

Teaching Portfolio

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Contents	Page
Teaching Statement.....	2
Student Evaluation Summary.....	4
Sample Syllabi	
Constructions of Difference.....	8
Race and Ethnicity.....	14
Drugs and Society	18
Sample Assignments	
Social Stratification: Exploring Inequalities	24
Voices Beyond Bars Analysis Project.....	27
Sociological Practice Cap Project.....	30

TEACHING STATEMENT

“The classroom remains the most radical space of possibility in the academy” ~ bell hooks

Teaching Philosophy Statement

“The classroom remains the most radical space of possibility in the academy” – bell hooks

As an instructor, my goal is to equip students with knowledge about the social world, foster their critical thinking skills, guide them in applying sociological insights to their personal goals, and inspire meaningful civic engagement.

Engaging Undergraduate Research

My goal is to encourage students to explore the social world and their interests through the scientific method, with a strong emphasis on community engagement and honoring the voices of those we study by including them in the research process. I have developed multiple undergraduate research projects within my curriculum.

- **Social Stratification Inquiry:** Investigates how social stratification shapes inequalities and intersectionality in students’ chosen area of interest. Students locate infographics on their topic and conducts a critical analysis of the data.
- **Voices of the Carceral Citizen:** In this project, students examine the creative expressions of formerly incarcerated individuals on topics of academic significance. Through this work, students learn content analysis and engage in abductive reasoning, moving between established knowledge and their findings. This iterative process allows them to generate new questions, inspiring future research based on the real-life experiences and expressions of formerly incarcerated people.
- **Drug Policy Analysis:** In this project, students select a current issue in drug policy, combining academic research with policy analysis to develop actionable policy recommendations.

Each year, I invite students to present at academic conferences and guide them in securing institutional funding. My goal is to secure grants to expand these projects and provide collaborative opportunities for students.

Applying Sociology to Career Goals

Recognizing that sociology majors pursue diverse careers, I make course content relevant to their future paths. I emphasize how research, analytical skills, and sociological insights on identity, inequality, and social dynamics are valuable in various fields.

- **“Promos for Sociology”:** A series of short presentations illustrating how weekly concepts apply to different careers.
- **Sociological Practice Course:** I have designed a course and certification program to help students explore and articulate their goals within Sociology, whether in clinical, research, or public contexts.

As an instructor, I view advising as a collaborative process that supports students in exploring and achieving their goals.

Promoting Social Responsibility

My courses are designed to inspire students to appreciate and engage with local and global social issues, fostering a sense of civic responsibility.

- **Service Learning:** Social Problems students complete community engagement hours and reflection papers, with many expressing a continued commitment to social change work.
- **Constructions of Difference:** Students identify organizations addressing inequality,

exploring career and volunteer opportunities, and discussing tangible ways to confront oppression.

- **Policy Debates in Drugs and Society:** Students debate current drug policy issues, practicing diplomatic compromise on controversial topics.

In my role, I strive to show students the interconnectedness of their education and the world, encouraging them to be informed, active citizens.

Development of Higher-Order Thinking Skills

I aim to cultivate analytical skills in my students, helping them distinguish scientific knowledge from everyday understandings. I strongly believe in higher education's role in fostering an informed citizenry, adapting my teaching to accommodate various learning styles to reach this goal.

- **Claim-Support Activities:** In my online Social Problems course, students are required to make claims supported by scholarly sources while discussing global social issues. Through detailed feedback, students progressively use more credible sources by semester's end.
- **Data Workshops:** My Introduction to Sociology students engage with data from media, social observation, interviews, and surveys across eight workshop assignments. By the final weeks, students demonstrate a more nuanced understanding of empiricism.

Over my seven years teaching sociology, I've increased in-class time dedicated to scientific methods, adjusting assessments to rigorously evaluate students' grasp of these skills. Through both classroom interactions and detailed written feedback, I actively engage with students' reasoning processes to foster critical thinking.

Building Discipline-Specific Knowledge and Cultivating Sociological Imagination

My teaching approach emphasizes building historical perspectives and sociological imagination in understanding human behavior and social systems, balancing foundational concepts with active learning and reflection.

- **Structural Inequality Activity:** After reading and lectures on the causes and consequences of global poverty, students work in small groups to create family budgets, simulating the challenges of limited income.
- **Racial Identity Exploration:** To challenge assumptions about race, I have the students talk about the physical features of racial difference and show examples of the diversity within racial categories. Their selections lead into a discussion on the construction of racial differences and systemic racial inequality.

This integration of content with reflection and discussion deepens students' understanding, evident in the quality of their discussions and test scores by semester's end. I believe deeply in helping students acquire sociological knowledge while reflecting on their positionality within social structures.

Teaching Environment and Inclusivity

I believe learning should be both rigorous and enjoyable. I bring energy and passion to my classroom, establishing clear expectations from day one, maintaining accessibility, and understanding students' unique needs. I challenge thinking through student-led discussions, fostering debate and critical questioning in a safe, inclusive space.

To ensure a respectful and open environment, I offer multiple ways for students to share concerns, including confidential communication channels and in-class feedback activities.

Personal and Summary Statement

As a mother, a person in recovery, and someone impacted by the criminal legal system, I bring lived experience, mentoring, and active engagement in service and research into my teaching. My philosophy centers on equipping students with tools to critically examine the social world, embrace ideals of social justice, and take meaningful action in their lives.

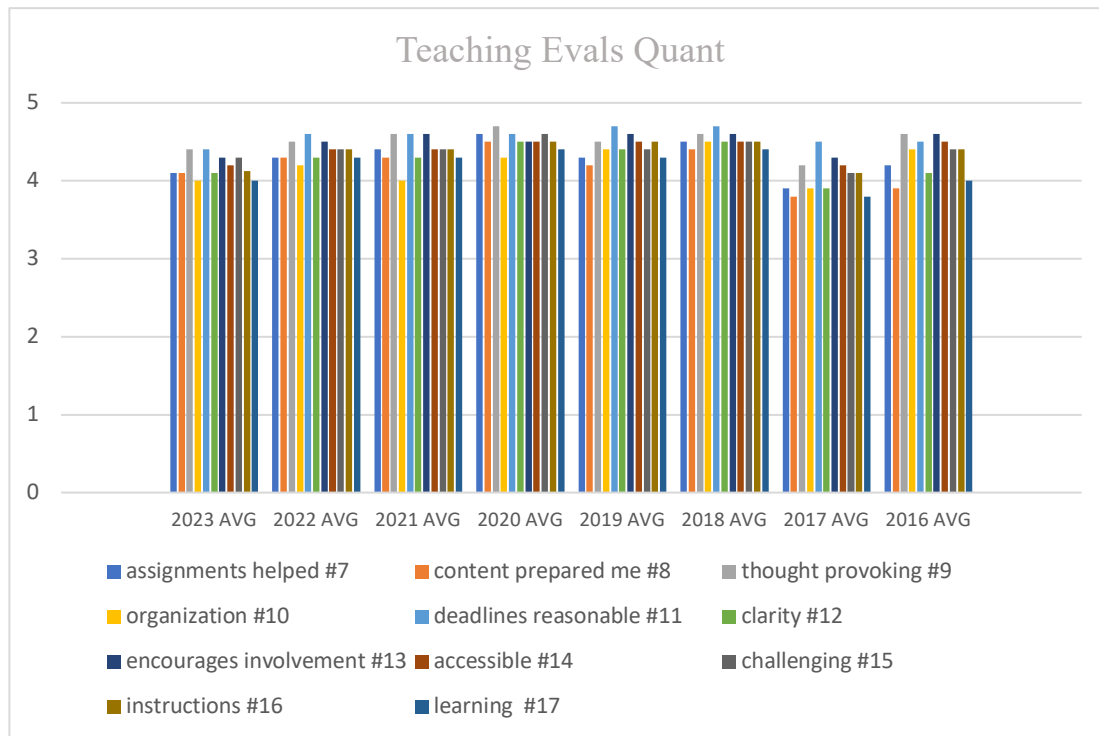
STUDENT EVALUATION SUMMARY

This document is presented as evidence of my teaching effectiveness.

