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DJS 204—spring 2012

FREEDOM AND SOCIAL CONTROL

This course explores definitions, concepts, and theories used to explain and understand central features of social power. Themes include the struggle for social justice, the history of punishment in Western society, and the legal and extralegal management and disciplining of individuals and groups. The goal of the course is to expose forms of power that embed in social structures and consider their effects on group and individual liberty, as well as their legitimacy, with an eye towards envisioning a freer and more democratic society. There are two objectives for achieving the course goal: (1) identify on quizzes and examinations arguments, facts, and theories covered in course material; (2) demonstrate critical thinking and college-level writing skills by producing an original research paper on an assigned topic. The General Education Council designates Freedom and Social Control as a SS2 (second level social science) course in the general education program.

Course materials All items listed are required except where noted. There are three textbooks: Noam Chomsky, *Media Control* (Seven Stories Press, 2002); Mark Colvin, *Penitentiaries, Reformatories, and Chain Gangs* (Palgrave, 1997); George Ritzer *McDonaldization of Society*, 6 (Pine Forge Press, 2010). Highly recommended is Joel Bakan's *The Corporation: The Pathological Pursuit of Power* (Constable & Robinson, 2004). Students have found Bakan's book helpful in planning the research paper and for developing a better understanding of the associated documentary film, *The Corporation*, shown in class. All of the books are available at the Phoenix Bookstore. Articles, book chapters, and essays are obtainable on the course D2L site (see schedule). PowerPoint files used during lecture also appear on D2L *after* lectures are delivered in class. The style manual identified in the syllabus is accessible at the Cofrin Library, in books stores, or online. Other materials (syllabi, writing guides, study guides, etc.) are found on the course web page, the URL for which is listed above.

COURSE COMPONENTS

Online Quizzes (25 points) Quizzes designed to facilitate the reading portion of the course are administered through D2L and cover all assigned readings. Most every week opens with a quiz, which is available for 72 hours and accessible at 8:30 the morning of the first day and closing at 8:30 the morning of the fourth day. For example, a quiz that opens on Monday morning will close the same time Thursday morning. In some weeks two quizzes may appear, with the second quiz becoming available on the second day of the week. Each quiz, comprised of five questions, in multiple-choice and true/false format, is timed for 10 minutes and is worth 5 points. The number of quizzes is determined by the pace of the semester. Only the five highest scoring quizzes are retained for the final quiz grade; all others are dropped. Quizzes cannot be made up for any reason. A missed quiz either becomes a dropped quiz or earns a zero (depending on whether the student has completed at least five quizzes). An announcement in the course email clarifies what readings the quiz covers each week if we fall behind the schedule. Regular emails review items from quizzes following administration. Quiz review emails are sent only once; students are responsible for retaining copies.

Examinations (75 points) Exams cover all course material. Students take exams in class without benefit of notes or texts. A number two pencil and student ID is required. Students must place notebooks, book bags, and other items under the desk or behind or under their chair while exams are in progress. Students may not wear hats or sunglasses during exams. Cell phones and other electronic devices must be turned off (unless there is a legitimate request for accommodation). Students should shield their answers from other students. If space permits, there should be a chair's distance between test takers. I may use different versions of the exams for security purposes. Cheating on an exam will result in a zero for that exam and referral to the Dean of Students. Please leave quietly after finishing. Exams are not returned to students. Scores are posted on D2L. The midterm exam is worth 25 points. The comprehensive final exam is worth 50 points.

I have identified a date for the mid-term exam in the schedule; however, due to the emergent pace of lecture that date is subject to change. The university determines the final exam schedule. See the schedule below or consult the official university schedule for that date. Students may not reschedule a missed exam except in the case of a legitimate and verifiable emergency, such as a car accident, death of a close family member, or sudden serious illness. A compelling and verifiable reason must accompany a request for rescheduling an exam prior to its scheduled administration and should be processed through the Dean of Students. I use my discretion in judging the merits of cases. Any request to take the exam under different circumstances on the grounds of disability must be officially recognized and arranged several days before exam time, preferably at the beginning of the semester.

Institutional Analysis (50 points) Two goals of UW-Green Bay's general education program are developing habits of critical thinking and problem-solving skills, including "problem identification and analysis, solution formulation, implementation and assessment, using an integrated, interdisciplinary approach." Because this is a SS2 general education course, the assignment described in this section assesses student ability to apply social science principles to the study of social problems. A student achieves competency in this area when she demonstrates an understanding of "the impact that social institutions and values have on individuals and groups in a culture" (<http://www.uwgb.edu/catalog/undrgrad/gened.htm>).

