

Texas A & M University – Central Texas
SOCK 4305
CRN: 10464
Sociological Theory
Spring 2019

Professor: Michelle Dietert, PhD

Office Location: HH 204A

Office Hours: Thursdays 10:00am to 4:00pm.

And by appointment

E-mail: dietert1@tamuct.edu

Class Time: Wednesdays from 6:00pm to 9:00pm

Course – January 14 to May 10 (16 weeks)

Use this link to access this course: *This course meets face-to-face (when and where), with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System* [<https://tamuct.instructure.com/>].

Required Texts

Allan, Kenneth. 2014. *The Social Lens: An Invitation to Social and Sociological Theory*. Thousand Oaks: Sage Publications. (ISBN: 978-1-4129-9278-7) - **YOU MUST USE THIS CURRENT EDITION OF THE TEXTBOOK.**

For Referencing (Required)

American Sociological Association. 2014. *American Sociological Association Style Guide* (5th). American Sociological Association Publisher. (978-0912764214)

Course Overview

This course examines the major schools of sociological thought, including perspectives from both classic and contemporary sociological theory.

Course Description:

This course will focus on the historical development of sociological theory by examining the major works of classical, contemporary and postmodern social theorists. We will begin with a review of the foremother, Harriet Martineau and forefather of sociological theory, Auguste Comte. We will also examine major sociological contributions by theorists ranging from the nineteenth century to the postmodern era that include the following: Karl Marx, Emile Durkheim, Max Weber, George Herbert Mead, George Simmel, Charlotte Perkins Gilman, W.E.B. Du Bois, Talcott Parsons, Robert Merton, Erving Goffman, Harold Garfinkel, Anthony Giddens, Randall Collins, Peter Blau, George Homans, R.S. Perinbanayagam, Ralf Dahrendorf, William Julius Wilson, Janet Chafez, Patricia Hill Collins, Cornell West, Michel Foucault, Pierre Bourdieu, Jean Baudrillard, Manuel Castells, Immanuel Wallerstein, and others. Some major themes will include Functionalism, Conflict Perspective, Symbolic Interactionism, Structures of

Inequality, Social Structure, Social Change, Modernity, Identity Politics, and Postmodernism. Finally, this course will emphasize the structure and role of theory within the discipline of sociology.

Course Objectives:

Knowledge Outcomes:

1. Students will acquire the ability to analyze the structure of sociological theory. (Objective satisfied through assigned readings, class discussions and papers)
2. Students will be able to write effectively on a social issue by applying sociological theory. (Objective satisfied through assigned readings and papers)
3. Students will be able to apply a particular sociological theory to a social problem of their choosing. (Objective satisfied by completing a final research paper)
4. Students will be able to designate the assumptions and strategies used by each theoretical perspective. (Objective satisfied through assigned readings, class discussions and papers)
5. Students will acquire the technical vocabulary of sociological theory. (Objective satisfied through assigned readings, class discussions and papers)
6. Students will be able to compare and contrast the differing theoretical perspectives, noting strengths and weaknesses inherent in each. (Objective satisfied through assigned readings, class discussions and papers)

Skills Outcomes:

7. Students will acquire writing as they construct a paper on a theory (or theories) and apply it to a social problem and through weekly theoretical application papers.

Value Outcomes:

8. Students will gain some appreciation of sociological theory as a tool in research, as well as a tool for solving social problems. (Objective satisfied through assigned readings, class discussions and papers)

Class/Instructor Policies

Writing Intensive Course

This course will assign a range of writing assignments that are worth a significant part of the final grade. These assignments will include weekly theoretical application papers, and a final research paper. When taught online, weekly course discussions will also be required to help the student understand theoretical concepts, theories etc. Therefore, writing assignments will be an integral part of measuring the mastery of the content in a course. In addition, feedback will be

given to students on all assignments submitted so that students can improve on the quality of their submissions.