Course Evaluations Based on a 5-point scale

(1= Strongly Disagree, 2=Disagree, 3=Neither, 4=Agree, 5=Strongly Agree)

TEACHING EVALUATIONS



Trends in Student Comments – Selected Quotes

Infectious Passion for and Expertise in Sociology

- *The greatest strength of this instructor's teaching is her passion for sociology and social problems. Her excitement inspires the students to also be passionate about solving social problems.*
- *Very caring about student's learning experience and an expert in the subject matter.*
- *Prof. Woodall inspires others to pursue knowledge in the field and her passion encourages open-mindedness about relevant and pervasive social problems.*
- *She is passionate about what she is teaching, and she evokes that passion in her students.*

- *She is very excited about sociology which increases the effectiveness of delivery of the course content.*
- *Hardworking, caring, very passionate about her research, and she has real experience in this field.*

Working with Students, Flexibility, and Availability

- *She actually cares about her students and will help you achieve your academic goals as long as you ask her for help.*
- *This was an online course, yet Prof. Woodall still made herself available anytime you needed her. She would respond to emails almost instantly and even gave other means to communicate with her. She was very approachable, and if I ever had any sort of question, I never had an issue asking her.*
- *I think her greatest strengths are that she is open and very available for her students to reach her in case they have questions or need help.*
- *Always available to help her students. She shows a genuine love of the material. Her willingness to work with students is a great strength.*
- *Prof. Woodall was a lot of fun and very easy to work with. She was consistently helpful and cares for her students. Which is why I am taking another one of her courses next semester!*
- *She emphasizes the many careers available to sociology majors, this was very helpful.*
- *She is open-minded and understanding of students. She treats students as if they are equals, very respectful to everyone.*
- *Professor Woodall is not only a role model academic, but she takes that extra step in teaching that makes UNG and, in particular, the Sociology Department extremely lucky to have her.*

Enjoyable and Welcoming Style that Aids Learning

- *Very interactive, engaging, and wants her students to enjoy and learn Sociology.*
- *She is very relaxed and easy-going, therefore making it more comfortable to speak up and ask a question or start a debate.*
- *She is funny and focuses a lot on current issues in society. Very good lecture. One of the best professors I have ever had.*
- *The way she teaches the material is very effective. She is not just reading off of a PowerPoint, she actually engages us in discussion in a way that makes it easy to learn.*
- *She genuinely cares for the students in her class and she strives to make it a true learning experience for each and every person she teaches.*
- *The presentations were fun and helped me learn. Literally the best class I've taken.*

Effective Course Organization

- *The instructor has a great method of teaching class. She allows students to hold conversations and class discussions about the material we were learning. She incorporates a lot of fun material such as videos and films to help students understand the topics that we are learning.*

- *Very open class, lots of interaction between students and the professor. I liked that because it gave me the chance to think through the material. I also really liked the test prep assignments, they were very helpful in knowing what I needed to work on for the actual test.*
- *Very clear instructions and a well-structured class!*
- *This online course was very organized and easy to navigate. In this class, I knew exactly when my assignments were due, I knew exactly what was expected of me, and I really appreciated the organization and planning of this class.*
- *She did a great job choosing the books for this class and incorporating different perspectives.*
- *She has put in a lot of prep work into her course and it shows. Moving through the semester was seamless. Expectations and assignments were very clear from the start of the semester.*

Useful and Robust Class Activities

- *Professor Woodall included a lot of activities in her class that made it easier to understand the concepts because they gave us real examples of social issues. This provided a better context for the themes of the class.*
- *She provided outside sources and real-world examples on the concepts we were learning in class, and the assignments were very helpful in making me think about things in depth.*
- *The I-6 project was a lot of fun, it helped me learn about inequalities in many contexts and I liked the online discussions afterward. It was nice seeing my classmates commenting on my project.*
- *Data workshops and the Tough Guise projects helped me learn the topics.*
- *She used great activities and led discussions to help her students think with a sociological imagination.*
- *The project that Prof. Woodall had us do for this class is phenomenal and one of my favorites. I think it was eye-opening and made the class even better. It allowed students to explore identities and intersections of race, class, gender, and sexuality.*
- *Her assignments were fun and they really made me think about the course material and how it relates to my own identity.*

Quality Discussion Facilitation

- *Professor Woodall was not only consistently involving us in discussion, she responded to the discussions herself (which is something not all of my previous online courses have done and is actually rare). She provided input in addition to the grade itself for all of our assignments, which is very helpful in understanding where we could improve and where to focus.*
- *The most significant experiences in the class were often in our deep class discussions.*
- *She asked many questions in class and encouraged discussion.*
- *Prof. Woodall is pretty amazing! I loved her class and learned so much! She is very open-minded, and we had many eye-opening discussions in the class.*
- *She did a great job making sure everyone was involved.*
- *Encouraging class involvement and participation was a great strength of Professor Woodall.*

- *I think Prof. Woodall's greatest strength is the way she handles the classroom. Sociology can be a difficult topic to discuss, especially with a class full of opinions. I think she handles many situations that students provoke with dignity and tact that many other professors would not have exhibited.*

Critical Thinking Encouragement

- *She really gets the class involved and thinking critically.*
- *The course allowed us to think critically and view drug-use in different ways than we originally thought coming into the class.*
- *She pushed the class to think critically in discussions.*
- *She really encouraged us to be critical of all perspectives, which is why I enjoyed her course so much.*
- *I love this professor! This is my third class with Professor Woodall, and if she offered more courses, I would take them. This professor is super helpful and challenges her class to think critically about material covered in the course. She encourages everyone to succeed, and her assignments are fun and interesting. Great course!*

Real-World Application and Social Change Inspiring

- *She wanted us to view the world differently.*
- *The project provided us a way to observe social problems firsthand, and also discover our own roles in combating these issues.*
- *The service-learning project was life-changing for me.*
- *She teaches the hard subjects in a rural southern town which is very impressive. She does it effectively. She encourages us to reflect on our thinking and actions.*
- *Prof. Woodall was able to make the information interesting and applicable to real-world context.*
- *Our service-learning project that was assigned for the course was not only educational, but worked to serve a greater good, and I absolutely loved it! She's stoked a fire within this girl to get out there and make a difference. I really enjoyed this semester with Professor Woodall. She is an excellent instructor and is one of my favorites.*

SAMPLE SYLLABUS

Constructions of Difference: Race, Class, Gender, and Sexuality

SOCI 2100

This Course is Entirely Online

Denise Ruth Woodall, PhD. CPS-AD

Department of Sociology & Human Services: Office hours are Mondays and Wednesdays (in office and virtual) 10:30-12:30 and Tuesdays 12p-2p (virtual). Call me or we can schedule a Zoom meeting. Do not message me inside of D2L – it will take much longer to get a response. If you have a quick and simple question, in a pinch at any reasonable hour...you can text me @ 678-887-6336. Otherwise, emailing denise.woodall@ung.edu is the best way to get me.

Course Description (Prerequisite: Sociology 1101 and Eng 099 when required)

In this course, we critically examine the social construction of difference, focusing on race, class, gender, and sexuality. These constructions are pivotal and interesting concepts in the analysis of social and economic inequality, laying a foundation for further investigation and insight in advanced sociology courses. The course spotlights the involvement of social institutions in the construction process and how the consequences create systems of inequality that privilege few while oppressing many.

Course Objectives: Students will

- *Understand the history and foundational concepts of the construction of race, gender, sexuality and class social categories
- *Recognize the portrayal of race, class, gender, and sexual identities in society that maintain difference.
- *Analyze the power, privilege, and oppression operate across lines of race, class, gender, and sexuality.
- *Assess some of the significant consequences of a society stratified along lines of constructed difference.
- *Apply knowledge of identities and inequalities in class discussion leading
- *Propose structural and societal level solutions to inequality that is rooted in the ideas of the leading scholars of race, class, gender, and sexuality covered in this course.

Methods of Instruction: Class is entirely online. Weekly readings and quizzes, discussion on PackBack platform, presentation project, and essay final.

Required Book: *Race, Gender, Sexuality, and Social Class Dimensions of Inequality and Identity* Edited by Susan Ferguson (This book is brand new, but old school – it is only available currently as a physical text, no ebook. The book is a collection of the most prominent scholars of identity and inequalities – it's truly the next best thing to a handbook, which are usually much more expensive, if you're a social science major of any kind, this is not a bad book to have on hand).

Additional Required Purchase: PackBack Discussion platform access Please be sure to pay when you access the course, you can also pay through the bookstore – check with the bookstore for details

Go to packback.co

Evaluation and Grading:

Exams 14 (20 pts each)	(40%)
Final Exam (essay)	(15%)
PackBack	(20%)
<u>I-6 Project</u>	<u>(25%)</u>
Total:	100%

Grade Breakdown

89-100 A
79-88 B
69-78 C
59-68 D
58 or below F

Exams: There's a quiz every week in D2L over the week's content starting in week 2 and ending week 14. Due every Friday at 10pm. You get 2 ATTEMPTS on each quiz! THE AVERAGE of the 2 is your GRADE. You can also see the correct answers to questions on the Wednesday following the due date. For one day only you can check the answers, see D2L for instructions on how to access those. Getting answers from people or providing them will be considered academic dishonesty. Don't do it. You get All week, open book, and a second chance to take it. You're fine.