In pursuit of these goals, students produce an institutional analysis, an original piece of scholarly research relying primarily on outside academic sources that examines the effects of corporate bureaucratic culture, operations, and strategies on personal freedom broadly defined as choice, health, safety, or wellbeing. The modern business firm, or for-profit corporation, is the paradigm. As the project is conceived as a critical scientific treatment of a social problem, the assignment asks students to focus on those effects that either restrict or harm individual freedom. Papers that extol the virtues or benefits of corporations or that attempt to suggest ways corporations can improve operations and their public image are unacceptable. This prohibition includes papers that praise with faint damnation (the opposite of the English idiom "damning with faint praise"). The paper is not to be a humorous or satirical essay or a work of sarcasm. Students are to produce a sober piece of scholarship that clearly identifies detrimental effects and rationally explains them using the language of the social sciences.

Examples of corporate bureaucracies are Monsanto, Shell Oil, and Wal-Mart (however, Wal-Mart is disallowed for this assignment as it is used to illustrate the institutional analysis). There are many other businesses and industries from which students may choose. The researcher must not make the focus of the analysis other social institutions, such as family, government, or religion; although the analysis may include such matters as they intersect with corporate bureaucracies, this shall be only in terms of their supporting role. For examples of institutional analyses concerning business corporations, see Joel Bakan's *The Corporation* (a recommended text for the course), Edward Herman and Noam Chomsky's *Manufacturing Consent*, and George Ritzer's *The McDonaldization of Society* (a required text for this

course). The documentaries *The Corporation* and *Manufacturing Consent*, which we watch in class, provide many examples of corporate bureaucracies and their negative effects on human freedom, as well as suggesting methods for studying institutions.

The paper must have an original title and a clear thesis. A thesis is an argument or proposition, supported by logic and empirical fact, submitted for consideration. This is a social science class at a public institution, so arguments must possess a rational and secular character. The length of the analysis will be 500-750 words – no less, no more – written in standard scientific language. The word count does not include title page, abstract, or works cited page, elements that must also appear in the paper. As college-level work involves a great deal of writing, students should buy or borrow, if they have not already, a dictionary, thesaurus, handbook of grammar and punctuation. I take writing seriously and evaluate all aspects of written work, including grammar and spelling. Please use the Writing Center (Cofrin Library 109) to address any writing problems. Students are to use the author-date system of the *Chicago Manual of Style* (http://www.chicagomanualofstyle.org/tools_citationguide.html). Do *not* use the *Chicago Manual's* documentary note system (for the humanities). *Use only the author-date system* designed for the natural, physical, and social sciences. Additionally, students are to read and follow the on-line guide: [http://www.uwgb.edu/austina/courses/guide to writing/Guide to Writing.htm](http://www.uwgb.edu/austina/courses/guide%20to%20writing/Guide%20to%20Writing.htm). Failure to follow instructions will result in a poor or failing grade. Grading procedures are detailed in the Guide to Writing.

Each paper must meet a required minimum number of academic and scholarly *social scientific* sources, which for this course is set at *four* (4). These sources are used to form the foundation for the analysis. Students are encouraged to go beyond the minimum required number. Additional sources may include journalistic sources that provide supporting evidence. The terms “academic” and “scholarly” refer to articles from peer-reviewed journals and monographs and edited collections published by university presses. If ever unclear about what constitutes a scholarly source, see the teacher. It is crucial to the legitimacy of the project that it is constructed using only appropriate sources. All sources must be relevant to the topic and theme. All sources must be used in the paper. News articles, assigned text, and lecture notes do not count towards the required minimum and the paper cannot be based on them; such sources can only be used to supplement analysis. Do not use the Internet for authoritative or informational sources; this includes Wikipedia, other course web pages, and on-line encyclopedia. Although these may be used as evidence, do not rely on corporate, industry, or trade publications for authoritative claims or sources. An authoritative claim or source refers to analysis or information produced by experts and recognized by members of a community of interests – in this instance, social scientists – as highly reliable or accurate, determined by its appearance in a relevant peer-reviewed publication (this does not guarantee quality, but rather greatly increase the likelihood that the source will be of the high quality suitable to rigors of research). Outside textbooks are disallowed. Papers from essay and paper mills are disallowed. This assignment is not a book review, review essay, a summary of course material, or an opinion piece.

Except for quotations (used sparingly), the analysis shall be in the students' words. The student researcher must accurately cite all sources used in the paper. Plagiarism in any amount or degree will result in a zero for the assignment and the student will not be allowed to repeat the assignment (since the deadline for submission will have passed). Ignorance is no excuse for plagiarism; plagiarism does not depend on what one intends, but what one does. Students who unknowingly plagiarize suffer the same fate as those who do it knowingly. *Ignorantia legis neminem excusat!* For information on what constitutes plagiarism consult <http://www.plagiarism.org/>. Study the information contained therein, including associated URLs. As explained below, papers are submitted to D2L for grading. D2L has a plagiarism detector that will be engaged for this class. Your professor will also independently check for plagiarism. Papers purchased from essay mills, previously used in this class, used in other classes, or written by oth-

ers are reported to the Dean of Students. (Be aware that professors have access to term paper sites, keep records of past papers, and work closely with colleagues.)