Taking a Sociological Perspective: I encourage questions and discussion concerning course material and sharing personal observations and experiences. However, since you are enrolled in a sociology course, the main goal is to utilize a sociological perspective. This means that you should try to analyze various topics with an objective point of view. Objective point of view means looking through the lens of sociology. How does sociology utilize objectivity, you might be asking? Sociology is a social science – qualitative and quantitative research techniques are used to collect data about the social world. Sociologists must always strive to maintain an objective outlook when observing the social world. Therefore, in this course, you will be challenged to look within the layers of a social phenomenon or put another way, to look beyond what you see on the surface. In addition, you will not agree with everything you hear in class from the professor or your classmates. Part of becoming educated requires that your ideas are challenged. As a college-level student, you should be able to see different points of view of the same issue. I expect students to be respectful towards every person in this classroom, even if they disagree with certain viewpoints.

The role of the instructor is to present critical ideas, to offer an analytical framework for understanding the course material, to work with students in providing an inspiring learning environment, and to provide and receive constructive feedback. It is not the instructor's role to tell the student what to think. The student's responsibility is to read the readings with a critical mind, to question, to complete assignments on time, to participate in the exchange of ideas, and to work toward an inspiring learning environment. It is the responsibility of all of us to create a safe learning environment free of racism, sexism, classism, ageism, ableism, homophobia, transphobia and heterosexism.

Late Work: I will NOT be accepting late work under any circumstances. If you are turning in assignments, your work must be uploaded in Canvas at the specified due date and time. I will not accept that assignment through email. You will earn a zero for the assignment and/or paper.

Additional Help: If you need additional help on assignments, papers, or any materials covered in class, you are more than welcome to set up an appointment with me during my office hours or at a time that we can both agree on. The best way to get in touch with me is through email. I no longer have an office phone.

Incomplete Grades: I DO NOT GIVE OUT INCOMPLETE GRADES. ALL ASSIGNMENTS AND TESTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

In addition, the professor does not allow students to record lectures on any device. If you have any questions, please let me know.

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University Policies/Services

911 Cellular: Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel), [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel]. If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

If you do plagiarize, I will 1) fail you for the assignment and/or the course, and 2) initiate an Academic Dishonesty action against you.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 519-5797. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources.

On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

Course Requirements

1. Theoretical Application Essays (250 total points): There are a total of 10 theoretical application essays (**Worth 25 points each**) due in this course.

- These theoretical essays will cover material that we are discussing for that week. For instance, if we are discussing Marx, your question for that week will focus on Marx. This also means that you should stay up with your readings since not doing so will negatively affect the quality of work that you produce.

- During the week that essay questions are due, you will turn them in through Canvas no later than Friday by midnight. Please upload your paper under the proper assignment link. Otherwise, you will not earn credit for that assignment.
- You must submit your essays in a Word document or .pdf. Please double-space your papers and use Times New Roman for your font.
- Your essays should be no less than 500 words. When grading your essays I will be focusing on content as well as length. I will also grade on organization (introduction, body and conclusion of your essay), as well as spelling, grammar and sentence structure and correct referencing. Please see the grading rubric at the end of this syllabus.
- Make sure that you fully answer the questions by providing analysis. The goal of these essays is to increase your critical thinking by applying the theories you have learned.
- Based on the structure of these questions, the only reference you will have to use is your book. Please use ASA (American Sociological Association) format since you will be using this style in your final paper.
- You will find a list of the theoretical application questions located directly after your course schedule with corresponding due dates. If you have any questions about the essays, please let me know.
- I will not accept late papers. Once you miss the due date, you will not be able to submit your paper. Please do not submit late paper to me through email.

