

**Sociology 4461-
CRITICAL THINKING IN SOCIOLOGY
Spring 2010**

Professor Nielsen

Office: Ketchum 310; Mailbox: Ketchum 219 (Sociology Department)

Office Hours: Tues 3-4 PM; Wed 10-12 am or by appointment

Email: joyce.nielsen@colorado.edu

Class: 8-9:15 AM T/R, Ketchum 235

Course Content

The focus of this course is critical thinking, using environmental themes/issues in contemporary literature and popular culture as content. You will be expected to use your sociological imagination as well as learn to think, write and speak more critically, more clearly and more powerfully than you do now. Rather than a passive recipient of knowledge in this class, you will be expected to actively participate in lively discussions, written and oral assignments, and individual and group in-class assignments.

Required Texts

Graff, Gerald and Cathy Birkenstein. 2006. They Say/I Say: Moves That Matter in Academic Writing. W.W. Norton & Co.

Paul, Richard and Linda Elder. 2008. The Miniature Guide to Critical Thinking. The Foundation for Critical Thinking.

Quinn, Daniel. 1992. Ishmael: An Adventure of the Mind and Spirit. Bantam Books.

Choose additional book, film, article or other cultural product from attached Project 4 list.

Course Requirements

- 1. Three (3) papers (20% of grade each=60%), one (1) in-class presentation (20% of grade), and one short "Reflections" paper (10% of grade), see separate assignment sheet for details.**
- 2. Individual and group in-class activities, due throughout the semester (10% of grade).**
 - A. Attendance and participation**
 - B. Short oral and written activities, as assigned**
 - C. Book, project and film discussions.**

Class Rules

1) No laptops during class

2) Be on time, do not pack up early, do not text

- If you require certain accommodations because of a disability, please let us know by the end of the third week so that your learning needs may be appropriately met. You will need to provide documentation from Disability Services (Willard 322 303-492-8671 www.colorado.edu/sacs/disabilityservices)
- We (the instructor and students) are expected to adhere to the behavior standards listed in the Rights and Responsibilities Regarding Standards of Conduct. The specific policy may be found at www.colorado.edu/policies/classbehavior.html
- Both students and faculty are expected to abide by the University's honor code. The specifics can be found at www.colorado.edu/academics/honorcode. Cheating and plagiarizing will result in a failing grade for either or both the assignment and the course. Information on what constitutes these behaviors can be found in the honor code document if you have any questions.
- Sexual harassment is not tolerated. For more information on maintaining a fair and safe environment and sexual harassment policies and reporting see www.colorado.edu/sexualharassment or call the Office of Sexual harassment at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550.
- The Writing Center: Meet one-to-one with a writing consultant for sound advice at ANY stage of your writing process. They teach you strategies to formulate and organize strong thesis statements, use and cite evidence appropriately, master style and grammar, and overcome writing anxiety. Services are free to all CU students. Please visit <http://www.colorado.edu/pwr/writingcenter.html> The Writing Center is located in Norlin Library, Room E-156. For more information on the Writing Center please email wrtghelp@colorado.edu or call (303)735-6906.

Classmate Information:

We suggest that you obtain the contact information of a few of your classmates -This benefits everyone. **You will be asked to have the below spaces filled by the second week of class.** You should consider those on this list as resources for notes, questions and a future study buddy.

Name:

Email:

Name:

Email:

Course Outline

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1	1/12,14	Course overview & introductions	Read <u>Ishmael</u>
2	1/19,21	Discuss <u>Ishmael</u> , using assigned texts	Read CT guide
3	1/26,28	Identify environmental themes; Discuss "Gods Must Be Crazy" film	
4	2/2,4	Specific themes/critique/ <u>Ishmael</u>	Read <u>They Say/I Say</u>
5	2/9,11	Discuss student paper themes; Discuss "Instinct" film	
6	2/16,18	Finish discussion/ student papers; Begin discussion/subcultures	<u>Ishmael</u> paper due
7	2/23,25	Student subculture presentations	Subculture presentation due
8	3/2,4	Student Subculture presentations (cont'd)	
9	3/9,11	Subculture presentations (cont'd)	
10	3/16,18	Finish subculture projects	Subculture <u>paper</u> due Select Project 4 focus
11	3/23,25	SPRING BREAK	
12	3/30-4/1	Environmental ideologies; Discuss "Silent Spring" film	Read Project 4 selection
13	4/6,8	Discuss "Botany of Desire"	
14	4/13,15	Presentation of book from Project 4 list	
15	4/20,22	Discuss student selections, Project 4	
16	4/27,29	Review	Project 4 paper due; Reflect on course

FINAL EXAM PERIOD SCHEDULED: Monday May 3 at 7:30 PM.

Reflection Paper due Tuesday May 4 by 5 PM

PROJECTS/PAPERS

Project #1

Write 3-5 page paper on specific theme in Daniel Quinn's novel, Ishmael, using guidelines and advice from class discussion and from They Say/I Say text. Due February 18, 2010. 100 points

Project #2

Identify and present ethnographic description of subculture that you know well. Use your sociological imagination and sociological wisdom to generate a paper that is "thick" with description and detail. Be coherent and organized. Again, use They Say/I Say text as organizing guide. Due February 23-March 17, 2010. 100 points

Project #3

Use feedback from class and instructor to now create written version of subculture presentation. Write a 3-5 page paper describing subculture in detail. Again, use They Say/I Say text as organizing guide. Focus on a specific theme, issue or question. Due March 17, 2010. 100 points

Project #4

Choose and read book from Project 4 Reading List (or select alternative and clear with me). Write 3-5 page critical analysis of your selection, using They Say/I Say guidelines. Due April 16, 2010. 100 points

Reflection paper

Write 3 page paper on impact and significance of course content, including information from student subculture projects. Due May 4, 2010. 50 points

FOR ALL PAPERS AND PRESENTATIONS, READ FINAL DRAFT OUT LOUD TO YOURSELF OR TO FRIEND, AND EDIT AND MODIFY TO CONSTRUCT A MORE POLISHED AND PRESENTABLE PRODUCT. USE CRITERIA FROM CRITICAL THINKING GUIDEBOOK TO CHECK YOUR WORK.

Project 4 Book List
Sociology 4461-002

Suggested List Only. You may choose any book, film, or other cultural product that you think is worth writing about, so long as it is relevant to the environmental issues/themes of this course.

Dunaway, Finis. Natural Visions: The Power of Images in American Environmental Reform. University of Chicago Press, 2005.

Ehrenfeld, David. Becoming Good Ancestors: How We Balance Nature, Community, and Technology. Oxford University Press, 2009.

Gore, Al. Our Choice: A Plan to Solve the Climate Crisis. Rodale, 2009

Gore, Al. Earth in the Balance: Ecology and the Human Spirit. Findaway World, 2008.

Gore, Al. An Inconvenient Truth. Simon & Schuster, 2008.

Hawken, Paul, Amory Lovins and L. Hunter Lovins. Natural Capitalism: Creating The Next Industrial Revolution. Little Brown and Co. 1999.

McDonough, William and Michael Braungart. Cradle to Cradle: Remaking the Way We Make Things. North Point Press, 2002.

Neuzil, Mark. The Environment and the Press: From Adventure Writing to Advocacy. Northwestern University Press, 2008.

Quinn, Daniel. My Ishmael. Bantam Books.

Quinn, Daniel. The Story of B: An Adventure of the Mind and Spirit. Bantam Books.

Worster, Donald. The Wealth of Nature: Environmental History and The Ecological Imagination. Oxford University Press, 1993.