The analysis is due on Thursday, April 12 by 12:00 noon for full credit. Ten points are automatically deducted from papers submitted late regardless of reason. *No papers are accepted under any circumstances after Tuesday, April 17, 12:00 noon.* Upload the paper to the course D2L site in Microsoft Word or Adobe PDF format for credit. There are two drop boxes: one for full credit, the other for partial credit. Students who submit papers in any format besides Microsoft Word or Adobe PDF format will not receive credit. If you are unfamiliar with these formats, then call the Help Desk (CIT). The number is 465-2309. Submit another electronic copy in either format to my university email account: austina@uwgb.edu. It is wise to attach the paper to an email addressed to me before uploading the paper to D2L, especially if you wait until late in the process. Both the D2L submission and the email submission must be before the deadline. I do not accept technological failure as an excuse. Do not follow up submissions to the drop box and email with addenda (including the late box). *Papers must be complete by the deadline.*

I do not require a paper copy of the analysis. However, I do require students provide photocopies of the first pages of the required minimum sources (only the peer-reviewed scholarly academic social scientific sources), either the front page of the journal article with the title, abstract, and opening paragraph, or the title page of the book. Bibliographic information returned by an electronic search is insufficient and will be treated as missing documentation. If these photocopies are not provided the day of the deadline by class time (or submitted with the paper to D2L), the paper receives no credit. Bring the copies to class and give them to me at the end of the class period or leave them, stapled together with full name and class title on each page in legible handwriting, in the plastic pocket by my office door before the deadline. The photocopies may also be submitted as PDF files with the paper upload. Grades are posted on D2L when I have finished grading all papers. I do not return essays but make comments in D2L. *Fair warning:* Because I assign written term papers in all my classes, I usually do not finish grading them until the week of final exams.

Additional Work (10 points) If students decide to do additional work, they must select one of these topics given below, give it an original title, and address the question the topic poses. Papers that evade or neglect the topic are unacceptable. Arguments must be logical and empirically supported. Appeals to divine or supernatural entities and forces are unacceptable in a social science course. For example, if the topic is the use of religion as control, the argument may not use religious texts as authoritative sources. A scientific analysis is not interested in assessing the truth claims various religious clerics and texts make, but rather with explanations of religion and its effects as anthropological or sociological phenomena. Extra work is not to be a work of opinion but analysis in the spirit of the main written assignment. Proper types of questions: "How does the state control a woman's reproductive rights?" "What are the justifications state actors make in doing so?" "What are the cultural, economic, and political forces that underpin their motives?" All rules associated with the institutional analysis apply to additional work, except the required minimum for outside academic sources, which is set at two instead of four. Additional work is due on Thursday, April 26 by 12:00 noon, no exceptions. There is no late drop box for additional work. This assignment is the only opportunity for additional work. Choose one and only one from the following five topics and write a 500-word essay worth up to 10 points: (1) The Modern Public University: Education or Indoctrination? (2) The State and Reproductive Rights. (3) Due Process versus Crime Control: Contradictions in Criminal Justice Process. (4) Psychiatry and Mental Illness: A Modern Inquisition? (5) Is Religion an Institution of Control or a Means of Liberation?

Grading Scale:

90% A (135 points)	87% AB (130)	80% B (120)	77% BC (115)
70% C (105)	67% CD (100)	60% D (90)	Below 60% is failing

OFFICE LOCATION AND HOURS

My office is located on the third floor of Mary Ann Cofrin (MAC) Hall, room 326A. I am willing to meet with students to clarify assignments, lectures and readings, study guides, and missed exam questions. You will find my office hours listed at the top of this syllabus. I am available by appointment, but because of my schedule, I ask that students try to meet with me during my office hours. I have been able to resolve most matters through email.

TECHNOLOGY

Course Email Associated with this course is email that provides instructor and students access to all students in the class. The address is listed at the top of the syllabus. A student must have a valid UWGB account to receive mail from the course email. The course email is a requirement and the university signs up enrolled student for it automatically. I use this service to alert students to updates to the course page, events on campus of interest, and emergencies, address questions about course material or other pertinent inquiries, conduct discussions concerning relevant subject matter, review study guides and quizzes, report exam performance, and post news stories relevant to topics covered in the class. There are rules to using the course email: (1) email contributions shall substantively relate to the theme of the course; (2) email contributions shall be thoughtful and productive and written in a civil tone; (3) course email is not a vehicle for student grievances (professor email and office hours are the proper places for student grievances). All students are responsible for information I send to course or personal email whether they check their campus emails or not.