PackBack Discussion posts: Ask one, respond to two for 12 weeks out of the semester. (Wk 2-14 (minus break) and take the poll in week 1). Discuss topics related to the weeks reading, use specific outside sources that relate, these can be other scholarly sources, you can apply the content to a current event, or you can consider how the weeks reading relates to a social phenomenon. This discussion is open and led by you!! Due every Friday at 10pm. If you miss one week, you're allowed to ask two questions and respond to four the week following the one you missed, or the week prior if your absence is planned. Do not do this more than 2x without speaking to me about missing weeks.

I-6 Project – Instructions and Rubric are available on D2L. Refer to those documents for the details of this project. See instructional videos throughout the Content and Announcements in D2L.

Final Exam: This will be comprehensive. You'll be Doing a video on D2L where you'll show you're ID. Check the D2L course calendar for final exam dates and watch the announcements feed for information about how to take the exam (approximately around week 14). You will have access to your materials and provided a final review in D2L instructions folder.

Course Calendar

Readings are out of the Susan Ferguson book: Race, Gender, Sexuality, and Social Class Dimensions of Inequality and Identity unless specified as a reading accessible in the corresponding week's folder on D2L. Follow this calendar, the course content folder in D2L, and the calendar on D2L as you progress through the course. Also watch the D2L announcements feed for additional information throughout the semester.

Everything opens on FRIDAYS at 10:30pm AND closes the following FRIDAY AT 10PM. So, assignments are open Friday-Friday.

*With the exception of the Final exam (which opens 1-2 weeks before finals week and closes MONDAY of finals week)

Follow the Course Calendar in D2L

	Intro...
Wk 1	Module 1 Start-Here Folder Introduce yourself on D2L discussion board Positionality activity (take polls in packback) <ul style="list-style-type: none"> • Read Preface of the book (if you have it)
Wk 2	Module 2 <ul style="list-style-type: none"> • Review Intro to Sociology relevant concepts. Reading (on D2L) - Ch 2 Manufacturing Difference Chapter out of David Newman Identities and Inequalities Positionality activity "Characteristics of the Class" discuss poll results in PackBack Quiz in D2L
Wk 3	Module 3 <ul style="list-style-type: none"> • Intro to Part 1 of Ferguson book: Introduction to Race, Gender, Sexuality and Social Class: Concepts, History, and Theories of Difference. • read preface if you didn't get to in week 1 • Ch 56 (beginning with the end in mind) Patricia Hill Collins, Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection Post in PackBack (ask one/respond to two about this week's material) Quiz in D2L
	Concepts....
Wk 4	Module 4 <ul style="list-style-type: none"> • Ch 1: Lynn Weber, Defining Contested Concepts. Post in PackBack (ask one/respond to two about this week's material) Quiz in D2L
Wk 5	Module 5

	<ul style="list-style-type: none"> Ch 2: Matthew Desmond and Mustafa Emirbayer, What is Racial Domination? <p>Post in PackBack (about one/respond to two about this week's material)</p> <p>Quiz in D2L</p>
Wk 6 Module 6	<p>Module 6</p> <ul style="list-style-type: none"> Ch 3: Sara Crawley, Lara Foley, and Constance Shehan, Creating a World of Dichotomy: Categorizing Sex and Gendering Cultural Messages. <p>Post in PackBack (ask one/respond to two about this week's material)</p> <p>Quiz in D2L</p>
	History... How, When, and Why Categories are Constructed
Wk 7	<p>Module 7</p> <ul style="list-style-type: none"> Ch 5: Gerda Lerner, Rethinking the Paradigm: Class (through a Gender lens) <p>Post in PackBack (ask one/respond to two about this week's material)</p> <p>Quiz in D2L</p> <p>I-6 proposals DUE</p>
Wk 8	<p>Module 8</p> <ul style="list-style-type: none"> Ch 6: Tukufu Zuberi, Racial Domination and the Evolution of Racial Classification <p>PackBack (ask one/respond to two)</p> <p>Quiz in D2L</p>
Wk 9	<p>Module 9</p> <ul style="list-style-type: none"> Ch 8: Jonathan Ned Katz, The Invention of Heterosexuality <p>PackBack (ask one/respond to two about this week's material)</p> <p>Quiz in D2L</p>
Wk 10	Spring Break
Wk 11	<p>Module 10</p> <ul style="list-style-type: none"> Reading (D2L)– Class Karl Marx, Through a Historical materialist lens Reading (D2L)– Max Weber theory of class: Status, power, and prestige <p>Optional - Ch 9 Erik Olin-Wright, Foundations of Class Analysis A Marxist Perspective</p> <p>PackBack (ask one/respond to two about this week's material)</p> <p>Quiz in D2L</p>
	Portraying Difference....
Wk 12	<p>Module 11</p> <ul style="list-style-type: none"> Readings (D2L) – David Newman, Part 1 and 2 of Portraying Difference: Race, Class, Gender, and Sexuality. <p>PackBack (ask one/respond to two about this week's material)</p> <p>Quiz in D2L</p>

	Identities Matter....
Wk 13	<p>Module 12</p> <ul style="list-style-type: none"> • Part II Introduction to Identities Matter: The Social Construction of Experience of Race, Gender, Sexuality, and Social Class. • Ch 16 Judith Howard and Ramira Alamilla, Gender and Identity • Ch 19 Nilda Flores-Gonzalez, Elizabeth Aranda, and Elizabeeth Vaqueera, Doing Race: Latino Youth's Identities and the Politics of Racial Exclusion <p>PackBack (ask one/respond to two about this week's material)</p> <p>Quiz in D2L</p>
	Power and Privilege Unmasked...
Wk 14	<p>Module 13</p> <ul style="list-style-type: none"> • Intro Power and Privilege Unmasked • Ch 48 Abby Ferber, Three Culture of Privilege Color-blindness, PostFeminism, and Christonormativity • Ch 49 Iris Marion Young, Five Faces of Oppression <p>PackBack (ask one/respond to two about this week's material)</p> <p>Quiz in D2L</p>
	Empowerment and Social Change...
Wk 15	<p>Module 14</p> <ul style="list-style-type: none"> • Ch 57: How white people can serve as allies to people of color in the struggle to end racism • Ch 59 It's getting better queer hope queer courage • Ch 60 policy steps toward closing the gap. <p>PackBack (ask one respond to two about this week's material)</p> <p>Quiz in D2L</p> <p>I-6 presentation VIDEO DUE AND POWERPOINT DUE IN ASSIGNMENT FOLDER AND DISCUSSION BOARD. Create a unique new post w your topic in subject line by Friday night at 10pm</p>
	Presentations...
Wk 16	<p>Watch, listen to, and/or read a minimum of 10 posted I-6 presentations of your classmates on the D2L discussion board. Post a thought linking the material from the class to the student's presentation. Respond to their 'activity' slide as well IF possible. Post questions by no later than Wednesday So you can all complete second responses by Friday.</p>
	Final....
Wk 17	<p>The final exam is a comprehensive essay that requires you to use your course materials and textbook. You should reference at least three readings from the Ferguson book, including at least one chapter from the "Social Institutions" section that we have not covered in class.</p> <p>Preparation Tips: To effectively prepare, create a bullet-point outline that will guide your essay response.</p> <p>Essay Topics: You will choose one of the following topics and respond to an essay question, citing three readings from the Ferguson book. One of your sources must be from the "Social Institutions" section of your choosing. Be prepared to answer a question that may generally reflect one of these topics:</p>

	<ol style="list-style-type: none">1. Describe an inequality within a social institution using an intersectional perspective.2. Explain the historical development of a social category and how it is manifested within a contemporary social institution.3. Discuss potential strategies for reducing inequalities within social institutions. <p>Your response should cite sources in-text and include a reference list at the end of the essay. You will have two hours to complete the exam, so focus on clarity rather than formal citation style.</p> <p>Important: You will need to verify your identity by showing your ID and completing the activities in the assignment folder to access the final exam submission. Watch the announcements feed in D2L around Week 14 for specific instructions.</p>

Supplemental Syllabus

<https://ung.edu/academic-affairs/policies-and-guidelines/supplemental-syllabus.php>

Sample Syllabus

Sociology of Race and Ethnicity

SOCI 3050

Course Syllabus

This course is entirely ONLINE

Summer 2025

Instructor

Denise Ruth Woodall, Ph.D.

