



- CJ Pascoe. 2012. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley, CA: University of California Press. (originally published in 2007)
- Nancy Plankey-Videla. 2012. *We are in this Dance Together: Gender, Power, and Globalization at a Mexican Garment Firm*. New Brunswick, NJ: Rutgers University Press.
- Sarah Damaske. 2011. *For the Family: How Class and Gender Shape Women's Work*. Oxford: Oxford University Press.
- Nancy Mezey. 2009. *New choices, New families: How Lesbians Decide about Motherhood*. Baltimore, MD: The Johns Hopkins University Press.

*All other readings are journal articles and will be posted on the blackboard. You can also download the articles through the WSU library article database site.*

### **Course Requirements:**

**Class Participation:** Class participation is essential to student success. This is a seminar course, so I expect students to be prepared to engage in discussions and demonstrate understanding of readings and concepts. Active classroom participation means voicing ideas, asking questions, and carefully listening. I expect students to respond to questions I ask in class. Students should try to create an environment that encourages everyone's participation, regardless of ideology or personality. Your deeply held beliefs may be challenged by what you read and hear. I ask that you are non-judgmental towards others who may have different perspectives, are open to new ideas, and thoughtfully consider ways of expressing your ideas that are respectful of those who may disagree. Disrespect of the professor, students, or the academic environment will not be tolerated. To promote discussion, students will select two articles on designated weeks and write two discussion questions for each article (due 1-2 days before class by email). Class participation is worth 10% of the course grade.

*A note on attendance* – Students must make their own decisions about learning. I think student learning improves when attending class regularly and actively participating in conversations. Excessive absences, tardiness, and leaving early will jeopardize students' participation grade.

**Leading Discussion:** Working in pairs, students will facilitate one class session. Class facilitation includes presenting a short (about 5 minutes) orientation to the week's readings and writing a list of questions focused on key themes and concepts to promote discussion. Your role is not to lecture, but to facilitate a thoughtful and active discussion on the week's readings, while also connecting to previous material discussed in class. Students are encouraged to think of innovative ways to create discussion in large or small group activities (see "Guidelines for Facilitating Group Discussion" at end of syllabus).

Students must meet/consult with me regarding their plans for the class by the Friday before their assigned facilitation day. This means that joint discussion leaders need to meet in advance to plan their duties so that there is no overlap and a logical flow to the class (whoever emails me must cc the other student). A list of 7 discussion questions and general class outline is due by Sunday at 5 pm. I will review your class plan and send comments via email. I expect students to be attentive to feedback and make appropriate changes. Students are penalized if they do not submit the class plan in advance and/or address my feedback. Email me the final class plan for grading purposes. Organizing and leading class discussion is worth 15% of the course grade.

**Blog:** Students will write a short blog entry based on an empirical article (research study) we have read for the class (see articles on these dates: 2/9, 3/2, 4/13, & 4/20, but not articles for which students write their DQ). Blogs are about 500-800 words, and include a short, catchy title and at least one visual like a graph, chart, or free-for-use pictures. Write in non-academic language for readers with a high school education. Your goal is to “popularize” the main points of the empirical article. See examples: <https://gendersociety.wordpress.com/>. Blogs are due the day we read the article and will be shared with the class; entry is worth 15% of the course grade.

**Book review:** Students will write a review on a book we read for class. There are 5 books to choose from, but students cannot write on the book for which they facilitate discussion. The book reviews are 750-1000 word essays, briefly describing the main argument, and critically evaluating it, noting strengths and weaknesses. See examples in *Contemporary Sociology* and *Gender & Society*. Review is due the day we read the book, and is worth 15% of the course grade.

**Content analysis project:** Students will conduct a small “content analysis” focused on some aspect of gender. Students could analyze gendered images in the media (print, television, or film), or gendered products (technically observations if enter store). Students can also use the archives at the Reuther Library to access historical documents on many topics. Students should be creative, but must have their project approved by me in advance. I will meet with students individually during the week of February 23<sup>rd</sup>. There is no class that week so we will meet in my office. In the meeting, we will discuss the project; students must submit a brief one-page outline 1-2 days before we meet – including topic, overall research question, research objectives, and plans for data collection. The final product for undergraduates is a short 4-6 page report about their experience and data analysis (due last day). Graduate students submit a longer 8-10 page paper (due last day) that follows a more standard research paper (introduction, literature review, methods, data analysis, conclusion, and references; grad students must use at least 10 academic sources). The content analysis project is worth 30% of the course grade.

