Welcome to Markets & Society, a course designed to introduce you to the sociological study of economic phenomena.

Office hours are:
Tuesday and Thursday, 1:30-3:30 or by appointment

**GRADED ACTIVITIES**

**Reading Notes - 50 pts**

For every assigned reading, you will need to write six or fewer sentences that distill the text's central question/puzzle and answer. Of course, you are welcome to write more for your own records. Sentence one will state the question (implied or stated), the middle sentences will state the answer, and the final sentence will be a question that you have about or inspired by the reading. The writing will be done in a Google Document shared between you and me. Your submission will need to be completed prior to class. Remember that Google time-stamps all revisions, so I will be able to see when you wrote each contribution. I will not read these summaries every time a reading is due. Rather, every few weeks I will look over them to make sure that you are keeping up. Acceptable summaries will be given a “P” for pass. Summaries that are poorly written or do not provide sufficient evidence that you completed the reading will be given a “P-”. You are permitted three “P-” scores, after which any more “P-” scores will be counted the same as if the summary was not completed at all.

Here is how grades will be distributed:

- 14 acceptable summaries = 55 pts
- 12-13 acceptable summaries = 44 pts
- 10-11 acceptable summaries = 33 pts
- 8-9 acceptable summaries = 33 pts
- 6-7 acceptable summaries = 22 pts
- 0-5 acceptable summaries = 0 pts
Writing a reading summary presumes that you made at least a minimal effort to engage with the reading. If you did not spend any time with the reading and you write a summary, then that means your words on the reading come from an unattributed source, which means you have plagiarized.

**Problem Based Learning Memos - 100 pts**

I learned about problem based learning from my brother-in-law, who attended dental school at the University of Southern California. The dental program was structured almost entirely around the philosophy of problem based learning, which went like this: Instead of coming to class two or three times a week and listening to professors lecture about dentistry, the professors would provide the students with a case (e.g., a man comes in with a tooth abscess, what do you do?) and, the students would have to figure out how to deal with things. This meant that they had to go directly to the journals and standard texts to figure out how to address the problem. They would meet in groups (along with a faculty facilitator) to discuss what they were learning, and they would report back in class to the professor. The professor would then reveal new aspects of the case (e.g., in the process of extracting the tooth you find signs of gum disease, what do you do now?), and the process would continue. Class time, in this model, was never spent learning the basics of dentistry in the typical teacher-centered model. The real learning was done outside of class, and class time was reserved for reporting on the case and getting feedback from the instructor. As you might imagine, this was incredibly frustrating at times for the students, but it also prepared them well for the “real” world, where they would be confronted with perplexing problems and would have to rely on the available literature (not a professor) to get by.

In our class, we will adopt certain elements of this model. For example, instead of using a class period for me to tell you about the basic ideas of economic sociology, I’ll ask you to figure that out on your own. We’ll then use class time to share what you’ve learned. Organizing the class in this way puts you in the driver’s seat of your education and gives you experience locating and distilling large amounts of information and presenting it in a clear way.

Here’s how it will work:

- On the schedule, you will find that there are seven days on which a “PBL memo” is due. Each memo has a number attached, which references the question that you will need to write on (see below). For full credit, you will need to sign up for and complete five of the seven memos. (You may not complete more than five and drop the lowest.)
- You are encouraged to work in pairs or groups, but each student must submit his/her own memo.
- The memo will be short—one page long. The goal is not to write a lot but to
pack in a lot of information while also presenting it in a very clear way.

• Some of the memos require you to have a certain number of reputable sources. Since this is an information-gathering memo, the standards for what counts as “reputable” is somewhat looser than would be expected for a formal paper. See the details below.

• I will at times provide you with some resources to get you started. They may be more or less useful, and you are not required to use any or all of them. You should not necessarily regard them as comprehensive or representative of the best that’s out there. If you do choose to cite some of these resources, only some will count toward the required number of sources. In other words, some will need to come from your own research.

• Since this is not a formal paper, you do not need to follow a style guide for citing your sources. You do need to cite all of your sources, and you must not simply copy and paste someone else’s text as if it was your own. Instead of following ASA or APA guidelines, insert a footnote and paste the website link or information on the author and book, journal article, or whatever. You just need to make sure that your reader can trace your information.

• The memo will be due at 7:00 am the day the assignment is due, which will allow me to preview your work before class begins.

• The memo will be written in a Google Doc that is shared with me.

• Each memo will be worth 20 points, for a total of 100 points. A grading rubric will be provided during the first weeks of class. Note, though, that these will not be completion points. Performance will be rewarded.