Denise.woodall@ung.edu

Office Hours

Summer Monday and Tuesday 12p-2pm. See my Zoom Scheduler

<https://scheduler.zoom.us/prof-denise-woodall/hq82y3nf8g7svbkmqi9i2hxj70>

Or text 678-887-6336 7 days 10a-10p

Course Overview

This course examines **racial**, **ethnic** and cultural groups in the United States from a **sociological** perspective.

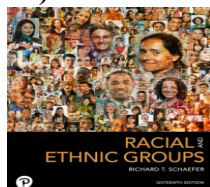
Course Objectives

- Understand sociological theories of race and ethnicity.
- Critically analyze race and ethnicity in social institutions, media, and public discourse.
- Explore the relationship between race, power, and privilege.
- Conduct data-driven research on race-related media content.

We will analyze key sociological concepts, theories, and contemporary issues through discussions, projects, and reflective writing.

Required Texts

- 1) Pearson REVEL Book Race & Ethnicity ISBN
Racial and Ethnic Groups (Pearson+) 16th Edition



Author(s) Richard Schaefer/ Publisher Pearson+

eText ISBN 9780138105631, 0138105634/ Edition16th
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- 2) PackBack discussion platform access (\$25)
- 3) Additional journal articles and media will be shared weekly.

Course Structure

The course is divided into 4 weekly modules. Each week includes readings, video lectures, discussion forums, assignments, quizzes, and project-related tasks.

Grading

- RASE Project: 30%
 - Weekly Discussions: 30%
 - AI Reflective Paper on Highly Cited Sources: 10%
 - Final AI statement paragraph 10%
 - Quizzes 10%
 - Final Exam 10%
- Total 100%

Grade Breakdown

89-100 A
79-88 B
69-78 C
59-68 D
58 or below F

ASSESSED ACTIVITIES

- RASE Project: Racial Analysis of Social Engagement

For the RASE Project, you will critically analyze publicly available comments and discourse on race-related media content, such as news articles, movies, TV shows, or social media posts. This project emphasizes the application of sociological theories and concepts to understand how race is discussed and represented in public spaces.

Project Steps

1. Select a Topic: Identify a race-related media topic (e.g., news articles, films, social media posts).
2. Gather Public Comments: Collect publicly available comments reflecting public engagement with your chosen topic.
3. Analyze the Data: Use sociological theories and concepts to identify themes, biases, and narratives in the comments.
4. Connect to Scholarly Literature: Use highly cited scholarly articles to frame your analysis.
5. Submit a Final Report: Write a 5-7 page report summarizing findings and sociological implications.

- DISCUSSIONS

You will be engaging in weekly discussions of the readings on PackBack. See Instructions in D2L and rubric for more detail.

- AI Reflective Paper on Highly Cited Sources

You will use ChatGPT to identify some of the most highly cited research related to the topic of your RASE project. Because ChatGPT may not provide the most up-to-date sources, you will also use Google Scholar to search for relevant research from the past year. Read several articles suggested by AI and at least one recent article from your Google Scholar search that directly relates to your topic. Then, write about how these sources inform and enhance your analysis. Refer to the instructions folder for further details.

- AI Usage Statement

Submit one paragraph to D2L assignment folder by the last week of classes.

1. How you used AI (e.g., generating ideas, finding sources, or summarizing content) in this course.
2. What you learned from the process and how AI contributed to your work.

- Final Exam

The Comprehensive Final will consist of a random selection of quiz questions from throughout the course. One free in-person testing session will be available on the Dahlenega campus. If you are unable to attend this session, you may need to use a proctoring service, which could require an additional fee. A UNG ID or state-issued ID will be required for verification.

Course Schedule

Week 1: Foundations of Race and Ethnicity

- Topics: The social construction of race; racialization; intersectionality.
- Readings: Foundational texts on race and ethnicity (provided) and Shaefer chapters.
- Assignments:
 - Quiz over readings
 - Discussion: Share insights about race and ethnicity, including personal experiences.
 - Begin RASE Project: Choose a media topic and collect public comments.

Week 2: Race, Media, and Representation

- Topics: Media narratives and stereotypes; cultural appropriation.
- Readings: Selected scholarly articles on media and race and Shaefer chapters.
- Assignments:
 - Quiz over readings
 - Discussion: Analyze a race-related media portrayal (movie/show/news).
 - Continue RASE Project Categorize themes in comments.

Week 3: Race and Social Institutions

- Topics: Systemic racism; race in education, housing, and criminal justice.
- Readings: Articles on institutional racism and intersectionality and Shaefer chapters.
- Assignments:
 - Quiz over readings
 - Reflective Paper Due: Use AI to identify and summarize highly cited sources on your project topic.
Reflect on how these articles can shape your RASE paper analysis.
 - Discussion: Debate the role of systemic racism in a specific institution.

Week 4: Resistance and Social Change

- Topics: Anti-racism; social movements; the future of race and ethnicity.
- Readings: Scholarship on anti-racism and activism and Shaefer chapters.
- Assignments:
 - Quiz over readings
 - Discussion: Share insights from the course and suggest ways to combat racism.
 - Final Report: Submit the RASE project
 - AI Usage Statement due

FINAL – comprehensive Proctor REQUIRED. Free version Date/Time TBD. Note if you cannot make the free time and date, you may have to pay a proctoring service.

AI Usage Statement

Academic Integrity and AI Usage

Students are encouraged to use AI tools responsibly for learning and research. AI is a supplement, not a replacement, for critical thinking.

Final Thoughts

This accelerated course requires consistent engagement. Set aside time daily for readings, discussions, and assignments. Let's work together to make this a transformative learning experience.

See UNG Supplemental Syllabus for additional information

<https://ung.edu/academic-affairs/policies-and-guidelines/supplemental-syllabus.php>

Sample Syllabus

SOCIOLOGY 3620 DRUGS & SOCIETY Online

Instructor: Dr. Denise Ruth Woodall

Office: 109 Barnes Hall DAH campus

Office Hours: Zoom, facetime, or phone only – MW 11:30am -1:30pm and Tuesday 12-2pm. via phone or facetime - 678-887-6336, I can also do zoom. Your choice! Outside of office hours, please email me @ denise.woodall@ung.edu. If you have a quick and simple question, in a pinch at any reasonable hour...you can TEXT ME @ 678-887-6336 or schedule time using my Zoom scheduler <https://scheduler.zoom.us/prof-denise-woodall/hq82y3nf8g7svbkmqi9i2hxj70>

Course Materials 3 required books

1) The American Drug Culture

Thomas Weinberg, Gerhard Falk, Ursula Falk
ISBN 978150630466

2) Hurt: Chronicles of the Drug War Generation

Miriam Boeri
ISBN-10: 0520293479
ISBN-13: 978-0520293472

3) Chasing the Scream

Johann Hari
ISBN-13: 978-1620408919
ISBN-10: 1620408910

4) PACKBACK

How to Register on PackBack:

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may also register by following the instructions below:

Community Lookup Key: Invite students to your community using the Community Join Code. **Need help? (opens in a new tab)**

Join Code: 6WZ-WDP-715W

a) Go to **<https://app.packback.co/join/6WZ-WDP-715W>** (opens in a new tab)

b) **Sign in** or **create** a Packback account

c) Click "Confirm and Check Out" and you will be added to the community

Follow the instructions on your screen to finish your registration. Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

Course Description

The subject of drugs transcends many fields and disciplines: Biology, counseling, history, law, criminal justice, political science, psychology, sociology, and social work. The literature is massive and diverse. This course explains the place of the sociological perspective within that body of work. Students will gain an understanding of US drug policy, its' evolution, its' current status, and alternatives in place throughout the world. New data on prevention and treatment will be explored as well as the historical progression of law enforcement approaches and drug use in popular culture. Students will acquire greater understanding of the lived experience of drug users across race, gender, and age via analytical review of ethnographic fieldwork publications.

Course Objectives

- Explain the Sociological perspective of drug use and abuse and how it compares to other perspectives.
- Highlight the similarities among types of drugs and distinguish the differences between scheduled drugs.
- Explore the culture of drug and alcohol use in the media.
- Review the history of drug use in the US and abroad.
- Tour the illicit drug economy understand market conditions of supply and demand, competitive violence.
- Analyze the war on drugs its origins, consequences, transformations and various interpretations of it.
- Consider drug use prevention efforts and treatment approaches through a sociological lens.
- Acquire greater understanding of qualitative research and the lived experience of drug users across race, gender, and age via analytical review of ethnographic fieldwork publications.
- Apply the sociological perspective to a contemporary issue in drugs and society through a research and policy project.