2. Research Paper (200 points): Due Friday April 20 by midnight. Choose a contemporary social problem that interests you and explore that issue from one or more of the theoretical perspectives discussed in class. Your research topic must be narrow in focus, like any sociology research paper that you would write. For instance, gender inequality would be too broad. In this example, you would choose a specific topic as it relates to gender inequality. This is very important since you will be conducting a review of the literature on your chosen social issue. I will be looking at how well you apply the theory or theories to the social issue you have chosen to write about. **Please see my grading rubric and tentative paper outlines at the end of this syllabus.**

- Your research paper should be no less than 2500 words. This length requirement **does not include** your title page, abstract or your reference page. Please submit your double-spaced paper in Times New Roman using 12 point font.
- You must use no less than 7 - 10 **scholarly** references, but feel free to use more. Scholarly references are those found in social science journals or other scholarly journals. You can also utilize a book or two but the main focus should be on finding sources that have researched your topic. Please do not get all of your sources from online websites and cut/paste into your paper. Again, you should integrate **scholarly** research articles into your dialog/analysis.
- For your research paper, you must also reference correctly. If you take information from a source, you must give credit to your reference. Please use **ASA (American Sociological Association)** referencing style. The ASA reference guide is listed under required texts on the first page of your syllabus. Please use the ASA guide. Purdue Owl does not provide all of the ASA requirements.
- Not only must you reference correctly, but you should include a reference page and reference your sources within the text of your paper. If you write a paper but do not

provide references within the text of your paper and/or provide a reference sheet, **you will earn a zero for the paper.**

- In addition, I do not accept “recycled” papers or more specifically, papers that have been written for another class! Also, if you copy/paste any of your application essays into your final paper, you will earn a zero for that paper.
 - Once you upload your paper, make note of the report generated by **Vericite**. Vericite will pinpoint exactly what text used in your paper comes from other sources. The system will also provide a percentage designating how much of your text comes from other sources. Please stay under 20%.
3. **Final Exam (100 points):** Final Exam will be posted on Monday April 29 at 8:00am. Due on Monday May 6 at 8:00am.
 4. **Attendance (70 points for sociology majors and 65 points for non-majors):** Starting the first week of classes, I will take attendance using a sign-in sheet. The class will meet approximately 14 times. **However, if you are a non-sociology major, you will only have 13 days of attendance since you will not take the ETS test on Wednesday April 24.** You will earn 5 points per day. Therefore, total number of attendance points that you can earn is $14 \times 5 = 70$ points or $13 \times 5 = 65$ points). I consider all absences legitimate so I do not differentiate by labeling some types as excused and others unexcused; all absences are counted the same way. Please note: If you miss a class, you are responsible for getting notes or other materials from other students in the class. **If you come in late to class, you will not be allowed to sign in at the end of class. No exceptions.**
 5. **ETS – Major Field Test in Sociology (50 points):** On April 24th, sociology majors will be required to take this exam. Please meet at the testing center at 6pm to take this exam. The testing center is located in WH, room 212.

****GRADING RUBRICS FOR COURSE REQUIREMENTS CAN BE FOUND AT THE END OF YOUR SYLLABUS**

Grading Scale – Non-Sociology Majors

- A = 554 – 615 (Excellent)
- B = 442 – 553 (Better than Average)
- C = 309 – 441 (Average)
- D = 185 – 308 (Below Average)
- F = 184 and below (Failing)

Grading Scale - Sociology Majors

- A = 603 – 670 (Excellent)
- B = 482 – 602 (Better than Average)
- C = 337 – 481 (Average)
- D = 202 – 336 (Below Average)
- F = 201 and below (Failing)

Tentative Course Schedule

WEEK 1: Course Introduction

Wednesday January 16

- **Readings:**
 - **Chapter 1** – On Theory
 - **Theoretical Perspectives Chart (included at the end of your syllabus)**

Due Friday: Theoretical Application Essay #1

WEEK 2:

Wednesday January 23

- **Readings:**
 - **Chapter 2** - The Evolution of Society: Herbert Spencer (1820–1903)

Due Friday: Theoretical Application Essay #2

WEEK 3:

