

LAURENTIAN UNIVERSITY – WINTER 2012
DEPARTMENT OF SOCIOLOGY
SOCI 4076 – THE SOCIOLOGY OF LABOUR MARKETS
Reuben Roth, Ph.D.

Lecture/Tutorial: Wednesdays, 7:00-10:00 p.m.
Classroom: C-205
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Office Hours: As posted on my office door. Otherwise, appointments preferred.

COURSE DESCRIPTION (CALENDAR)

This course examines sociological theories about labour force functioning and the social constitution of labour markets. Students will be introduced to competing approaches to labour market theory such as neoclassical economics, Marxian analysis, dual/segmented labour market analyses, and labour markets as social institutions. Topics include occupation and labour market structures; patterns of labour force attachment; and the socio-political consequences of economic restructuring and work structures. Students may not retain credit for both SOCI 4066, 4065 & 4076. PREREQ: SOCI 1015 or instructor's permission.

COURSE OVERVIEW

“Labor markets are crucial institutions in contemporary capitalist countries. It’s through labour markets that most people of working age are able to find employment and earn a living”
– Bengt Furaker, 2005.

Let me take Furaker’s statement further: keeping in mind the global economic crisis of 2008 (and its echoes in 2011-12), I assert that labour markets touch the lives of all people in any given society, has a profound effect on their material and social situations and virtually all aspects of their lives, from family relations to many of our most private thoughts.

The aim of this course is to provide students with the conceptual tools and theoretical perspectives that can help you sociologically analyze labour markets in modern capitalist societies, as well as the events and developments that take place in these societies. We will also focus on the ‘new’ economy as a contrast to the ‘old’ economy. At the conclusion of this course, students should have an improved understanding of the role of labour markets in a global capitalist society, a critical appreciation of how neoclassical economists have analyzed labour markets over time, and a critical understanding of specialized concepts such as split labour markets and internal labour markets.

REQUIRED TEXTS (3):

Braverman, Harry. 1998 [orig. 1973]. *Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century (25th Anniversary Edition)*. NY: Monthly Review Press.

Juravich, Tom. 2009. *At the Altar of the Bottom Line: The Degradation of Work in the Twenty-First Century*. Amherst & Boston: U Mass. Press.

Roth, Reuben (editor). 2012. *Course Reader for SOCI 4076 – The Sociology of Labour Markets*. (Photocopied course reader).

**** NOTE: This photocopied, bound reader will be made available at Kwik Kopy Design and Print Centre, 75 Elm Street, Sudbury (corner Elm and Elgin) Tel. (705) 671-0070. Cost: approximately \$15-\$25. No refunds. This mandatory course reader includes many important articles, essays and book chapters which are assigned in our weekly readings (see below).**

NOTE: Additional readings or resources may be left at the library reference desk or made available online.

COURSE REQUIREMENTS AND GRADING

Each requirement and weighted grade is described in detail below. Grading is based on student attendance, participation, reading journals, oral presentations and two essay assignments.

GRADING:

Attendance	10% (ongoing)
Seminar Participation	10% (ongoing)
Reading Journals (4)	20% (see due dates below)
Oral Presentations	20% (dates to be individually assigned)
Research Paper Proposal	15% (due February 22, 2012)
Final Research Paper	25% (due April 4, 2012)

Note that student participation is a key component in the organization of this course, and its success depends largely on you.

POLICIES: CITATION, PLAGIARISM, LATE ASSIGNMENTS, ATTENDANCE:

Academic Citation and Plagiarism

Students are expected to consult a standard social science style guide to ensure the correct citation style (either ASA or APA formats are acceptable and readily available online). I will recommend a variety of style guides during in-class discussions. Plagiarism has always been with us but easy Internet access makes this act more tempting than ever. Plagiarism and other forms of academic dishonesty are extremely serious academic offences. Penalties range from failure in an assignment or exam to expulsion from the University. Definitions, penalties and procedures for dealing with plagiarism are set out on Laurentian University's website.

IMPORTANT ADDITIONAL NOTICE ON PLAGIARISM:

Be aware that insufficient or 'deceptive' citation constitutes grounds for plagiarism. You should be familiar with proper citation at this stage in your academic career and are assumed responsible for uncited work taken from another source. **In short, when in doubt it is always preferable to overcite, rather than undercite.** Again, this is an extremely serious academic offence that carries penalties varying from failure in an assignment to suspension or expulsion from the University. Unfortunately I regularly report acts of plagiarism and this report appears on a student's Laurentian University record.