COURSE GRADING

Hybrid Assignments

Essays (Pick one of the two essay questions from each segment)	50%
Presentation Research & Policy (also proctored activity)	20%
Project Discussion in D2L (ask 5/respond to 10)	10%
Discussion (Packback)	20%
TOTAL	100%

Essays (50%)

Choose 5 out of 7 essays (10% each)

The essay assignments are designed to deepen your understanding of course content

and develop sociological insights on drugs and society. Refer to the D2L Assignment Calendar for due dates, links to the assignment folders, and specific essay questions. Essay questions can be found in the PowerPoint slides for each segment, typically on the last slide. These questions are available in advance, allowing for discussion, reflection, and collaborative learning before each due date.

- Length: Write enough to answer each question thoroughly and meet the criteria outlined in the rubric, found in the "Essays and In-Class Discussion" folder on D2L.
- Due Dates: Essays are due every Friday by 10 PM from Week 3 to Week 9.
- Late Submissions: Late essays will be docked one letter grade per day.

Presentation: Research and Policy (20%)

This assignment allows you to analyze and propose solutions for a current drug-related issue, emphasizing critical thinking, research, and policy analysis. It also serves as practice for academic conference presentations, with the option to present at a real conference.

- Requirements: Conduct research using at least five credible sources. Create detailed presentation slides, record a video of your presentation, and submit a separate photo of yourself holding your ID for identity verification.
- Submission: Upload both the video and photo to D2L. Full instructions are available on D2L.

Presentation Discussion (10%)

After uploading your presentation, watch other students' presentations.

- Participation: Ask five questions and respond to ten different students' presentations. Ensure that you respond to any questions asked about your own presentation, then engage with others.
- Grading: Full credit requires five questions and ten responses. Missing any question or response results in a one-point deduction (out of 15) per item.

PackBack Discussions (20%)

You will engage in 12 weeks of discussions on PackBack. Instructions for joining are on D2L. Your grade will be based on the number of posts, an auto-generated curiosity score, and my assessment of your growth in applying a sociological perspective to drugs and society.

- Grading: Refer to the rubric in the Excel spreadsheet on D2L.
- Tracking Progress: You can use an online grade calculator (such as [RapidTables Grade Calculator](#)) to monitor your progress.

COURSE CALENDAR (dates are subject to change)

Refer to D2L Content folder for weekly required reading and viewing material in addition to book chapters

Week 1

read material in the syllabus and instructions

Introduce yourself in D2L- Intro discussion forum

Setup PackBack and your avatar!

Take the standpoint survey on PackBack

Week 2

Take the Attendance verification quiz

Discuss standpoint survey results and participate in the standpoint discussion on PackBack

You'll also need your books by the end of this week.

Week 3 - Segment 1

Introduction: Sociological and Other Explanations for Drug and Alcohol Use and Abuse

Assignment – segment 1 essay

Participation – Packback (See instructions Ask one, Respond to Two in effect beginning this week!)

Week 4 – Segment 2

Readings on Feminist Perspectives of drug use

Assignment – segment 2 essay

Participation - Packback discuss (Ask one, Respond to two)

Week 5 – Segment 3

Chapter 2: Alcohol, Tobacco, and Other Drugs and Chapter 10 – Drugs in popular culture

Assignment – segment 3 essay

Participation – Packback discuss (Ask one, Respond to two)

Week 6 – Segment 4

History Part 1

Chapter 9: History of Drug Use in America and Chasing the Scream (CTS)

Assignment: segment 4 HISTORY PART 1 Essay

Participation – Packback discuss (Ask one, Respond to two)

Week 7 – Segment 5

History Part 2 and Global Drug Policy

Chapter 12: The Business of Drug use: Crime and Law Enforcement (You should have read chasing the scream and gone through the Global Commission Report of the War on Drugs)

Assignment – segment 5 HISTORY PART II Essay

Participation – Packback discuss (Ask one, Respond to two)

Week 8 – Segment 6

Prevention and Treatment Services (Part 1)

Ch 13 Prevention and Treatment

Assignment – segment 6 Essay

Participation – Packback discuss (Ask one, Respond to two)

Week 9 – Segment 7

Prevention and Treatment (Part 2)

Woodall and Boeri – Friends in Low Places (barriers to services for meth using women and people who use opioids lecture and discussion)

Assignment – segment 7 essay

Participation – Packback discuss (Ask one, Respond to two)

Weeks 10, 11, and 12 - HURT BOOK and Packback Posts!

Ethnographic research - The power of lived experience to highlight OR disrupt conventional knowledge: Older drug users as “knowers.” Read Hurt: Chronicles of the Drug War Generation”

Week 10 – Drug History, Life Course, and Relationships

Participation – PackBack Discuss Chapters Intro, 1 and 2

Please relate the material to previous material we’ve covered in class or contemporary issues in drugs and society, even your project if you like.

WORK on PROJECTS

Week 11 – The War on Drugs and it’s Racial and Gendered Landscape

Participation – PackBack Discuss Chapters 3,4, and 5

Please relate the material to previous material we’ve covered in class or contemporary issues in drugs and society, even your project if you like.

WORK on PROJECTS

Week 12 – The Culture of Control and Social Recovery

Participation – PackBack Discuss Chapters 6,7, 8, 9 and Epilogue

Please relate the material to previous material we’ve covered in class or contemporary issues in drugs and society, even your project if you like.

WORK on PROJECTS

Week 13 – PRESENTATIONS DUE!

Submit presentation slides in raw form (not video) to Assignment folder in D2L

Submit you holding your UNG or State ID to appropriate folder in D2L!!

(REQUIRED!)

Submit full presentation (video and slides) to D2L (Kaltura recording, Zoom, Youtube link, Canva link, or PPT with video recorded to slides)

Week 14

DISCUSS presentations in D2L (see instructions folder in d2l for what to do)

WEEK 15 & FINALS Week

.5 curve bonus option for Course Wrap-Up activities

(see D2L for details on Proctored Activity for Final – you will be required to pay for a Proctor if you cannot attend one of the free time/dates)

Cheating/Plagiarism:

Academic Integrity Policy of UNG:

Preamble

The University of North Georgia is dedicated to providing an educational climate characterized by integrity. Academic integrity, in particular, must be the cornerstone of an institution of higher learning and must pervade all segments of the UNG community. Furthermore, academic integrity is the mutual responsibility of the

various constituencies (students, faculty, staff, and administration) which comprise the university.

Honor Code

The honor code, “On my honor, I will not lie, cheat, steal, plagiarize, evade the truth or tolerate those who do,” reflects UNG’s commitment to academic integrity.

The policies and procedures regarding academic integrity at UNG are included in the Student Handbook under Student Code of Conduct. The absence of an integrity code statement on an assignment, the absence of a written honor pledge on an assignment, or the absence of a student’s signature in no way releases the student from the responsibility to know, understand, and follow the university’s honor policy.

Refer to supplemental syllabus for more

<http://ung.edu/academic-affairs/policies-and-guidelines/supplemental-syllabus.php>

SAMPLE ASSIGNMENT

Social Stratification Inquiry Project

Objective

Investigate how social stratification shapes inequalities and intersectionality in your chosen area of interest. Highlight solutions and opportunities for involvement.

Detailed Instructions

Choose a Topic

Identify an area of interest related to social stratification (e.g., education, housing, healthcare, or employment).

Think about issues affecting specific social groups, such as disparities in access, outcomes, or treatment based on race, gender, class, or sexual orientation.

Consider other identity categories like age, ability, religion, or cultural background.

Identify Inequalities

Formulate two sociological research questions:

- Descriptive Question: What inequalities exist for specific social groups in your chosen topic?
- Explanatory Question: Why do these inequalities exist?

Focus on at least two identity categories (e.g., race and gender, class and sexual orientation).

Find Supporting Data

Locate a graph, chart, or infographic that relates to your topic.

Evaluate the data critically:

- Does it cover at least two identity categories?
- Is the source scholarly and credible?

Supplement the data with additional statistics or sources to address gaps, if needed.

Examine Intersectionality

Use your data to explain how identities (e.g., race and gender) intersect to create unique advantages or disadvantages for certain groups.

Discuss specific examples from your findings.

Involvement Opportunities

Research organizations addressing these inequalities. Include:

- Their goals and actions to address the issue.
- Volunteer opportunities or career paths related to the organization.

Suggest actions individuals can take to challenge inequalities and promote healthier social narratives.

Create a Multiple-Choice Question

Write a question about your topic for a class exam. Include:

- Four answer choices.
- Clearly mark the correct answer.

Draft a hint for the class (to be shown during your presentation). Submit the question and hint separately.

Presentation Outline

Title Slide (15 seconds): Include your name, major/area of interest, and the title of your project.

Topic & Inequalities Slide (1 minute): Briefly state your research questions:

- What is happening in your chosen area (descriptive)?
- Why is it happening (explanatory)?