Wednesday January 30

- **Readings:**
 - **Chapter 3** – Contradictions in Capitalism: Karl Marx (1818–1883)

Due Friday: Theoretical Application Essay #3

WEEK 4:

Wednesday February 6

- **Reading:**
 - **Chapter 4** – The Irrationality of Rationality: Max Weber (1864–1920)

Due Friday: Theoretical Application Essay #4

WEEK 5:

Wednesday February 13

- **Readings:**
 - **Chapter 5** – The Problem With Diversity: Émile Durkheim (1885–1917)

Due Friday: Theoretical Application Essay #5

WEEK 6:

Wednesday February 20

- **Readings:**
 - **Chapter 6** – The Modern Person – George Herbert Mead (1863-1931) and Georg Simmel (1858-1918)

Due Friday: Theoretical Application Essay #6

WEEK 7:

Wednesday February 27

- **Readings:**
 - **Chapter 7** – The Challenges of Gender and Race – Charlotte Perkins Gilman (1860-1935) and W.E.B. Du Bois (1868-1963)

Due Friday: Theoretical Application Essay #7

WEEK 8:

Wednesday March 6

- **Readings:**
 - **Chapter 8** – Structural Functionalism: Talcott Parsons (1902-1979), Robert Merton (1910-2003) and Jeffrey Alexander

Due Friday: Theoretical Application Essay # 8

WEEK 9 – March 11 to March 17: SPRING BREAK

WEEK 10

Wednesday March 20

- **Readings:**
 - **Chapter 9** – Conflict Theory: Lewis Coser, Ralf Dahrendorf, and Randall Collins
 - **Chapter 10** - Class: Erik Olin Wright, Daniel Bell and Pierre Bourdieu

Due Friday: Theoretical Application Essay # 9

WEEK 11

Wednesday March 27

- **Readings:**
 - **Chapter 11** – Structures of Racial and Gender Inequality: William Julius Wilson and Janet Saltzman Chafetz
 - **Chapter 12** – Exchange Theory: George Homans, Peter Blau, and Randall Collins

Due Friday: Theoretical Application Essay # 10

WEEK 12

Wednesday April 3

- **Readings:**
 - **Chapter 13** – The Late Modern Person and the Situation: Erving Goffman, Harold Garfinkel, and R. S. Perinbanayagam
 - **Chapter 14** - Problems in Modernity: Jurgen Habermas and Anthony Giddens

No Theoretical Application Essay Due – Work On Your Research Paper

WEEK 13

Wednesday April 10

- **Readings:**
 - **Chapter 15** – Globalizing Systems: Immanuel Wallerstein and Manuel Castells

No Theoretical Application Essay Due – Work On Your Research Paper

WEEK 14

Wednesday April 17

- **Readings:**
 - **Chapter 16** – Upsetting Reality – Michel Foucault (1926-1984) and Jean Baudrillard (1929-)

Research Paper Due Friday April 19 by midnight

WEEK 15

Wednesday April 24

- **ETS – Sociology at Testing Center (for sociology majors only)**

WEEK 16 – No Class – Work on your final exam

Week of Monday April 29 to Sunday May 5

- **Final Exam - Posted on Monday April 29 at 8:00am. Due on Monday May 6 at 8:00am.**