**Presentation:** Graduate students must present their content analysis in the form of a poster presentation at the *Department of Sociology Research & Award Day* (SRAD is April 23<sup>rd</sup>). Posters must be done professionally (can be printed at the medical school for a reasonable cost). Undergraduates will present their project in power point in class on the last day of the semester (April 27<sup>th</sup>). This is a great way for undergraduates to present in a safe environment and receive constructive feedback for future presentations in front of large audiences. Undergraduate students have the option of also presenting a poster at SRAD to earn extra credit. The presentation of the content analysis project is worth 15% of the course grade.

### Grades:

1. Class participation (including discussion Qs)	10 points
2. Lead discussion (on books)	15 points
3. Blog entry	15 points
4. Book review	15 points
5. Content analysis project & paper	30 points
6. Presentation of project	15 points
<b>TOTAL</b>	<b>100 points</b>

### Grade Chart:

100% = A+	88-89% = B+	78-79% = C+	68-69% = D+	59-59% = F
94-99% = A	84-87% = B	74-77% = C	64-67% = D	
90-93% = A-	80-83% = B-	70-73% = C-	60-63% = D-	

## Course Policies:

Course policies are designed and implemented to ensure a quality learning environment. As your professor, my responsibility is to create an environment so students can learn; students are responsible for respecting policies and completing all assignments.

1. **Blackboard communication:** All course information is managed through Blackboard. Assignments and course syllabus are posted on Blackboard. Not checking Blackboard regularly is not an excuse for missing assignments or information relevant to this course. **There is now a WSU Blackboard app.** See: <http://computing.wayne.edu/blackboard/>
2. **Email etiquette:** All students have a WSU email account. If you use a different account, forward the WSU email to that alternate account, or minimally make sure my emails are forwarded. **I only use WSU email for communicating.** Emails should be professional, including punctuation, full sentences, correct spelling and grammar. Do not email as if you were sending a text message. Please indicate your name and what course you are enrolled in so I know who is sending the email. Do not address me as “Ms.” or “Mrs.” – these titles are for teachers in K thru 12. Use “doctor” or “professor.” I will not engage in discussions of substance via email, particularly grades. It is too easy for emails to be taken out of context; the “tone” and meaning received may not be what the sender intended.
3. **Cell phones:** Please turn them off in class. If you have specific needs (i.e., child care or elder care), set your phone to vibrate and simply walk out to take the call.
4. **Grades:** For most assignments, there is a grading rubric. I use these forms, so review them closely to ensure you include all information expected for each assignment. I use a 5-level grading scale: exemplary, very good, acceptable, needs improvement, and unacceptable. Generally, grades translate as follows: exemplary is the equivalent of “A” work (94-100%), very good is “A-/B+” work (88-93%), acceptable is B work (84-87%), needs improvement is “B-” work (80-83%), and unacceptable is “C” or lower (79 and below).
5. **Plagiarism:** I expect students to abide by the academic honor code. If you use your own words, but the ideas are from someone else, you must give credit to the author(s). If you use someone’s exact words, you must use quotation marks and provide the author’s last name, year, and page number. I take plagiarism seriously and follow WSU procedures if a student violates the integrity of academics. At a minimum, the student receives a zero for the assignment (most likely failing the course); at a maximum I enforce WSU policies on academic dishonesty. See the end of the syllabus for citation format; also on blackboard.
6. **Student Disability Services:** If you have a documented disability requiring accommodations, you must register with Student Disability Services (SDS), located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department; telephone is [313-577-1851](tel:313-577-1851) or [313-577-3365](tel:313-577-3365) (TTY phone is for hearing impaired students only). Once accommodations are in place, I will be glad to meet with you privately during office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at WSU.
7. **WSU Registration/Withdrawal policies:** Students must complete registration by January 11<sup>th</sup>. After this date, students cannot add this course unless the professor and department approve it. The last day to drop the course is January 26<sup>th</sup> (with tuition cancellation). If dropped by this date, the course does not appear on the academic record. If dropped between January 27<sup>th</sup> and February 8<sup>th</sup>, the course does not appear on the academic record, but students are liable for tuition. Students can drop the course between February 9<sup>th</sup> and March 29<sup>th</sup>, but this requires professor approval (WP or WF will appear on the academic record). **ALL registration and withdrawals are initiated by students through pipeline.** After **March 29<sup>th</sup>** students cannot withdraw from the course and will receive a grade. See for policies: <http://wayne.edu/students/calendar/2014-2015/>