Policy on Missed or Late Assignments

Assignments are due on the dates specified in this outline. No extensions will be granted without medical documentation. Late assignments will be subject to a 5% penalty for each day after the due date. After one week has elapsed without an assignment, you will receive an automatic grade of 'F' unless you provide sufficient medical documentation.

Attendance

You are required to attend all lectures and sign an attendance sheet that will be distributed after the break.

IMPORTANT NOTE: Please do not phone or email me to report an absence. This is not the practice in universities, where personal responsibility and independence are both assumed.

FACEBOOK

You will be required to join the SOCI-4076 *Facebook* group titled "**Sociology of Labour Markets SOCI-4076**" on the Laurentian network. Joining is simple but requires that you establish a *Facebook* account. Those who are reluctant to do so can 'lurk' without an account. I use this electronic method to communicate important information, such as relevant news items, changes to our schedule, useful resources, additional instructions, etc. Note that this is also a useful two-way communication forum for you to contact your classmates in order to obtain notes.

SOCI-4076 WINTER 2012 – WEEKLY SCHEDULE

Required readings are listed below. It is assumed that you will have done these prior to our weekly classes. Students are responsible for all material presented in lectures and seminars, including presentations and videos. If you cannot attend class, you should make arrangements to get notes from another student in the class. I do not provide lecture notes online or to individual students.

WEEK 1: JANUARY 4, 2012

THEME: A Brief Introduction.

Introduction, description and overview of the course themes. Discussion of evaluation, grading, assignments and course textbooks.

READING: Clement, Chapter 5 “Who Works?” (pp. 55-80 in course reader)

WEEK 2: JANUARY 11, 2012

THEME: Overview of the Labour Market: How Neoclassical Economists Think

READING: Yates, Chap. 2 (pp. 33-61 in course reader)

READING: Yates, Chap. 5 (pp. 119-156 in course reader)

READING: Introduction to Karl Marx’s ‘Wage Labour and Capital’

<http://www.marxists.org/archive/marx/works/1847/wage-labour/intro.htm>

WEEK 3: JANUARY 18, 2012

THEME: Labour Market Structures: Marxian Analyses

READING: Braverman, Introduction (pp. 3-28) + Chap. 11

READING: Yates, Chap. 3 (pp. 63-89 in course reader)

READING: Yates, Chap. 4 (pp. 91-117 in course reader)

OPTIONAL: Braverman, Chaps. 13, 14

⇒ *Journal #1 due*

WEEK 4: JANUARY 25, 2012

THEME: Labour Power, Management, the Division of Labour

READING: Braverman, chaps. 1-3

READING: Marx, ‘What are Wages and how are they Determined?’

<http://www.marxists.org/archive/marx/works/1847/wage-labour/ch02.htm>

READING: Marx, ‘By what is the Price of a Commodity Determined?’

<http://www.marxists.org/archive/marx/works/1847/wage-labour/ch03.htm>

WEEK 5: FEBRUARY 1, 2012

THEME: Scientific Management; the New Economy

READING: Braverman, Chaps. 4-6 and Chap. 12

READING: Marx, 'The Nature and Growth of Capital'

<http://www.marxists.org/archive/marx/works/1847/wage-labour/ch05.htm>

READING: Marx, 'Relation of Wage-Labour to Capital'

<http://www.marxists.org/archive/marx/works/1847/wage-labour/ch06.htm>

WEEK 6: FEBRUARY 8, 2012

THEME: Education, Training and Labour Markets

READING: Livingstone, "Prior Empirical Research on Education-Job Matching" (course reader)

READING: Braverman, chaps. 7, 8, 20

ACTIVITY: *Presentation and discussion of readings.*

⇒ *Journal #2 due*

WEEK 7: FEBRUARY 15, 2012

THEME: Shifting Employment Standards; Wage-Labour and Capital

READING: Juravich, Introduction & Chapter One "Stressed"

READING: Marx, 'The Interests of Capital and Wage-Labour are diametrically opposed'

<http://www.marxists.org/archive/marx/works/1847/wage-labour/ch08.htm>

READING: Marx, 'Effect of Capitalist Competition on the Capitalist Class the Middle Class and the Working Class'