WEEK 17 – Finals Week

Week of Monday May 6 to Friday May 10

- **Final Exam Due Monday May 6 at 8:00am.**

***Professor reserves the right to amend this syllabus at any time.**

Theoretical Application Questions

- 1. Question #1 (Chapter 1) Due on Friday January 18**
 - According to Allan (2014), “Self-evaluation is the inclination and ability to observe, critique, and change one’s own thinking and conclusions” (p. 17). Why is it important for the sociologist to engage in self-evaluation?
- 2. Question #2 (Chapter 2) Due on Friday January 25**
 - How did Spencer describe social institutions? Why are they important to the social evolution of a society?
- 3. Question #3 (Chapter 3) Due on Friday February 1**
 - “For most political economists in Marx’s time, commodification, value, profit, private property, and the division of labor were seen as natural effects of social evolution” (Allan 2014:60). How did Marx view these “natural effects” of capitalism?
- 4. Question #4 (Chapter 4) Due on Friday February 8**
 - According to Allan (2014), “Weber’s concern is rationality. On the surface, reason and rationality appear to be the hope humankind has been looking for” (p. 84). However, Weber also makes clear that rationality is also irrational. What does Weber’s idea of the irrationality of rationality mean? Explain this in your essay and also apply this idea to a modern day example.
- 5. Question #5 (Chapter 5) Due on Friday February 15**
 - According to Allan (2014:123), Durkheim recognizes that “society is built on a foundation of shared values and morals. Yet he also realizes that there are structural forces at work in modernity that relentlessly produce cultural diversity, something that could tear away the foundation of social solidarity.” That said, how do you think Durkheim’s theory can be applied to the organic society that we live in today?
- 6. Question #6 (Chapter 6) Due on Friday February 22**
 - Based on Mead’s theory, “Humans act – they don’t react” (Allan 2014:160). In this essay, explain what this idea means. In your application of the theory, provide an example to further demonstrate your understanding of the theory.
- 7. Question #7 (Chapter 7) Due on Friday March 1**
 - Focusing on Du Bois, discuss the reasons why perspectives of oppressed groups are able to give the kinds of critical insights necessary for social change.
- 8. Question #8 (Chapter 8) Due on Friday March 8**
 - Given Alexander’s definition of democracy, what are the implications of civil society in your life? How would you describe the relationship with solidarity and social justice?
- 9. Question #9 (Chapter 10) Due on Friday March 22**
 - According to Bourdieu’s theory, what are the four forms of capital? How are these used in the production of class?
- 10. Question #10 (Chapter 11) Due on Friday March 29**
 - Explain why the workforce of women is so important to Chafetz’s theory. In your application of the theory, provide an example to further demonstrate your understanding of the theory.

Theory Final Research Paper
*Suggested Outline

1. Abstract
2. Introduction
 - a. In the introduction, you want to introduce your chosen topic. If applicable, provide some recent statistics to give the reader some background on your topic.
 - b. Tell the reader what you will cover in your research paper. This could include all of the sections that follow.
3. Review of the Literature
 - a. Find at least 7 to 10 scholarly references that focus on your chosen topic. Your references should be from scholarly journals. You may use internet websites but these will not count as one of your scholarly references. I suggest only using relevant websites such as those ending in .gov.
4. Theory Definition
 - a. In this section, you want to define the theory or theories that you are using in your paper. You may use your book as a reference.
5. Theory Application
 - a. In this section, you want to apply the theory to your social issue. How does this theory or theories help the reader understand the social issue you have chosen?
6. Conclusion
 - a. Wrap up your final conclusions here.
7. Reference Page
 - a. You must use American Sociological Association (ASA) reference style in your reference sheet and within the text of your paper.

OR ANOTHER OPTION:

1. Abstract
2. Introduction
 - a. In the introduction, you want to introduce your chosen topic. If applicable, provide some recent statistics to give the reader some background on your topic.
 - b. Tell the reader what you will cover in your research paper. This could include all of the sections that follow.
3. Theory Definition
 - a. In this section, you want to define the theory or theories that you are using in your paper. You may use your book as a reference.
4. Review of the Literature and Theory Application
 - a. Find at least 7 to 10 scholarly references that focus on your chosen topic. Your references should be from scholarly journals. You may use internet websites but

these will not count as one of your scholarly references. I suggest only using relevant websites such as those ending in .gov.