## Sociology of Sex & Gender Course Schedule

Date	Readings, Assignments, and Events
<b>“Doing gender:”</b>	
January 12	<ul style="list-style-type: none"> <li>▪ “Doing Gender,” by West and Zimmerman</li> <li>▪ “Doing Gender Across Racialized Worlds,” by Pyke and Johnson</li> <li>▪ “What it Means to be Gendered Me,” by Lucal</li> <li>▪ “I was Aggressive for the Streets, Pretty for the Pictures,” by Jones</li> </ul>
January 19	<b>NO CLASS – MARTIN LUTHER KING DAY!</b>
<b>Feminist theory:</b>	
January 26	<ul style="list-style-type: none"> <li>▪ “From Sex Roles to Gender Structure,” by Risman and Davis</li> <li>▪ “Believing is Seeing: Biology as Ideology,” by Lorber</li> <li>▪ “The Sociological Construction of Black Feminist Thought,” by Collins</li> <li>▪ “Under Western Eyes’ Revisited,” by Mohanty</li> <li>▪ “Complexity of Heteronormativity,” by Jackson</li> <li>▪ “Inequality Regimes,” by Acker</li> <li>▪ <b>Discussion Questions DUE</b></li> </ul> <p><b>Film: Middle Sexes</b></p>
<b>Bodies:</b>	
February 2	<ul style="list-style-type: none"> <li>▪ Julie Bettie. 2014. <i>Women without Class: Girls, Race, and Identity</i>.</li> </ul>
<b>Masculinities:</b>	
February 9	<ul style="list-style-type: none"> <li>▪ “Gay Athletes, Straight Teams, and Coming Out in Sports,” by Anderson</li> <li>▪ “A Very ‘Gay’ Straight?,” by Tristan Bridges</li> <li>▪ “Stay-at-home Fathers,” by Chesley</li> <li>▪ “Concerns of Male Beginning Teachers,” by Hansen and Mulholland</li> <li>▪ ‘No Way My Boys Are Going to Be Like That!,’ by Kane</li> <li>▪ <b>Discussion Questions DUE</b></li> </ul> <p><b>FILM: Hip-Hop: Beyond Beats and Rhymes</b></p>
<b>Masculinities &amp; Sexuality:</b>	
February 16	<ul style="list-style-type: none"> <li>▪ CJ Pascoe. 2012. <i>Dude, You’re a Fag: Masculinity and Sexuality in High School</i>.</li> </ul>
February 23	<b>NO CLASS – INDIVIDUAL MEETINGS WITH PROFESSOR</b>
<b>Work:</b>	
March 2	<ul style="list-style-type: none"> <li>▪ “The Glass Escalator Revisiting,” by Williams (not empirical article)</li> <li>▪ “Racializing the Glass Escalator” by Wingfield</li> <li>▪ “Overwork/Persistence of Gender Segregation in Occupations” by Cha</li> <li>▪ “Just One of the Guys” by Schilt</li> <li>▪ “Masculinity in the Workplace,” by Ramirez</li> <li>▪ “Gendered Challenge, Gendered Response,” by Kelly et al.</li> <li>▪ <b>Discussion Questions DUE</b></li> </ul> <p><b>FILM: Maquilapolis: City of Factories</b></p>
<b>Work &amp; Globalization:</b>	
March 9	<ul style="list-style-type: none"> <li>▪ Nancy Plankey-Videla. 2012. <i>We are in this Dance Together: Gender, Power, and Globalization at a Mexican Garment Firm</i>.</li> </ul>
March 16	<b>NO CLASS – SPRING BREAK</b>