<http://www.marxists.org/archive/marx/works/1847/wage-labour/ch09.htm>

ACTIVITY: *Presentation and discussion of readings.*

WINTER STUDY WEEK – FEB. 20-24, 2012 – NO CLASS FEBRUARY 22, 2012

WEEK 8: FEBRUARY 29, 2012

THEME: Internal vs. External Labour Markets

READING: Smith (367-387 in course reader)

Braverman, chaps. 17-18

ACTIVITY: *Presentation and discussion of readings.*

⇒ *Research Paper Proposal Due Date*

WEEK 9: MARCH 7, 2012

THEME: Dual and Segmented Labour Markets

READING: Clairmont and Apostle (pp. 388-404 in course reader)

READING: Yates, Chap. 6 (pp. 159-191 in course reader)

ACTIVITY: *Presentation and discussion of readings.*

⇒ *Journal #3 due*

WEEK 10: MARCH 14, 2012

THEME: Labour Markets, Ethnicity and Race
READING: Juravich, Chapter 2 “Exploited”
READING: Reitz (pp. 409-449 in course reader)
ACTIVITY: *Presentation and discussion of readings.*

WEEK 11: MARCH 21, 2012

THEME: Gendered Labour Markets
READING: Clement & Myles, “Bringing in Gender” (pp. 123-141; 175-210 in course reader)
ACTIVITY: *Presentation and discussion of readings.*

WEEK 12: MARCH 28, 2012

THEME: The Consequences of Restructuring: The Global Economy and Our Future
READING: Bellamy Foster et al., (pp. 1-29 in course reader)
OPTIONAL: Yates, Chap. 7 (pp. 193-216 in course reader)
ACTIVITY: *Presentation and discussion of readings.*

⇒ *Journal #4 due*

WEEK 13: APRIL 4, 2012

THEME: The Labour Market is Broken: Where do we go from Here?
READING: Juravich, Chapter 4 and Conclusion
OPTIONAL: New Introduction and Forward in Labor and Monopoly Capital

⇒ *Final paper due*

WINTER SESSION EXAMINATION PERIOD: APRIL 10, 2012 – APRIL 30, 2012.

SOCI-4076-EL01: DETAILED OVERVIEW OF REQUIREMENTS AND ASSIGNMENTS

SEMINAR PARTICIPATION

You will be expected to participate in seminar discussion, after having prepared for each class' readings *beforehand* on the dates indicated above.

I suggest that you use your reading journal as a springboard for a prepared discussion in class. In other words, your reading journal will play a key role in helping you to form and express your most informed viewpoints in seminar discussions, so it is crucial that you keep up with both your readings and journal.

ASSIGNMENT #1 – ORAL PRESENTATION (20%)

This assignment involves providing leadership and guidance during a part of our weekly tutorial. This may be done in one of two ways. Students will present one of our assigned readings (free choice but no overlaps, so coordinate with your fellow presenters) and provide guidance and leadership during a classroom discussion.

Student leading a tutorial should aim to demonstrate in-depth knowledge of the appropriate material and to lead and engage the members of the class in a substantive discussion and debate. This is also an excellent opportunity to connect your own labour market experience with the theoretical models presented in the course. You should arrange for a 20 minute (approx.) presentation, although you should be prepared to answer questions about the reading(s) which may extend your role as leader for as much as an entire class. A schedule of presentations will be prepared and distributed within the first weeks of class.

ASSIGNMENT #2 – READING JOURNALS (20%)

Every student in the course will be required to keep a reading journal of 500-750 words per entry (i.e. for each assigned set of readings). At scheduled intervals you will hand these in to me. The reading journal is where you will: (a) Note your observations, comments, questions and reflections on the readings – in short, what was good, what was bad and what was interesting about our assigned reading for that class? From what theoretical tradition do the readings emerge? How does a reading relate to your own paradigm or worldview? This is also where you share your critical comments or questions; and (b) introduce and link our assigned readings to examples from other texts you've read, your own experiences, observations, media reports, etc.. You can also link the readings to daily experience (including media/news events, global issues, relevant personal experiences, etc.) and analyze these using the course material. **Your reading journal should be brought to every class and you should be prepared to share your journal entries during our seminars and presentations. Given your prior preparation, this should encourage informed class discussions.**

Your journal will be graded on the extent to which it shows that you are learning, understanding and synthesizing the course material and are capable of *applying* readings and theories to actual events. Each journal (4 total) is worth 5%, for a total of 20% of your final grade.