**Checkpoints - 45 pts**

At three points during the semester, we will take a break from the regular class routine so that I can assess how well you are learning the material and to reward students who are keeping up with things. Details on the format of these checkpoints will be forthcoming. Until they do, you can think of them as “quizzes” or “tests,” but I don’t intend for them to be as comprehensive and anxiety-inducing as quizzes and tests.

**Project - 100 pts**

The culminating activity for the course will be a group project, which will have a presentation and paper component. The topic must be related to economic sociology. Beyond that requirement, you may focus on anything. Details will be provided as the semester progresses, but you will select from among three options, each of which focuses on a different skill set:

• Research paper (for groups with no more than five members). You may choose to write a research paper based on original data collection. The emphasis here is on data collection and analysis, so there will be lower
expectations in terms of a comprehensive literature review. The paper may use one of the following approaches:

- Survey-based paper. Use Qualtrics to create a survey, administer it to at least 50 people, perform some basic data analysis, and write up the results.
- Interview-based paper. Conduct and record qualitative interviews (at least two per group member, one of which is transcribed), analyze them, and write up the results.
- Historical/archival paper. Write a paper based on primary and secondary historical material.

- Review paper (for groups with no more than five members). You may choose to write a paper that presents a question, surveys a literature for answers, and proposes future research. The emphasis here is on linking literatures and suggesting contributions for future research, so there are no expectations for actually collecting and analyzing data. This option requires that each member of the group will summarize five high quality peer-reviewed articles (turned in as an appendix to the full paper; details forthcoming). The full paper will present a question and answer it based on the literature reviewed. It will then identify holes in the literature and directions for future research.

- Wikipedia entry(-ies) (for individual work or groups with no more than three members). You may choose to create or contribute to one or more Wikipedia articles. The emphasis here is on identifying a gap (or gaps) in understanding and filling them in with solid, well-cited material. Group members will take snapshots of the Wikipedia entries before and after their contribution(s) has been made. There will be minimum word, section, citation, and image requirements.

In addition to writing a paper, you will present your material to the class. During week 11 of the course, you will share your initial ideas for the final project in order to solicit early feedback. Then, during week 15 and the final exam period, you will present your finished project to the class.

**Participation - 100 pts**

The success of this course requires that students see themselves as active members of a community of learners and not merely passive receptacles of information. In this course, we will teach each other. That is why participation constitutes one-quarter (or 100 pts) of your grade. You will receive 45 points for participating in three “citizenship” assignments (15 pts for each assignment). These are basically completion points, as long as you follow all of the guidelines. Poor performance will be penalized with partial credit. The remaining 55 points will be based on attendance (15 pts), peer evaluations by members of your group for the final project (10 pts), my assessment of your contribution to the class (15 pts), and
bonus points for exceptional performance (15 pts).

To summarize:

Three citizenship assignments:
Discussion Leader - 15
Topical Presentation - 15
Lively Discussion - 15

Additional participation points:
Attendance - 15
Peer Evaluations - 10
Professor’s assessment - 15
Bonus Points - 15

Three citizenship assignments

1. Discussion Leader

At least once, you will be required to lead a discussion based on one of the assigned readings for the day, which you will sign up for at the beginning of the semester. For full participation credit, you will need to do the following:

- Read: Read the assigned material and understand it well.
- Memo: Write a one-page (or less) memo that summarizes (a) the central puzzle/problem/question with which the author is grappling, (b) the central conclusion, and (c) the way that the author justifies this conclusion, typically with data. The emphasis should be on crisp, spare writing, not length. You will submit the memo to me, and I will make it available to the entire class.
- Discussion: Lead a 15- to 20-minute discussion on the reading. The first part of the discussion, 5 to 10 minutes, will be spent presenting the material according to the presentation guidelines below. The second part, 10 to 15 minutes, will be spent engaging the class in a discussion on the reading. See below for guidelines on asking good discussion questions.

2. Topical Presentation

At least once, you will be required to present on a topic to the class, which you will sign up for at the beginning of the semester. For full participation credit, you will need to do the following:

- Read: Read about the topic and understand it well. See below for guidelines on reputable sources.
- Handout: Provide a one-page handout to the class that helps convey an understanding of the topic. The handout could be an outline, a written
memo, a graphic, or anything else that you think will help the students understand the topic.

- **Presentation:** Present the topic for 5 to 10 minutes according to the presentation guidelines below. If you need more than 10 minutes, consult with the professor prior to the presentation.