<b>Work &amp; Family:</b>	
March 23	<ul style="list-style-type: none"> <li>▪ Sarah Damaske. 2011. <i>For the Family: How Class and Gender Shape Women's Work</i>.</li> </ul>
March 30	<ul style="list-style-type: none"> <li>▪ <b>FLEX DAY</b></li> </ul>
<b>Families &amp; Relationships:</b>	
April 6	<ul style="list-style-type: none"> <li>▪ Nancy Mezey. 2009. <i>New choices, New families: How Lesbians Decide about Motherhood</i>.</li> </ul> <p><b>Film: Southern Comfort (to be confirmed)</b></p>
<b>Migration &amp; Globalization:</b>	
April 13	<ul style="list-style-type: none"> <li>▪ "Migrant Domestic Workers," by Pande</li> <li>▪ "The Cost of Rights," by Choo</li> <li>▪ "Guatemalan Migrant Men," by Montes</li> <li>▪ "Don't Deport our Daddies," by Das Gupta</li> <li>▪ "Lesbians in the Borderlands," by Acosta</li> <li>▪ <b>Discussion Questions DUE</b></li> </ul> <p><b>Film: to be decided</b></p>
<b>Politics, Nationalism, &amp; Social Movements: NOTE: READING LIST TO BE FINALIZED</b>	
April 20	<ul style="list-style-type: none"> <li>▪ "Conceptualizing Gender-Sexuality-State-Nation," by Kim-Puri (not empirical)</li> <li>▪ "Envisioning the Nation: Women Activists, Religion, and the Public Sphere in Indonesia," by Rinaldo</li> <li>▪ "The Politics of Gender, Human Rights, and Being Indigenous in Chile," by Richards</li> <li>▪ "The politics of Masculinity and the Ex-Gay Movement," by Robinson and Spivey</li> <li>▪ <b>Discussion Questions DUE</b></li> </ul> <p><b>FILM: The Shape of Water</b></p>
April 23 (Thursday)	<p><b>Department of Sociology Research &amp; Award Day (time to be determined, but probably about 3 to 7 pm in FAB atrium)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Graduate student poster presentations</b></li> </ul>
April 27	<p><b>LAST CLASS</b></p> <ul style="list-style-type: none"> <li>▪ <b>Undergraduate student presentations on content analysis project</b></li> <li>▪ <b>Final undergraduate reports and graduate papers DUE via email</b></li> </ul>

**Changes to the syllabus:** I reserve the right to make adjustments to the syllabus during the semester, usually only done to accommodate University closings or some other unique situation.

### **Reference List of Course Readings:**

#### **Doing Gender:**

West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2):125-151.

Pyke, Karen and Denise L. Johnson. 2003. "Asian American Women and Racialized Femininities: 'Doing' Gender across Racialized Worlds." *Gender & Society* 17(1):33-53.

Lucal, Betsy. 1999. "What It Means To Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System." *Gender & Society* 13(6):781-797.

Jones, Nikki. 2009. "I Was Aggressive for the Streets, Pretty for the Pictures: Gender, Difference and the Inner-City Girl." *Gender and Society* 23:89-93.

### **Feminist Theory:**

Risman, Barbara J. and Georgiann Davis. 2013. "From Sex Roles to Gender Structure." *Current Sociology* 61: 733-755.

Lorber, Judith. 1993. "Believing is Seeing: Biology as Ideology." *Gender & Society* 7(4):568-81.

Collins, Patricia Hill. 1989. "The Social Construction of Black Feminist Thought." *Signs* 14(4): 745-773.

Mohanty, Chandra Talpade. 2002. "Under Western Eyes" Revisited: Feminist Solidarity through Anticapitalist Struggles." *Signs* 28(2):499-535.

Jackson, Stevi. 2006. "Gender, Sexuality and Heterosexuality: The Complexity (and Limits) of Heteronormativity." *Feminist Theory* 7(1): 105-121.

Acker, Joan. 2006. "Inequality Regimes: Gender, Race, and Class in Organizations." *Gender & Society* 20:441-464.

### **Bodies:**

Bettie, Julie. 2014. *Women without Class: Girls, Race, and Identity* (with a new introduction). Oakland, CA: University of California Press. (originally published in 2002)

### **Masculinities:**

Anderson, Eric. 2011. "Updating the Outcome: Gay Athletes, Straight Teams, and Coming Out in Educationally Based Sports Teams." *Gender & Society* 25(2):250-268.

Bridges, Tristan. 2014. "A Very 'Gay' Straight?: Hybrid Masculinities, Sexual Aesthetics, and the Changing Relationship between Masculinity and Homophobia." *Gender & Society* 28(1):58-82.

Chesley, Noelle. 2011. "Stay-at-Home Fathers and Breadwinning Mothers: Gender, Couple Dynamics, and Social Change." *Gender & Society* 25(5):642-664.

Hansen, Paul, and Judith A. Mulholland. 2005. "Caring and elementary teaching the concerns of male beginning teachers." *Journal of Teacher Education* 56:119-131.

Kane, Emily W. 2006. "'No Way My Boys Are Going to Be Like That!': Parents' Responses to Children's Gender Nonconformity." *Gender & Society* 20(2):149-176.