- b. Integrate the application of the theory with your review of the literature. How does this theory or theories help the reader understand the social issue you have chosen?
5. Conclusion
 - a. Wrap up your final conclusions here.
 6. Reference Page
 - a. You must use American Sociological Association (ASA) reference style in your reference sheet and within the text of your paper.

*You do not have to follow the exact order of this outline. However, you want to make sure that all of this information is covered in your research paper. I am here if you have questions or concerns. ☺

Grading Rubric for Final Research Paper - THEORY

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
Spelling, Grammar, & Sentence Structure 10%	Many spelling, grammar, or sentence structure errors (0 pts) <i>Score:</i>	Some spelling, grammar, or sentence structure errors (10pts) <i>Score:</i>	Few spelling, grammar, or sentence structure errors (16 pts) <i>Score:</i>	No spelling, grammar, or sentence structure errors (20 pts) <i>Score:</i>
Proper Referencing Format (ASA) 10%	Not used in text and reference page (0 pts) <i>Score:</i>	Used in text but not in reference page or used in reference page but not in text of paper (10 pts) <i>Score:</i>	ASA style utilized with few errors both within the text of the paper and in reference page (16pts) <i>Score:</i>	No errors in reference page and in text citation (20 pts) <i>Score:</i>
Structure and Organization of Research Paper 15%	Does not clearly develop and organize introduction, body, and conclusion (0-10 pts) <i>Score:</i>	Minimal development and organization of introduction, body, and conclusion (11-20 pts) <i>Score:</i>	Average development and organization of introduction, body, and conclusion (21-29 pts) <i>Score:</i>	Accurate development and organization of introduction, body, and conclusion (30 pts) <i>Score:</i>
Theory Definition 15%	Does not clearly develop theoretical definition (0-10 pts) <i>Score:</i>	Minimal development of theoretical definition (11-20 pts) <i>Score:</i>	Average development of theoretical definition (21-29 pts) <i>Score:</i>	Accurate development of theoretical definition (30 pts) <i>Score:</i>
Theoretical Application to Sociological Phenomenon 50%	Paper does not demonstrate theoretical application (0-33 pts) <i>Score:</i>	Paper needs improvement of theoretical application (34-66 pts) <i>Score:</i>	Paper demonstrates adequate theoretical application (67-99 pts) <i>Score:</i>	Paper demonstrates excellent theoretical application (100 pts) <i>Score:</i>

A= 180 – 200 (90-100%)
 B= 160 – 179 (80-89%)
 C= 140 – 159 (70-79%)
 D= 120 – 139 (60-69%)
 F ≤ 119

Grading Rubric for Theoretical Application Papers

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
Spelling, Grammar, & Sentence Structure	<p><i>Many</i> spelling, grammar, or sentence structure errors (0 – 2 pts)</p> <p><i>Score:</i></p>	<p><i>Some</i> spelling, grammar, or sentence structure errors (3pts)</p> <p><i>Score:</i></p>	<p><i>Few</i> spelling, grammar, or sentence structure errors (4 pts)</p> <p><i>Score:</i></p>	<p><i>No</i> spelling, grammar, or sentence structure errors (5 pts)</p> <p><i>Score:</i></p>
Proper Referencing Format (ASA required)	<p>Referencing not used in essay where appropriate (0 - 2 pts)</p> <p><i>Score:</i></p>	<p>Minimal use of referencing in essay where appropriate (3 pts)</p> <p><i>Score:</i></p>	<p>Good/average use of referencing in essay where appropriate (4pts)</p> <p><i>Score:</i></p>	<p>No referencing errors in essay (5 pts)</p> <p><i>Score:</i></p>
Structure and Organization of Essay	<p>Does not clearly develop and organize introduction, body, and conclusion (0-2 pts)</p> <p><i>Score:</i></p>	<p>Minimal development and organization of introduction, body, and conclusion (3 pts)</p> <p><i>Score:</i></p>	<p>Average development and organization of introduction, body, and conclusion (4 pts)</p> <p><i>Score:</i></p>	<p>Accurate development and organization of introduction, body, and conclusion (5 pts)</p> <p><i>Score:</i></p>
Content of Essay – Application of Theory	<p>Information and evidence are not accurate, appropriate, and integrated effectively. (0-3 pts)</p> <p><i>Score:</i></p>	<p>Information and evidence is minimally accurate, appropriate, and integrated effectively. (4-6 pts)</p> <p><i>Score:</i></p>	<p>Information and evidence averagely accurate, appropriate, and integrated effectively. (7-9 pts)</p> <p><i>Score:</i></p>	<p>Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (10pts)</p> <p><i>Score:</i></p>