Data & Explanation Slides (3 minutes): Present the infographic, chart, or graph. Explain:

- What the data reveals about inequalities.
- How the data supports your research questions.
- Address any gaps or limitations in the data.

Intersectionality Slide (1 minute): Analyze how identities intersect and influence outcomes in your topic.

Involvement Slide (30 seconds): Introduce a real-world organization tackling the issue.

References Slide (10 seconds): Use ASA citation format for all sources.

Inquiry Hint Slide (30 seconds): Provide a hint related to your multiple-choice question.

Tips for Success

Stay Focused: Keep your presentation concise and sociologically relevant.

Be Scholarly: Use credible, scholarly sources to support your claims.

Be Visual: Ensure your data visuals are clear and support your narrative.

Practice: Rehearse to stay within the time limit and deliver a smooth presentation.

Detailed Rubric for I-6 Project

Proposal (10 points)

- Clearly and concisely describes the proposed topic.
- Explains why the topic is relevant and interesting from a sociological perspective.
- Demonstrates initial research by including relevant data sources or references.

Title Slide (10 points)

- Includes your name, major, and clear title related to the topic.
- Provides a thoughtful explanation of why this topic is personally and sociologically significant.
- Creative and professional presentation of the title slide.

The Question(s) (10 points)

- Develops at least two questions related to inequalities and sociological relevance.
- Questions must be answerable and address specific identity categories (e.g., race, gender, class).
- Demonstrates creativity and insight into the topic.

The Answer(s) (20 points)

- Infographic or data visualization is clear, relevant, and effectively communicates key findings.
- Sources are scholarly, properly tracked, introduced, and cited in ASA style.
- Answers the 'what?' (descriptive data) and 'why?' (explanatory reasons) questions thoroughly and sociologically.
- Findings are well-explained and supported by credible data.

Intersectionality (10 points)

- Includes a clear finding or educated prediction about how different identity systems intersect to produce unique outcomes.
- Uses data or examples to support claims about intersections of identity categories.
- Demonstrates critical thinking and sociological insight.

Involvement (10 points)

- Discusses a real-world service, advocacy group, or social movement addressing the issue.
- Explains career opportunities for sociologists in this area with specific examples.
- Suggests creative and actionable ways individuals can contribute to social change, focusing on micro-level behavior leading to macro-level effects.

References Slide (10 points)

- Citations are complete, accurate, and formatted in ASA style.
- Includes all sources referenced in the presentation, ensuring credibility and reliability.

Discussion Board Participation (10 points)

- Posts are thoughtful and encourage engagement with classmates.
- Provides meaningful suggestions or questions that advance the discussion.
- Responds to classmates' posts with insight and respect.

Timeliness and Time Management (10 points)

- Project is submitted on or before the deadline.
- Presentation fits within the allocated time, showing practice and preparation.

SAMPLE ASSIGNMENT

Voices Beyond Bars: Analysis Project

Objective: This project is designed to:

1. Develop skills in analyzing content created by carceral-impacted individuals.
2. Identify and explore sociological themes that may be under-researched.
3. Apply abductive analysis and content analysis to uncover insights.
4. Propose directions for future research based on identified gaps.

Overview: You'll choose a concept from your assigned book and analyze content created by incarcerated or formerly incarcerated individuals. By examining these expressions, you'll identify themes, connect findings with existing research, and propose areas for further study.

Project Phases and Requirements:

1. **Book Selection and Proposal:**
 - **Select** a guiding concept from your assigned book.
 - **Identify Raw Data:** Find at least 2-3 pieces of carceral-created content (e.g., art, poetry, social media, podcasts). This data will form the foundation for your analysis.
 - **Submit Proposal:** Include your guiding concept, chosen data, and your organization and analysis approach.
2. **Data Analysis:**
 - **Use Guiding Questions:** Focus on questions like, "What themes are expressed here?" or "How does this data confirm or challenge existing knowledge?"
 - **Theme Coding:** Identify recurring themes and examine them using scholarly sources.
 - **Document Process:** Track search terms and sources consulted during the analysis phase.
3. **Findings and Discussion:**
 - **Themes:** Present one or more themes with supporting examples (e.g., quotes, images).
 - **Discussion:** Link themes to your guiding concept, relevant literature, and potential research needs. Address the "so what?" question by discussing the broader implications.
4. **Presentation:**
 - Prepare a 7-10 minute presentation covering your concept, data sources, findings, and research recommendations. Submit both the presentation and final paper by the due date.

Rubric for Punishment Analysis Project

Criterion	Excellent (10)	Fair (6)	Below Expectations (2)	No Credit (0)
Book Summary & Concept Importance	Concise, accurate summary of the book with a clear explanation of the	Brief summary with some detail on concept importance, but	Minimal or unclear summary; lacks reference to concept	No summary provided.

Criterion	Excellent (10)	Fair (6)	Below Expectations (2)	No Credit (0)
	concept's importance, supported by an expert source.	lacks clarity.	importance.	
Data & Methods	Detailed description of data, sources, selection process, and analysis method. Shows understanding of the data's relevance.	Describes data and sources but lacks clear explanation of selection and analysis methods.	Poorly described data or sources; unclear about relevance or analysis methods.	No data description or methods explanation provided.
Guiding Questions and Theme Coding	Effectively uses guiding questions to explore themes. Clear coding and documentation of themes in data.	Uses guiding questions but theme coding is minimal or unclear.	Limited use of guiding questions; theme coding is incomplete or missing.	No theme coding or guiding questions utilized.
Findings: Theme Presentation	Themes are clearly presented with examples; relevant quotes/images illustrate the theme.	Themes are presented with some examples but lack clarity.	Themes are minimally presented; few examples are provided.	No themes or examples presented.
Discussion and Future Research	Thorough discussion linking concept, themes, and literature with a clear suggestion for future research.	Links concept to themes with minimal discussion on literature and future research.	Limited discussion; lacks clear connections between concept, themes, and literature.	No discussion or future research suggestions.
Sociological Perspective & Critical Analysis	Demonstrates a sociological, system-blame perspective with appropriate academic language.	Some sociological perspective shown, but lacks critical analysis.	Minimal sociological perspective; unclear language and lack of critical analysis.	No sociological perspective demonstrated.
AI Use and Documentation	Clearly states how AI was used, with examples. Reflects critically on AI's contributions to the project.	Mentions AI use but lacks clear examples or critical reflection.	Limited or unclear documentation of AI use.	No AI documentation provided.
Presentation	Engaging and well-organized, visually interesting, and within time limits.	Presentation is organized but lacks engagement or	Unorganized or lacks visual interest; may go over/under time.	No presentation submitted.

Criterion	Excellent (10)	Fair (6)	Below Expectations (2)	No Credit (0)
		visual interest.		
Formatting and Grammar	Follows ASA or APA style with minor errors; grammatically sound and professionally presented.	Some formatting or grammar issues; generally clear.	Major formatting or grammar issues that detract from clarity.	Formatting and grammar prevent comprehension.
Timeliness	All parts submitted on time and meet all requirements.	Most parts submitted on time, with minor issues.	Some parts submitted late or missing.	No parts submitted on time or incomplete submission.

Limitations Statement (*include in both paper and presentation*):

“The data were obtained from public sources and reflect the researcher’s interest. This project uses abductive reasoning to explore the connection between academic knowledge and the lived experiences of carceral-impacted individuals, offering directions for further research.”

SAMPLE ASSIGNMENT

CAP PROJECT

Clinical, Applied, or Public Sociology Project

Overview, Guide, And Rubric

Objectives:

- Apply sociology to real-world scenarios!
- Link sociological theory to practice
- Solve pressing social problems
- Illustrate a strong understanding of one of the three areas of sociological practice covered in this course (applied research, public, or clinical)
- Employ appropriate scholarly sociological knowledge to problem of choice that relates to a career or life goal for the student (career or civic).
- Demonstrate social analytic skills and links to sociological practice
- Present how sociological concepts can be applied to uncover real solutions to real problems in a concise and professional manner.
- Consider professional conference presentation panel opportunities

*Three-four pages of text (or five-six with cover and references sheet). At least five sources (more preferred). Five of them scholarly and sociological, other sources allowed but do not count for the five. ASA style.

CHOOSE ONE of the areas of sociological practice below.

Make sure to create a thesis statement that tells me which option you chose and explain what it means using your knowledge from this course and sources.