### **Masculinities & Sexuality:**

Pascoe, CJ. 2012. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley, CA: University of California Press. (originally published in 2007)

### **Work:**

Williams, Christine. 2013. "The Glass Escalator Revisiting: Gender Inequality in Neoliberal Times." *Gender & Society* 27(5):609-629.

Harvey Wingfield, Adia. 2009. "Racializing the Glass Escalator Reconsidering Men's Experiences with Women's Work." *Gender & Society* 23(1):5-26.

Cha, Youngjoo. 2013. "Overwork and the Persistence of Gender Segregation in Occupations." *Gender & Society* 27(2):158-184.

Schilt, Kristen. 2006. "Just One of the Guys? How Transmen Make Gender Visible at Work." *Gender & Society* 20:465-90.

Ramirez, Hernan. 2010. "Masculinity in the Workplace: The Case of Mexican Immigrant Gardeners." *Men and Masculinities* 14(1):97-116.

Kelly, Erin L, Samantha K. Ammons, Kelly Chermack and Phyllis Moen. 2010. Gendered Challenge, Gendered Response: Confronting the Ideal Worker Norm in a White-Collar Organization *Gender & Society* 24(3): 281-303

### **Work & Globalization:**

Plankey-Videla, Nancy. 2012. *We are in this Dance Together: Gender, Power, and Globalization at a Mexican Garment Firm*. New Brunswick, NJ: Rutgers University Press.

### **Work & Families:**

Damaske, Sarah. 2011. *For the Family: How Class and Gender Shape Women's Work*. Oxford: Oxford University Press.

### **Families & Relationships:**

Mezey, Nancy. 2009. *New choices, New families: How Lesbians Decide about Motherhood*. Baltimore, MD: The Johns Hopkins University Press.

### **Migration & Globalization:**

Pande, Amrita. 2012. "From 'Balcony Talk' and 'Practical Prayers' to Illegal Collectives: Migrant Domestic Workers and Meso-Level Resistances in Lebanon." *Gender & Society* 26(3):382-405.

Choo, Hae Yeon. 2013. "The Cost of Rights: Migrant Women, Feminist Advocacy, and Gendered Morality in South Korea." *Gender & Society* 27(4):445-468.

Montes, Veronica. 2013. "The Role of Emotions in the Construction of Masculinity: Guatemalan Migrant Men, Transnational Migration, and Family Relations." *Gender & Society* 27:469-490.

Das Gupta, Monisha. 2014. "Don't Deport Our Daddies': Gendering State Deportation Practices and Immigrant Organizing." *Gender & Society* 28(1):83-109.

Acosta, Katie. 2008. "Lesbianas in the Borderlands: Shifting Identities and Imagined Communities." *Gender & Society* 22:639-659

### **Politics, Nationalism, & Social Movements (list to be finalized):**

Kim-Puri, H.J.. 2005. Conceptualizing gender-sexuality-state-nation: an introduction. *Gender & Society* 19(2):137-159.

Rinaldo, Rachel. 2008. "Envisioning the nation: Women Activists, Religion and the Public Sphere in Indonesia." *Social Forces* 86(4):1781-1804.

Richards, Patricia. 2005. "The Politics of Gender, Human Rights, and Being Indigenous in Chile." *Gender & Society* 19(2):199-220.

Robinson, Christine and Sue Spivey. 2007. "The Politics of Masculinity and the Ex-Gay Movement." *Gender & Society* 21:65-675.

## **Guidelines for bibliography/reference list (American Sociological Review style):**

### **For a Book:**

Keck, Margaret E. and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca: Cornell University Press.

### **For a Chapter in an edited Book:**

Pye, Lucian W. 1998. "Democracy and Its Enemies." Pp. 21-36 in *Pathways to Democracy: The Political Economy of Democratic Transitions*, edited by James F. Hollifield and Calvin J. Jillson. New York: Routledge.

### **For a Journal Article:**

Jafar, Afshan. 2007. "Engaging Fundamentalism: The Case of Women's NGOs in Pakistan." *Social Problems* 54:256-273.

Fitzgerald, Kathleen J. and Diane M. Rodgers. 2005. "Radical Social Movement Organizations: A Theoretical Model." *The Sociological Quarterly* 41(4):573-592.

**NOTE: When you find a journal article through a database such as JSTOR or Sociological Abstracts, do not include the internet site as part of the citation. You are only using the internet as a tool to access these journals.**

### **For an Internet cite:**

The World Bank. 2000. "Income Inequality." Retrieved March 15, 2006. ([www.worldbank.org](http://www.worldbank.org)).