Some questions you might raise about class readings in journals or presentations can include the following:

1. What are the basic assumptions that inform the reading?
 - a. What is the overarching claim? (the thesis)
 - b. What are the major and subordinate organizing ideas that underpin and support the thesis? (controlling and sub-controlling statements [I'll discuss these in class])
2. What serious questions does the reading raise regarding the nature and purpose of labour markets and the economy?
3. What serious omissions do you feel should be in the reading?
 - a. How do these omissions distort or undermine the author's position?
4. What ideology, paradigm, or worldview governs the author's viewpoint?
5. In what ways does this article reinforce, extend, challenge, or oppose your own views on labour markets and/or the economy? Be specific.

ASSIGNMENT #3 - RESEARCH PAPER PROPOSAL (15%)

The research paper proposal is a brief (4-5 pp.) statement of the specific research essay topic, outlining the nature of the research you will be conducting for the final research paper. This should include the detailed **concepts** to be used and the **methods** to be followed to investigate your topic. A critical aspect of the proposal is to identify the specific research question that will be examined in your final essay. Essentially, the research proposal is a road map for your essay. A carefully prepared proposal inevitably leads to a strong essay. The more narrowly focussed your proposal, the better the essay. **The research paper proposal is due on February 22, 2012.**

I strongly advise using the Trent Academic Skills Centre guide *Thinking it Through: A Practical Guide to Academic Essay Writing*. Chapter II "Topic to Thesis" is especially applicable to this assignment. I'll provide or post handouts of this chapter when requested.

ASSIGNMENT #4 – FINAL RESEARCH PAPER (25%)

Your final research essay should examine one aspect of labour markets (see below). The research paper is the major assignment for the course and builds on the research paper proposal. The research paper is due on April 4, 2012 and should be approximately 15 pages in length excluding title page and bibliography.

AN IMPORTANT NOTE ABOUT YOUR ESSAY:

Here are some thoughts about your final essay assignment that might give you some more insight into what I expect.

Simply put, your task in this research paper is NOT to ‘educate’ me about a particular labour market related issue, such as the labour movement, gendered labour markets, segmented labour markets, etc. In fact, the specific topic that you choose is *almost* irrelevant. The topic itself is simply a device that helps to illustrate one of the concepts in our (or someone’s) readings. That’s it.

This means that your final essay is *really* about putting into 'action' one of the theories or concepts that we've been talking about **through** (by use of) the labour market issue that you’ve selected. If your selected issue doesn’t adequately illustrate the concept you plan to examine and illustrate, then change it and select an issue that **does** illustrate the concept. Either that, or take a deep breath and switch the concept that you’re trying to illustrate. To repeat, your paper is NOT about "informing" me about, for example, the effects on Canada’s labour market due to the shift in automotive production from the U.S. in the 1960s, but is REALLY a discussion about a concept or theory that you learned about in the course – and then seeing whether it works by, for example, *illustrating the concept using the historical example of automotive production*.

In short, select a concept or theory and then apply it to an applicable issue or topic.

This advice is general enough to apply to any of your present or current courses, whether they are at the undergraduate or graduate level.

FINAL RESEARCH PAPER – STRUCTURE

The following structure is not a template that applies to all research essays, but merely one example of how a research essay might be organized. Typically, academic essays with data from field research are composed of a number of subsections. You will follow the same basic structure with some modifications. These will be discussed in-class, where you'll receive a handout on disciplined reporting and essay writing styles.