&

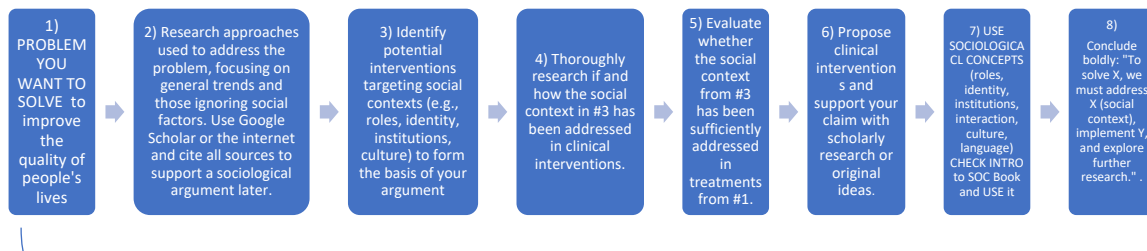
In the body of the text somewhere be sure to explain fully **what your chosen type of sociological practice is AND how it's useful to address the problem you'll be addressing** in this project.

*****CHOOSE ONE Project option below: Clinical, Applied Research, or Public**

OPTION 1 Clinical Intervention Proposal

- 1) **Clinical Intervention Proposal project** – how the social impacts the individual – choose this for examining interventions in clinical settings (health, education, CJ institutions, social services). Open to proposals.

PROCESS to follow in putting together this project



PROPOSAL: Include as much of this information by the deadline

Paper and Presentation should take this form:

- A 50-100 word abstract (do last)

The format of an abstract should look something like this:

“Problems with x are well documented, interventions such as y and z have been limited in their effectiveness (problem statement and tension). Sociological insights, however, suggest that we can improve outcomes by being attentive to concept a or a and b (the solution you bring to bear on the problem). This paper provides the foundational material to argue for a clinical sociological intervention into x problem (since we’re not actually implementing an intervention, you’ll suggest we can). Implications for practice and future evaluation of such intervention will be discussed.”

- cover page/slide 1 - name, course, title (includes clinical sociology somewhere so I know) whatever other info you want (abstract can be on this page)

- Page 1/slide 2 – **The Problem**

1-2 paragraphs on the problem you want to solve (should be a problem with individuals – see brainstorming examples below)

1-2 paragraphs on the interventions that have been tried and not worked very well (we hope they did not take much consideration of the social context)

- Page 2-3/slide 3,4-5 **The Solution**

1-2 paragraphs on clinical sociology in general (define it, how it’s used, what it means, why it’s important) Cite! problem (maybe make a transition paragraph if it seems appropriate, say something like “clinical sociology can help us solve x problem” then go into the definitions and explanation of clinical sociology.

1-2 paragraphs - State and describe your clinical sociological intervention that you propose (well cited either intervention has been done, or you’re proposing something new (great!)) (ex: more clinical intervention considering roles, gender socialization, etc...). State and describe your clinical sociological intervention be as inventive as you can! Use sources to back your claims, if no one has ever thought of such an intervention, it’s ok (even better because you’re being innovative!) Use the best few sources you can find to support why we should support your intervention.

- Page 3/slide 5 **Future Application and Research**

Imagine that you would actually get the opportunity to design an intervention to address your problem and simply state that this paper could serve as the justification for such intervention and analysis and give a few ways that you could imagine your intervention being accomplished.

End – **References**

-EXAMPLES AND BRAINSTORMING / clinical project...

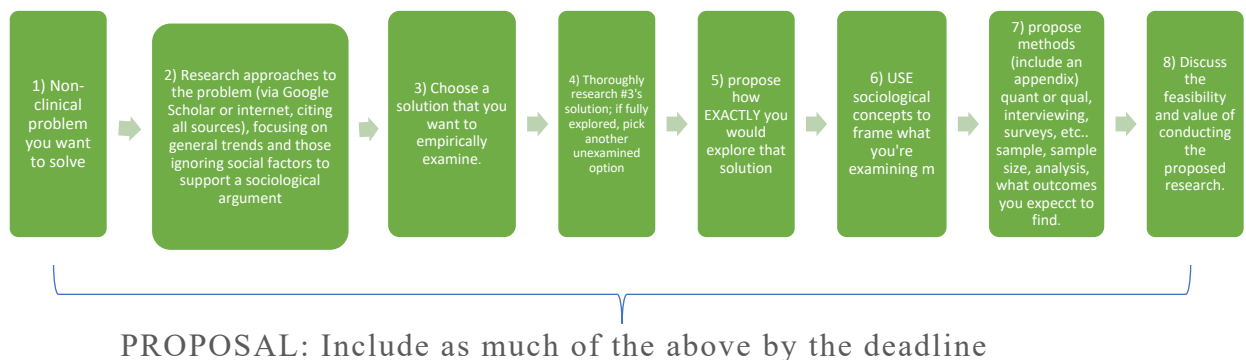
Think about creative social changes that can be made or acknowledged in addressing what are generally considered “personal problems” like addiction, health (physical and mental), education struggles, trouble with the law, employment, or other life issues. Think about how Improving delivery of care, re-organizing institutions, re-organizing settings, attunement to diversity, neighborhood context, roles, status, identity issues – if addressed, can produce better outcomes for any problem an individual might have. For this project, if you’re going to take on a clinical case, you’ll want to make use of the understanding you’ve gained in sociology about the

way that broad (macro and meso) forces impact individuals and how those can be brought to bear on the case of individual problems. It's ok to talk about family, but you'll want to bring in discussion about roles, expectations, gender, etc... bigger social structural arguments – state specific sociological concepts and cite their key theorists (see intro to sociology textbook if you can't think of one or don't find one in your exploration of the knowledgebase). Suggest some sociological tools that can be used to explore the social context or even the economic, political, and cultural environment on an individual's functioning (health, addiction, struggles, anxiety, relationships, work, quality of life, etc..). What interventions could be implemented and what would be empirically sound ways to measure success of the intervention? Use sociological scholarship to support your case.

2) OPTION 2 – Applied Research Proposal

- 3) Applied Research Proposal Do this one if you're looking outside of clinical arenas. If it's in a clinical setting do clinical sociology. Applied research is a type of research design that seeks to solve a specific problem or provide innovative solutions to issues affecting an individual, group or society.

Process of putting together this project....



Paper and Presentation should take this form:

- A 50-100word abstract (do last)

The format of an abstract should look something like this:

"Problems with x are well documented, the approaches of y and z have failed to impact the issue (problem statement and tension). Sociological insights, however, suggest that we can improve outcomes by being attentive to concept a or a/b (the solution you bring to bear on the problem). This paper proposes to research the implementation of a or a/b on problem x to evaluate its effectiveness. Based on the findings of my review of the relevant literature, sociological research and theorizing and/or effectiveness in other contexts suggest that implementing a or b would be fruitful in addressing problem x." Implications for practice and future evaluation of such intervention will be discussed."

- Cover page/slide 1 - name, course, title (includes “applied research” somewhere in the title of heading so I know) whatever other info you want (abstract can be on this page)

- Page 1/slide 2 – **The Problem**

1-2 paragraphs on the problem you want to solve – (see brainstorming examples below)

1-2 paragraphs on how things are, or things that have been tried have NOT worked. (You’re going to propose something different) OR how our research has been telling us that something WOULD work, but few have tried implementing it. You could propose implementing something that we have enough knowledge that it works and ways to assess that implementation. Or just testing the effectiveness of something being done somewhere.

- Page 2-3/slide 3,4-5 **The Solution**

1-2 paragraphs on Applied Research in Sociology generally (define applied research, describe how it’s used, what it means, why it’s important) Cite! problem (maybe make a transition paragraph if it seems appropriate, say something like “applied sociological research can help us assess the real value in implementing a/b in (context of choice).” then go into the definitions and explanation of applied sociology.

1-2 paragraphs - State and describe your specific research proposal (well cited either intervention has been done and not studied or something we know enough about to justify an intervention for, or you’re proposing something completely new (all great!). Use the best few sources you can find that provide justification for your proposal (so and so, who are experts in the field, suggest that implementing y should work and

- Page 3/slide 5 **Discuss Conducting the Research**

Imagine that you would actually get the opportunity to conduct the research to address your problem and simply state that this paper could serve as the proposal for a grant or IRB approval. give a few ways that you could imagine your research being accomplished.