Willetts, Peter. 1996. "What is a Non-Governmental Organization." UNESCO: Encyclopedia of Life Support Systems. Section 1: Institutional and Infrastructure Resource Issues. Retrieved June 13, 2008. ([www.staff.city.ac.uk/p.willetts/CS-NTWKS/NGO-ART.HTM](http://www.staff.city.ac.uk/p.willetts/CS-NTWKS/NGO-ART.HTM)).

## **ASR Style Guidelines for citations in the text:**

### **Paraphrasing an author(s):**

Scholars of social sciences have begun to recognize the importance of non-governmental organizations, particularly as advocates for citizenship rights (Alvarez 1998; Lind 2000).

### **Direct quote using author's name in the sentence:**

As Segarra (1997:489) argues the "apparent failure of the state-centered model of development" has created space for civil society associations to play a role in politics.

### **Direct quote NOT using the author's name in the sentence:**

Former President Salinas (1988-1994) actively sought to diminish the power of NGOs by changing fiscal laws to allow the government "to treat NGOs as private profit-making corporations" (Piester 1997:486).

### **Guidelines for Facilitating Group Discussion:**

On one designated day during the semester, each student will help discuss reading assignments. Students will direct our conversations about the books or articles we have read during the current week. Students' tasks include the following: (1) *briefly explain some of the key themes of the readings*; (2) *identify questions the articles raise so that we can carry out our group discussion*; and (3) *highlight confusing/problematic sections of the readings so that we can clarify their meaning*. Student facilitators are also encouraged to think of innovative ways to create discussion through large or small group activities. This assignment will give students experience in identifying critical issues and themes in scholarly works, and also presentation/teaching experience. Below are some questions to think about when preparing to facilitate discussion. These questions are simply guides; students may discover that there are more important questions to address than the ones I suggest.

#### Finding Themes in the Articles You Read:

1. What is/are the major research question(s) or theme(s) of the work(s) you have read? Define the theme(s) and come up with an example of each theme you define.
2. What is/are the key findings or conclusions of the book chapters/articles in recent weeks? Can you summarize these findings in one or two sentences? Are these findings controversial and debatable at all?
3. What is/are the connection(s) between readings and lecture topics?

#### When Thinking of Questions to Discuss with the Class, Perhaps Try to Answer the Following:

1. Can you identify ways in which the researcher(s) could have gone farther in exploring this particular topic?
2. What implications do the authors' findings have for our use of certain research methods?
3. Why did I pick this reading for a "methods" course? Do you think the subject of the readings is appropriate to discuss, or are there more important subjects that we should be discussing?
4. What is most interesting to you about this reading? What is most controversial? Does it make you think differently about methods/certain types of methods?
5. How does your reading fit with or contradict all the other readings assigned for this week/prior weeks?? How are the readings similar to each other and how are they different? Are there any common themes? Do authors of these readings contradict each other?
6. Given the argument that the author(s) present(s), could you play "devil's advocate?" In other words, could we argue the opposite viewpoint?
7. Is the author presenting a biased viewpoint? If so, how do you know? Would you discuss the author's topic differently?
8. Who is the audience for this reading? How does this impact the author's arguments or presentation of the topic?
9. In what ways does this reading make you think deeper about the subjects covered in this class?
10. What might be the most interesting aspect of this reading for individuals in the class – i.e., grad students at Wayne State? How is this reading relevant for us?
11. What argument/theme in the readings did you dislike and why?
12. Based on the readings you have done, do we need to do more research in order to understand sociological methods? In other words, does the research push our knowledge far enough?
13. How can we take authors' conclusions and learn from them? What should we take away from this reading?
14. Based on this reading, what kind of question(s) could appear on the sociology methods exam?

#### Ideas for Small/Large Group Activities:

1. Have students draft research questions or statements of purpose for their research.
2. Have students actually participate in some sort of data analysis activity.
3. Have students participate in a focus group activity during class.
4. Have students critique a set of existing survey questions or an article's findings.
5. Bring in current event articles that relate to course material for that week, and discuss connections.
6. Brainstorm about how to study a particular topic using certain methods.
7. Pair up students and have them interview each other on a common question and then compare answers/experiences.
8. Bring in examples of research topics that need study, and discuss the pros and cons of research these topics, and using certain methods to study the topics.
9. Make students talk about how they would deal with certain research situations/problems.
10. Come up with your own idea!  
~ See me if you have problems or questions about facilitating discussion on your designated day. ~