1. **INTRODUCTION.** This section identifies the major problem or question to be examined in the essay. Although this section is short you need to use it to show the reader the value of what is to follow.
2. **LITERATURE REVIEW.** This section of the essay is a summary of the work by other researchers on the topic you have selected. A literature review is a synthesis of the most important theories and findings, rather than a mere summary of each work. In this section you need to show the reader that you have a strong understanding of the major issues and controversies related to your topic.
3. **RESEARCH METHODS.** In this section you outline the research methods you employed in your research, including the reasons for selecting a particular method, and any potential pitfalls or problems associated with it. An important objective of this section is to show to the reader that the research method will gather data in a *systematic* manner to answer the research question.
NOTE: Research for this course will be based on secondary methods only, so this section will likely be brief. But be sure to include your method(s) nevertheless.
4. **FINDINGS/RESULTS.** In this section you present the most important findings from your field research. Careful consideration should be given as to how to best present the data (tables, charts, photos, etc.). In some cases it may be best to combine this section with the next one to allow for an integration of findings and discussion.
5. **ANALYSIS/DISCUSSION.** The purpose of this section is to explain and analyze the findings from your field research. A critical aspect of this section is to relate your findings to past research and existing theories (as outlined in your literature review section). In this section you will also want give an indication as to how convincing your findings are.
6. **CONCLUSION.** Like the introduction, the conclusion is relatively brief. Its purpose is summarize what you have done and should not raise new questions. The best conclusions are those that follow logically from the introduction; that is, the reader need read only the introduction and conclusion to gain an overview of your essay. Try it before you hand in your essay.

FINAL RESEARCH PAPER - ADDITIONAL INSTRUCTIONS

Below are additional instructions and guidelines for the research essay. Please also refer to the guidelines for the essay included in the course outline, and to class and tutorial discussions.

1. The final research paper will be due on April 4, 2012 at the beginning of class. This does not leave you much time, so you are advised to start planning early.
2. Essays submitted via e-mail or fax without permission will not be accepted. Late assignments will not be accepted without a medical note signed and dated by a physician on institutional letterhead.
3. Please use ASA or APA citation style at all times. This is a social sciences course and MLA will not be accepted.
4. The final paper must include references to our assigned textbooks, as well as to other recognized sources including journal articles. Although electronic sources may be used, they must be authoritative. Many academic journals are now available online and these are quite acceptable, but strictly avoid using ‘amateur’ (i.e. non-academic, non-authoritative) websites. Because of the timely nature of the subject matter (labour markets) you will find much recent material online in newspapers and newsmagazines, as well as professional association journals. However, *you must limit non-academic (i.e. newspapers, etc.) electronic resources to not more than 50 percent of your total referenced material.*
5. On the cover page include your name, student number, telephone number, email address, course title and number. The font should be Times New Roman, 12-point. Other considerations are as follows: double-space, use one-inch margins, page numbers, cover page, single staple. *Please do not use report covers.*
6. Grammar, spelling and sentence structure, as well the organization of the essay, are important elements. You may find it helpful to make an appointment with the Laurentian University Writing Skills Centre (at Desmarais Library) to have a draft of the essay reviewed by a writing instructor. I’ll be available for specific questions on essay content and form and will discuss the detailed assignment parameters in class.
7. Regardless of your particular subject it is strongly advised that you carefully describe the labour market topic under analysis. You may do this by using both internal and external documentation, including details on organizational structure, stated mandate, size, composition, etc.
8. Please do not pad your essay with needless verbiage. I appreciate and grade proper academic essay writing and *needless wordiness will be penalized*. I will distribute writing guidelines (applicable throughout the social sciences) in class.
9. I strongly advise using a writing guide such as Trent University’s Academic Skills Centre’s *Thinking it Through: A Practical Guide to Academic Essay Writing*. Chapters VI-VIII are especially useful with regard to this assignment. I’ll provide handouts of these chapters during the semester.

Version: January 1, 2012.

Bibliography

- Braverman, Harry. 1998. *Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century (25th Anniversary Edition)*. NY: Monthly Review Press.
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- Clement, Wallace. 2001. "Who Works? Comparing Labor Market Practices." In Baxter, Janeen, and Mark Western, eds. 2001. "Reconfigurations of Class and Gender." Stanford, Calif.: Stanford University Press.
- Foster, John Bellamy, Robert W. McChesney, and R. Jamil Jonna. 2011. "The Global Reserve Army of Labor and the New Imperialism." *Monthly Review*. November 2011, Vol. 63, No. 6. Pp. 1-29.
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- Marx, Karl. Wage Labour and Capital. <http://www.marxists.org/archive/marx/works/1847/wage-labour/index.htm>. Retrieved: January 1, 2010.
- Reitz, Jeffery. In Ven Den Berg et al. 1997.
- Smith, Michael R. in Van Den Berg et al. 1997.
- Van Den Berg, Axel and Joseph Smucker. 1997. *The Sociology of Labour Markets: Efficiency, Equity, Security*. Scarborough: Prentice-Hall.
- Yates, Michael. 2003. *Naming the System: Inequality and Work in the Global Economy*. NY: Monthly Review Press.