End - References

–EXAMPLES AND BRAINSTORMING applied project: Applied research means you can take these findings and apply them. So, they need to be specific, less theoretical – more practical. examples and considerations if you choose this one. indicate, using your sociological imagination, something problem that needs empirical exploration (preferably one relevant to your career choice of interest). Recycling encourages community engagement, hiring black managers improves inter-racial relations in corporations, media oversight tactics improves people’s trust in the first amendment, giving days off on election days improves political participation, building skate parks reduces crime, fatal encounters with police are reduced when oversight boards are utilized in a region, ads depicting healthy and realistic body images improves women’s health, sexual harassment trainings reduce instances of harassment in workplaces, the presence of parks and recreation boards in cities improves community cohesion, etc... Basically your claim should take this general form:

“X reality, intervention, or circumstance in y context impacts z in ___ way. “Be considerate of directions. X reality would be an independent variable and z would

be dependent moving in some direction when comparing one x circumstance to another. This option should essentially look like a research proposal. Design a research project to find the answers, not for research sake, but for application. What methods and data you would need to shed light on the issue in this case? Propose a question, suggest a method, provide some details on how you would obtain your data, and what do you expect to find. Cite scholarly sources and justify this in a research proposal format.

OPTION 3 - Public Sociology Project

3) Public Sociology Project - You're using sociological findings to support or object to an actual policy. You are seeking a specific current targeted public policy that is relevant today. Preferably in Georgia, but it can also be national or implemented in another state that you think is possible to implement here. APPLYING both Sociological insights to WHY the policy should be supported or refuted (rooted in evidence) and applying symbolic interactive and social psychological concepts (that you state in your paper and presentation) to think about the feasibility of convincing a lawmaker to believe and take action on your argument.

Process for conducting the Public Sociology Project



PROPOSAL: Include as much of the above as you can to assignment folder by the deadline

Paper and Presentation should take this form:

A 50-100 word abstract (do last)

The format of an abstract should look something like this:

“Problems with x have plagued population v, the solutions y and z have failed to impact the issue. Policy A is needed to solve problem x (problem statement and tension). Debate about the policies have largely excluded sociological insights, but my extensive literature review of our discipline’s knowledgebase gives clear support that we can improve outcomes on problem x by passing policy A (the solution you bring to bear on the problem). This paper uses sociological insights drawn from an extensive literature review to generate an illustration that has broad appeal to actors on many sides of the debate. “

Cover page/slide 1 - name, course, title (includes “public sociology” somewhere in the title of heading so I know) whatever other info you want (abstract can be on this page)

Page 1/slide 2 – **The Problem**

1 paragraph on the problem you want to solve – (see brainstorming examples below)

1 -2 paragraphs on policies that have failed or are not in place where you would like to see them on how things are, or things that have been tried have NOT worked (You're going to propose something different). Be detailed pick a few of the most relevant attempts to solve the problem you're addressing.

Page 2-3/slide 3,4-5 **The Solution**

1-2 paragraphs on Public Sociology generally (define public sociology, describe how it's used, what it means, why it's important) Cite! problem (maybe make a transition paragraph if it seems appropriate, say something like "public sociology can arm activists and lawmakers with relevant empirical findings to support policies to solve this particular social." Then go into the definitions and explanation of public sociology very generally and its utility in broader fights for justice.

1-2 paragraphs - State and describe your specific policy. Tell us all about it (what it says, year, lawmakers, where it's at in the process, who's the first person to contact to make policy move, or organizations pushing for passage of the policy)

1-2 paragraphs and graphic! Bring your sociological research to support the policy!! If you researched above, you should have found some studies to show how implementing the policy should increase or reduce whatever phenomenon you want. Make these few paragraphs powerful!! This is your time to let sociology shine!

Page 3/slide 5 **Discuss ways to Bring the Research into the Public Sphere**

Imagine that you would actually get the opportunity to bring your argument to the relevant parties. You can even create a petition with your data ☺. That's not necessary, but you can say that. give a few ways that you could imagine bringing your graphic and findings to the public.

End - **References**

BRAINSTORMING public sociology – policies of reproductive justice policies impacting quality of life for women, impact of policing practices and policies on community health, impact of harm reduction policies on public health, impact of educational policy on racial inequality, higher education funding policies on life chances, campaign funding policy on democratic functioning, Georgia policies on criminal justice investments, social services, housing, development, food access, transportation decisions, roads bridges parks, public/private education on life chances for African-Americans, women, disabled people, women, non-binary, or working class people.

PROPOSAL FORM for Cap Project

Name:

Which Option (1,2, or 3) you have selected:

See Process diagrams for what #s correspond to your specific project. SEE COLORED BOXES in instructions and try to fill in as much information you can here.

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)

Additional sources, concepts, or info useful for Dr. D to know to help provide feedback:

Cap Project Rubric

Paper (100 Points Total)

1. Proposal and Abstract (10 points)

- **Excellent (10):** Proposal and abstract are clear, concise (under 100 words), and effectively outline the problem, actions taken, and findings.
- **Good (7-9):** Includes key elements but may lack clarity or conciseness in the abstract.
- **Fair (5-6):** Addresses the basics but is overly vague or unclear.
- **Poor (1-4):** Incomplete, lacks clarity, or missing essential elements.

2. Problem Statement (20 points)

- **Excellent (20):** Problem is clearly stated, with relevant examples that illustrate failures and the limitations of sociological insights.
- **Good (14-19):** Addresses the problem and includes examples but lacks depth or clarity in some areas.
- **Fair (10-13):** Basic problem description with minimal examples or analysis.
- **Poor (1-9):** Problem statement is unclear, lacking examples or sociological context.

3. Solution - General Description of Sociological Practice (20 points)

- **Excellent (20):** Thorough explanation of the sociological practice area with strong understanding and citations (1-2).
- **Good (14-19):** Describes practice area with understanding, but explanation or citations may lack depth.

- **Fair (10-13):** Covers basics of the practice area, but lacks strong connection or citation.
- **Poor (1-9):** Minimal or unclear description of the practice area.
- 4. **Solution - Specifics in Addressing Problem (20 points)**
 - **Excellent (20):** Detailed, specific, and accurate explanation of the intervention, research, or policy, incorporating sociological concepts and citations.
 - **Good (14-19):** Provides relevant details with sociological concepts but may lack clarity or full elaboration.
 - **Fair (10-13):** Basic description with limited use of sociological concepts.
 - **Poor (1-9):** Unclear, incomplete, or lacks sociological reference.
- 5. **Sources (10 points)**
 - **Excellent (10):** Relevant sources are well-integrated and effectively strengthen arguments.
 - **Good (7-9):** Adequate source use but may lack depth or integration.
 - **Fair (5-6):** Minimal sources or weak applicability.
 - **Poor (1-4):** Inadequate or missing sources.
- 6. **Relevance (10 points)**
 - **Excellent (10):** Project is highly relevant, realistic, and has a strong sociological perspective.
 - **Good (7-9):** Generally relevant with sociological connections.
 - **Fair (5-6):** Some relevance but lacks strong sociological grounding.
 - **Poor (1-4):** Minimal relevance or applicability to contemporary society.
- 7. **Technical Aspects (10 points)**
 - **Excellent (10):** Timely submission, grammatically correct, and adheres to ASA style.
 - **Good (7-9):** Minor issues with grammar or style.
 - **Fair (5-6):** Several technical errors or stylistic issues.
 - **Poor (1-4):** Major errors in grammar, style, or late submission.

Presentation (100 Points Total)

1. **Project Coverage (20 points)**
 - **Excellent (20):** All project parts presented effectively.
 - **Good (14-19):** Covers most aspects, with minor omissions.
 - **Fair (10-13):** Some parts missing or inadequately covered.
 - **Poor (1-9):** Significant omissions in project presentation.
2. **Conciseness (20 points)**
 - **Excellent (20):** Clear and concise summaries of each part.
 - **Good (14-19):** Generally concise, with minor verbosity.
 - **Fair (10-13):** Basic coverage with some rambling.
 - **Poor (1-9):** Unclear, lengthy, or missing essential information.
3. **Visual Presentation (20 points)**
 - **Excellent (20):** Visually engaging and enhances presentation.
 - **Good (14-19):** Effective visuals but may lack polish.
 - **Fair (10-13):** Basic visuals; could be more engaging.
 - **Poor (1-9):** Minimal or unclear visuals.
4. **Citation Integration (20 points)**
 - **Excellent (20):** Sources are seamlessly integrated into the presentation.

- **Good (14-19):** Cites properly, but some areas may lack integration.
 - **Fair (10-13):** Minimal source referencing.
 - **Poor (1-9):** Lacks source citations or only a reference list.
5. **Professionalism (10 points)**
- **Excellent (10):** Professional demeanor and appropriate appearance.
 - **Good (7-9):** Generally professional, minor lapses.
 - **Fair (5-6):** Somewhat unprofessional in presentation style.
 - **Poor (1-4):** Unprofessional appearance or delivery.
6. **Time Management (10 points)**
- **Excellent (10):** Presentation within the 8-10 minute range.
 - **Good (7-9):** Slightly over or under time.
 - **Fair (5-6):** Significantly over or under time limit.
 - **Poor (1-4):** Major time management issues.