3. **Lively Discussion**

At least once, you will be required to participate in a “lively discussion” in front of the class. At the beginning of the semester, I will pass around a short list of controversial statements. You will select one, but I will decide whether you will support or oppose the statement. Prior to the specified discussion date, you will do some investigative research on the issue in order to prepare for the discussion (see my thoughts on reputable sources, below). You will also prepare a short (one page or less) memo that includes the following: (a) a one- or two-paragraph statement that defends your assigned position, (b) a short list of expected rebuttals to your position, followed by (c) your responses to the rebuttals. Finally, you should include (d) a final paragraph that states your true position. At the end of the memo or in footnotes, provide a list of websites, studies, and other sources that were helpful to you. Bring these memos to class on the day that you are assigned to participate in the lively discussion. They will serve as your notes to help you make your arguments and defend your position. You will turn them in to me at the end of the class period.

Here is how the lively discussion will work: All of the students who have selected the particular statement (about 6 or 7) will sit at the front of the classroom. I will moderate a discussion about the issue (lasting about 15-25 minutes or more), in which you will be required to engage with each other: defending your positions, offering rebuttals, and responding to the rebuttals. I encourage you to meet with your fellow students to coordinate your arguments, but this is not required.

**Additional Participation Points**

1. **Attendance**

I expect you to come to class on time and to be prepared by having assignments read and/or ready to turn in. Because we will be doing collaborative work, attendance is required and will be recorded. Fifteen points are allotted to attendance. You may miss the following number of days in order to receive the corresponding attendance score at the end of the semester:

- 0-3 days missed = 15/15 pts
- 4-6 days missed = 7.5/15 pts
- 7+ days missed = 0/15 pts
I do not distinguish between excused and unexcused absences. If you are not present, I will assume you have a good reason for being away. It is the responsibility of students who miss class to get lecture notes from someone who was in class. I do not provide my notes or slides to students, and I do not regard it as my responsibility to fill you in on what you missed.

2. Peer evaluations

At the end of the semester, you will have an opportunity to evaluate your fellow group members based on their contributions to the final project. I reserve the right to penalize low scoring students above and beyond the peer evaluation points.

3. Professor’s assessment

I will allot up to 10 points based on my assessment of your contribution to the class. Full credit will be provided only to model, exceptional students. These are students who are always present (physically and intellectually), prepared, engaged in class discussions without dominating them, respectful of other students, and on-topic. Typical students—those who are often present, usually prepared, fairly engaged in class discussions (though not always or sometimes too much), reasonably respectful of other students, and/or who occasionally distract the class—will receive partial credit. Students who negatively exhibit one or more of these qualities will not receive credit.

4. Bonus points

A variable number of bonus points will be awarded at my discretion for outstanding work on any of the three participation assignments or otherwise as I see fit. Because a considerable amount of your grade is based on completion points, this is my way of recognizing exceptional work.

POLICIES

Late work

Instructions for submitting assignments are on the syllabus or will be given in class. If there is a problem uploading an assignment, then the assignment should be emailed to me directly—before the start of class. Work received after the assignment has been collected, or after the due date and time has passed, is considered late. Work will be penalized that is submitted by hard copy when electronic copies are requested. Late work that is submitted after the due date and time, but on the same day as the assignment is due, will
receive a 10 percentage point penalty. Late work that is turned in any time after the due date and up to one week following the due date will receive a 30 percentage point penalty. Work turned in after one week following the due date will receive a 50 percentage point penalty. Note: Assignments that can be completed easily after the class period has passed will not be accepted after the class period ends. For example, you will not be permitted to submit a reading summary after the class has passed.

Classroom Behavior

I expect all class members to interact with their fellow students in a professional, respectful, and considerate manner.

Technology

Turn off cell-phone ringers. Do not use cell-phones at all during class (i.e. no text-messaging, games, etc.). Laptops are permissible as long as students use them to take notes. I will revoke this allowance on a case-by-case basis if a student uses a laptop to play games, visit social media sites (Facebook, Google+, Twitter, etc.), check email, or carry on any activity that is not related to the class (or is in any way distracting to other students)—regardless whether he/she is also taking notes.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at [http://www.ethicspoint.com](http://www.ethicspoint.com), or 1-888-238-1062 (24-hours).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with
disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Academic Honesty**

The first injunction of the Honor Code is the call to “be honest.” Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. “President David O. McKay taught that character is the highest aim of education” (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one’s own without providing proper attribution to the author through
quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another’s words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author’s own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one’s own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student’s work and submitting it as one’s own individual work without proper attribution is a serious form of plagiarism.

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.