Mondays and Fridays.

Hand-outs, Readings, and Other Learning Materials: Purchase the books!! These books are useful for your entire career at SJSU. I recommend bringing the books and the Powerpoint lecture outlines to class, as I frequently explain and lecture from the material in the book. I post my hand-outs on Canvas.

Professor's Revisions to the Syllabus: I reserve the right to adjust assignments, material, and time schedule to fit the needs of the class. I will not however, add additional material to what is already stated in the syllabus. Students will be notified of all changes in the syllabus.
University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”
Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.
SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit the [Counseling Services website](http://www.sjsu.edu/counseling) at http://www.sjsu.edu/counseling.
Soci 154-01 Sociology & Non-Conforming Behavior Spring 2016
Semester Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

A & A= Adler & Adler, Constructions of Deviance
M=Morewitz, Death Threats and Violence

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>2.1</td>
<td>A &amp; A, General Intro; Pt. I, Defining Deviance; CH 1-2; M, Preface; Appendix A, Research Methods &amp; Appendix B, Study Results</td>
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<td>A &amp; A, Three Perspectives, CH 3</td>
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<td>A &amp; A, CH 9; M, CH 2 Death Threat Makers</td>
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<td>A &amp; A, Pt III Studying Deviance; CH 12; M, CH 3 Death Threat Victims</td>
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<td>A &amp; A, CH 13-14</td>
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<td>A &amp; A Pt IV Constructing Deviance; CH 15-16; M, CH 4 Stalking and Homicidal Threats</td>
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<td>6</td>
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<td>A &amp; A, CH 17; M, CH 5 Death Threats and Weapon Use</td>
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<td>7</td>
<td>3.16</td>
<td>A &amp; A, CH 22; M, CH 6 Substance Use and Abuse and Homicidal Threats; <strong>Role Playing Project Presentations</strong>;</td>
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<td><strong>Midterm in Class</strong>; A &amp; A, CH 25; M, CH 7 Death Threats and Violence at Schools and Colleges</td>
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<td><strong>Spring Break</strong>; A &amp; A, CH 28</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<td>A &amp; A, Stigma Management, CH 29-30; M, CH 9 Crime, Culture, and War</td>
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<td>A &amp; A, CH 32-33; M, CH 10 Hate Crimes</td>
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<td>A &amp; A, Pt VI The Social Organization of Deviance, Loners, CH 34</td>
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<td>12</td>
<td>4.18</td>
<td>A &amp; A, Online Communities, CH 35, Subcultures, CH 36; M, CH 11 Death Threats and Terrorism</td>
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<td>12</td>
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<td>A &amp; A, Gangs, CH 37; Formal Organizations, CH 38</td>
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<td><strong>One-Day Diary Project Presentations;</strong> A &amp; A, Cooperation, CH 41</td>
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<td>A &amp; A, CH 42, Conflict CH 43</td>
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<td>A &amp; A, CH 44</td>
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<td>A &amp; A Pt VIII Deviant Careers, Entering Deviance, CH 45, Managing Deviance, CH 46</td>
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<td>15</td>
<td>5.11</td>
<td>A &amp; A Career Stages, CH 47</td>
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<td>16</td>
<td>5.16</td>
<td>A &amp; A, Exiting Deviance CH 48-49</td>
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<tr>
<td><strong>Final Exam</strong></td>
<td>5.18</td>
<td>In-Class; 7:15-9:30 am</td>
</tr>
</tbody>
</table>
Role Play Analysis and Merton’s Anomie Theory

Liza Gonzalez

San Jose State University

Sociology 154-01

Spring 2016
Role-Play Dialogue

(Text; one typed, double-space page, max)
Role-Play Analysis

(text; two typed, double-space pages, max; follow the in-text reference format below)

Healthcare disparities among women in the U.S. exist in relation to socioeconomic status (SES) (Paul, Lehman, Hillemeier & Suliman, 2007). Women who utilize public hospitals often have no insurance resulting in less perinatal care and less options in labor and delivery methods (Paul et al., 2007). Black women in our country are especially vulnerable to disparities in maternal health. Studies show that maternal death rates increased substantially from 1982 – 2005, with the ratio for black women being twice as high as the ratio for white women (Gaskin, 2008). Furthermore, complex societal and individual factors contribute to whether or not a woman will receive prenatal care (Alexander & Kotelchuck, 2001). Maternal-child health nurses have the unique opportunity to help bridge the gap in quality care for low-income mothers. Excellent nursing, and patient advocacy are key factors to a healthy child-birthing experience.

This report aims to examine the role of SES through the lens of a maternal-child health department in an urban public hospital.
References

(five peer-review references, minimum; follow this format)


My One Day Diary: Analysis of Social Disorganization Theory

Liza Gonzalez

San Jose State University

Sociology 154-01

Fall 2015
One-Day Diary Description

(Text; one typed, double-space page, max; Describe in vivid detail the following: Who was involved? Where? What is the setting? When? What happened? Why?)
One-Day Diary Analysis

(text; two typed, double-space pages, max; follow the in-text reference format below)

Healthcare disparities among women in the U.S. exist in relation to socioeconomic status (SES) (Paul, Lehman, Hillemeier & Suliman, 2007). Women who utilize public hospitals often have no insurance resulting in less perinatal care and less options in labor and delivery methods (Paul et al., 2007). Black women in our country are especially vulnerable to disparities in maternal health. Studies show that maternal death rates increased substantially from 1982 – 2005, with the ratio for black women being twice as high as the ratio for white women (Gaskin, 2008). Furthermore, complex societal and individual factors contribute to whether or not a woman will receive prenatal care (Alexander & Kotelchuck, 2001). Maternal-child health nurses have the unique opportunity to help bridge the gap in quality care for low-income mothers. Excellent nursing, and patient advocacy are key factors to a healthy child-birthing experience. This report aims to examine the role of SES through the lens of a maternal-child health department in an urban public hospital.
References

(five peer-review references, minimum; follow this format)