SOCI-4076 — FINAL ESSAY ASSESSMENT SHEET—VALUE: 25%

ASSIGNED PARAMETERS:

- Thesis statement/goal: a clearly identified research question under examination; outlined precise nature of research, including methods, theory(ies), variable(s). [4]
- Sufficiently detailed description of the topic under analysis, etc. [2]
- Brief literature review synthesized previous research, important theories and findings; Correctly presented, analyzed, discussed research findings; findings are convincing [3]
- Conclusion summarized work/findings and followed logically from introduction, thesis. [2]
- Examined aspects of an issue related to race/class/gender/ethnicity in the workplace correctly employing sociological theories and/or concepts. [4]

/15 maximum total

CONCEPTION/MECHANICS:

- Paper was well-conceived (i.e. used rational argument and lacked logical lapses). [5]
- Paper was properly cited, (i.e. included standard academic citation and bibliography). [1]
- University-level grammar, spelling, sentence structure, et cetera. [4]

/10 maximum total

BONUS:

- Bonus points** for original ideas presented with clarity and depth. [1]
- Bonus points** for presentation enacted with skill of writing and clear presentation. [1]

/25 maximum possible total

SOCI-4076 – Proposal Evaluation Sheet – Value: 15%

Proposal clearly identified the **specific research question** to be examined in final essay. [2]

Statement outlining in detail the **precise** nature of your proposed research, including how you will conduct this research (including sociological theory, methods, identified variables, etc). [4]

Proposal identified and briefly discussed the academic literature to be used in final essay. [2]

Proposal was well conceived (i.e. used rational argument and lacked logical lapses). [2]

Proposal was well written (e.g. coherent, correct spelling, grammar, sentence structure). [4]

Proposal was properly cited, (i.e. included standard academic citation and bibliography). [1]

BONUS POINTS (rare):

Bonus points for original ideas presented with **extraordinary** clarity and depth. [1]

Bonus points for presentation enacted with **superlative** writing skills. [1]

ORAL PRESENTATION ASSESSMENT CRITERIA—SOC1-4076 – R. ROTH

Your name: _____

Today's Date: _____

RATING KEY: 5 – very high; 4 – high; 3 – good; 2 – fair; 1 – poor

<i>Rating (enter 1-5)</i>	
1. Brief, logical summary of article's structure	
a. Goal	
b. Thesis statement	
c. Controlling Statement, evidence	
d. Conclusion	
2. Stated own OR author's theoretical paradigm/outlook/ link to theory	
3. Coherent, clearly stated aims and rationale for presentation	
4. Linking of article to, and integration with an existing literature or body of thought	
5. Significant insights and original thoughts dealing with critical issues introduced by article	
6. Demonstrated understanding of material	
7. Not overly descriptive; analytical presentation	
8. Engaged and led class in discussion; attempted to be inclusive	
9. Command of topic	
10. Overall presentation skills (form)	
11. Overall presentation content	
12. Quality of PPT or written handout, if any	

Comments:

SOCI-4076 - STUDENT INFORMATION SHEET AND AGREEMENT -- DR. R. ROTH

Full Name: _____ Your Home City: _____

Your **REAL** E-mail Address: _____

Your Major: _____ Your Year: _____

Why are you taking this course? Check all that apply:

<input type="checkbox"/> It takes place at a convenient time and/or convenient day.	<input type="checkbox"/> Interested in the subject.
<input type="checkbox"/> To satisfy a general requirement.	<input type="checkbox"/> Other - Explain: _____
<input type="checkbox"/> It's a requirement for my major.	_____

What do you hope to get out of this course? _____

On what career path are you planning to embark on after you graduate?

Where do you get your news (CHECK ALL THAT APPLY):

- I don't really care about the news very much.
- Internet. If so, what news site(s): _____
- Television. If so, what TV station(s) or network(s): _____
- Radio. If so, what radio station(s) _____
- I read the newspaper. If so, what newspaper(s) _____
- Magazine(s). If so, what magazine(s): _____
- When it's really important I get the news from my friends or family.
- Other _____

I have read the course outline. I agree with and understand fully the course requirements and the policies on attendance, punctuality, late papers and plagiarism. I understand that the views expressed by students in this class are confidential, but may anonymously appear in a paper or presentation someday.

Signed: _____ Dated: _____