Grading Rubric for Final Exam - Theory

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
Spelling, Grammar, & Sentence Structure	<p><i>Many</i> spelling, grammar, or sentence structure errors (0 – 5pts)</p> <p><i>Score:</i></p>	<p><i>Some</i> spelling, grammar, or sentence structure errors (6-10pts)</p> <p><i>Score:</i></p>	<p><i>Few</i> spelling, grammar, or sentence structure errors (11-14pts)</p> <p><i>Score:</i></p>	<p><i>No</i> spelling, grammar, or sentence structure errors (15 pts)</p> <p><i>Score:</i></p>
Proper Referencing Format (ASA used)	<p>Referencing not used in essay where appropriate (0 – 5pts)</p> <p><i>Score:</i></p>	<p>Minimal use of referencing in essay where appropriate (6-10pts)</p> <p><i>Score:</i></p>	<p>Good/average use of referencing in essay where appropriate (11-14pts)</p> <p><i>Score:</i></p>	<p>No referencing errors in essay (15 pts)</p> <p><i>Score:</i></p>
Structure and Organization of Paper	<p>Does not clearly develop and organize introduction, body, and conclusion (0-6pts)</p> <p><i>Score:</i></p>	<p>Minimal development and organization of introduction, body, and conclusion (7-12pts)</p> <p><i>Score:</i></p>	<p>Average development and organization of introduction, body, and conclusion (13-19pts)</p> <p><i>Score:</i></p>	<p>Accurate development and organization of introduction, body, and conclusion (20 pts)</p> <p><i>Score:</i></p>
Content of Paper	<p>Information and evidence are not accurate, appropriate, and integrated effectively. (0-16pts)</p> <p><i>Score:</i></p>	<p>Information and evidence is minimally accurate, appropriate, and integrated effectively. (17-33pts)</p> <p><i>Score:</i></p>	<p>Information and evidence averagely accurate, appropriate, and integrated effectively. (34-49pts)</p> <p><i>Score:</i></p>	<p>Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (50pts)</p> <p><i>Score:</i></p>

Theoretical Perspective Chart

Theoretical Perspective	Orientation	Image of Society	Core Questions
Structural-functional	Macro-level	A system of interrelated parts that is relatively stable based on widespread consensus as to what is morally desirable; each part has functional consequences for the operation of society as a whole	<p>How is society integrated?</p> <p>What are the major parts of society?</p> <p>How are these parts interrelated?</p> <p>What are the consequences of each for the operation of society?</p>
Social-conflict	Macro-level	A system characterized by social inequality; each part of society benefits some categories of people more than others; conflict-based social inequality promotes social change	<p>How is society divided?</p> <p>What are the major parts of society?</p> <p>How do some categories of people attempt to protect their privileges?</p> <p>How do other categories of people challenge the status quo?</p>
Symbolic-interaction	Micro-level	An ongoing process of social interaction in specific settings based on symbolic communications; individual perceptions of reality are variable and changing	<p>How is society experienced?</p> <p>How do human beings interact to create, sustain, and change social patterns?</p> <p>How do individuals attempt to shape the reality perceived by others?</p> <p>How does individual behavior change from one situation to another?</p>

John Macionis. 1996. Society: The Basics. Third Edition