Professor Email My email is listed at the top of this syllabus. Email allows students to ask questions or voice concerns 24 hours a day, seven days a week. I find that most issues are resolved through email, saving everybody considerable time. Please note that if I answer emails after business hours (4:30 pm) or on weekends, it is because I choose to do so, not because I am required to do so. If you do not hear from me within 24 normal working hours, please resend the email. I get a lot of email over the course of a day and I don't want to miss any. Students are responsible for information I send to course or personal email whether or not they check their campus email.

Web Page You will find the address to my web page listed at the top of the syllabus. Pages associated with my web site contain syllabi, instructions for constructing essays, links to our library and other web pages, study guides, and on-line readings. You will also find links to other courses I teach, as well as a link to the Democracy and Justice Studies web page, where you can learn about the major for which this course serves as an introduction (in addition to serving as a general education course).

REASONABLE ACCOMMODATIONS AND RULES OF CONDUCT

Reasonable Accommodations As required by federal law and UW-Green Bay policy for Individuals with disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465- 2841 or 465-2849. I can make reasonable accommodations unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

Academic Integrity A diploma from an institution of higher learning signals to others that the holder of the degree has obtained the privilege through hard work and honest effort. By honest effort it is understood that examinations are performed without the unauthorized assistance of others or the use of material disallowed by the teacher; that essays, term papers, and research projects are unique compositions by the student wherein great care has been taken to properly attribute all derived thought to its original authors; that any requests for special assistance or consideration in completing course work rest on legitimate grounds and are based on truthful claims (UWS 14.03[2]). I treat acts of academic dishonesty as a serious matter and, where it does not interfere with academic freedom, in accord with this institution's rules and procedures.

Classroom Decorum Behavior that disrupts the learning environment of my classroom will not be tolerated. Examples of disruptive behavior include but are not exhausted by talking with others when the instructor is speaking to the class or students are involved in discussion (this includes passing notes), inappropriate or off-topic monopolization of discussions to the exclusion of other students, irrelevant questions and comments, distracting or inappropriate expressions, gestures, or body language that hamper the conduct of the class. A list of behaviors to avoid is nonexhaustive (since I cannot anticipate every potential behavior that may represent a problem): Turn off cell phones at the beginning of class. This includes vibration and visual settings. Students should not text message in my class. No laptops or other handheld devices in operation during class. No listening to anything through headphones, headsets, earbuds, etc., during class time. No reading material (newspapers, etc.) other than assigned course material during class time. I prefer students not eat in class, but if they must, select quiet foods and packaging and sit in the back when eating. Research shows that human beings are incapable of dichotic attention. Translation: if an individual's attention is somewhere else, he will not learn the material.

Classroom Discussion This is primarily a lecture course. To foster intellectual development, discussion in the classroom will abide by the following rules: (1) limit questions during lecture to seeking clarification of a point or meaning; (2) save substantive questions or comments appropriate to discussion of the material covered in class for time allotted either before lecture begins or after lecture is completed. Please reserve comments and questions appropriate to discussion until those times I call for them.

On the Use of Audio and Video Recorders in the Classroom The Board of Regents has determined that a teacher, for reasons concerning pedagogical practice and academic freedom, may forbid use of tape or digital recorders in the classroom. I expressly forbid students to make audio and video recordings in the classroom. Exception: "Regent Resolution 1556 provides that prohibitions of tape recorders in classrooms may not be imposed upon qualified students with disabilities who must utilize tape recorders because of the nature of their disability to effectively participate in a class provided such students have signed agreements that they will not release the tape recording or transcription to others."

On Bringing Guests and Minors to Class Students are required to obtain permission 24 hours prior to bringing guests to the classroom and I ask that guests be aware of the rules of my classroom. I cannot take questions or comments from guests during class time. As a parent, I realize that children may, under unusual circumstances, accompany parents to school. For parents who bring children to class, please be aware that I present material that may be unsuitable for children. Graphic pictures and discussion of such subjects as genocide, lynching, slavery, torture, unethical medical experiments, and war typically disturb children. Indeed, it may traumatize them. Because of time pressures, I cannot alter presentations to accommodate children. I therefore cannot be responsible for what children see and hear in my classroom. If a situation arises wherein children must be with parents, I advise parents to sit in the back of the class by the door and remove children when the material becomes objectionable. Generally, students are expected to make childcare arrangements, as they would in other walks of life.