

**Texas A & M University – Central Texas**  
**SOCI 4305**  
**Sociological Theory**  
**Spring 2021**

Professor: Michelle Dietert, PhD

Office Location: HH 204A

Office Hours: There will be no face-to-face office hours. Email is the best way to contact me. Or if you prefer, you can make an appointment with me through Canvas via WebEx.

E-mail: dietert1@tamuct.edu

Class Location and Time: Online from January 19 – May 14 (16 weeks)

Use this link to access this course: *This course is a 100% online course and uses the TAMUCT 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. 2019. *American Sociological Association Style Guide* (6<sup>th</sup>). American Sociological Association Publisher. (978-0-912764-55-9)

### **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 theoretical application papers, an annotated bibliography and a final research paper. When taught online, weekly course discussions will also be required to help the student understand theoretical concepts and application. Therefore, writing assignments will be an integral part of measuring the mastery of the content in this 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:** 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. If you are having an issue getting an assignment in on time, please reach out to me in a timely manner.

**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.

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## **University Policies/Services**

### **WARRIOR SHIELD**

#### **Emergency Warning System for Texas A&M University-Central Texas**

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

### **COVID-19 SAFETY MEASURES**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- **Face Coverings**— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  - If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct.

Additionally, the faculty member may choose to teach that day's class remotely for all students.

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

### **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, working with others in an unauthorized manner, 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 referred 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://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

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, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](#) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

### **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 [Student Affairs](#) [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, 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 the [Drop Request](#) Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty 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. Once you submit the completed 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic

Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

### **University Writing Center**

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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].

**For spring 2021, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.**

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

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.

### **Online Proctored Testing**

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

### **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](mailto: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 (175 total points):** There are a total of 7 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. Also, please note that I will not accept your assignments through email. All assignments must be submitted through Canvas.
  - 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 understand though that when I receive your first essay paper, if you do not meet the requirements, I may ask you to resubmit so that you will earn a higher grade and so that you will learn what is required of you when writing these essays.** 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 for ALL assignments due in this class.
  - Once you upload your paper in Canvas, make note of the report generated by **turnitin** which 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%.
  - 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.
2. **Annotated Bibliography (110 points): Due Sunday March 28 by midnight.** To begin your exploration of the topic for your final research paper, provide an annotated bibliography of 10 scholarly research articles. An annotated bibliography is basically a summary of each article. You should write up to half a page (double-spaced) for each article summary. **You are NOT cut/pasting directly from the article.** It is your summary regarding the important details about the research that you find essential. The abstract of any research article and conclusion are very good places to start but you want to read the entire article.
- Each article in your annotated bibliography is worth 10 points for a total of 100 possible points. You will also be graded on spelling, grammar and sentence structure (10pts).
  - **Please list your citations in ASA.** If you do not, I will take off up to 3 points per article. Also, when you write the actual summary of each citation, practice using ASA in text. Make use of your ASA guide and ask questions if you have them.
  - You will use the annotated bibliography to **construct** your literature review in the final research proposal due at the end of the semester. **This means that you will not**

**cut/paste the annotated bibliography into the final paper. If you do, you will not earn points in the final paper proposal for your literature review section.** You will write a cohesive literature review for the final paper. Let me know if you have any questions.

3. **Research Paper (200 points): Due Wednesday May 12 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. 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 the author(s). 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 **turnitin** which 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%.
4. **Postings (13 Postings x 13 points each = 169 total points):**
- You will have 13 postings for this course. You will be required to comment on a question (s) that I post and then respond to three of your classmates. You will receive a total of 13 points for providing a substantive post, responding to three classmates, presenting good writing skills and adhering to deadlines.
  - In your tentative schedule below, you will find the dates and times when postings open for discussion and when they are no longer available. “No longer available” means that once the discussion is closed, you will not be able to make up those points.

- **Weekly posts will open up on Mondays at 8:00am and close on Fridays at 11:59pm. Your main posting will be due by Wednesday evening at midnight. If your main posting is not submitted on time, you will not earn all points. Additionally, you will have until Friday at midnight to complete all replies to at least three classmates.**
- You will post to questions that will cover material from your readings and various topics that we discuss in this class. Since the postings cover your readings, I would like you all to use your book as a reference. I do not want information cut/pasted from the internet such as Wikipedia. If you do so, you will not earn points for that posting.
- Whenever you post, I also want you to reference using ASA. Remember that anytime you take information from a source (either directly quoting or paraphrasing), you must reference even if you are doing so in a posting.
- All posts must be substantive and demonstrate to me that you have done all the reading associated with the discussion. In order to get full credit for your individual post, you must answer each question that I pose to you. In order to get the points in responding to your classmates, you must put thought and effort into your response. A thin answer such as “I totally agree with you” or “That was a really cool post” will not be considered for credit.
- Finally, your postings and your essay papers are two different assessments. Do not copy your theoretical application essays into the discussion board. If you do, you will not earn discussion points for that particular week.

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

### **Grading Scale**

- A = 589 – 654 (Excellent)  
 B = 470 – 588 (Better than Average)  
 C = 328 – 469 (Average)  
 D = 196 – 327 (Below Average)  
 F = 195 and below (Failing)

### **Tentative Course Schedule**

#### **WEEK 1: Course Introduction**

Monday January 18 – Sunday January 24

- **No Readings:**
- **Posting 1**

#### **WEEK 2:**

Monday January 25 to Sunday January 31

- **Readings:**
  - **Chapter 1 – On Theory**
- **Posting 2**

**Due Friday: Theoretical Application Essay #1**

**WEEK 3:**

Monday February 1 to Sunday February 7

- **Readings:**
  - **Chapter 2** - The Evolution of Society: Herbert Spencer (1820–1903)
  - **Review the Theoretical Perspectives Chart (included at the end of your syllabus)**
- **Posting 3**

**WEEK 4:**

Monday February 8 to Sunday February 14

- **Readings:**
  - **Chapter 3** – Contradictions in Capitalism: Karl Marx (1818–1883)
- **Posting 4**

**Due Friday: Theoretical Application Essay #2**

**WEEK 5:**

Monday February 15 to Sunday February 21

- **Reading:**
  - **Chapter 4** – The Irrationality of Rationality: Max Weber (1864–1920)
- **Posting 5**

**WEEK 6:**

Monday February 22 to Sunday February 28

- **Readings:**
  - **Chapter 5** – The Problem With Diversity: Émile Durkheim (1858–1917)
- **Posting 6**

**Due Friday: Theoretical Application Essay #3**

**WEEK 7:**

Monday March 1 to Sunday March 7

- **Readings:**
  - **Chapter 6** – The Modern Person – George Herbert Mead (1863-1931) and Georg Simmel (1858-1918)
  - **Posting 7**

**WEEK 8:**

Monday March 8 to Sunday March 14

- **Readings:**
  - **Chapter 7** – The Challenges of Gender and Race – Charlotte Perkins Gilman (1860-1935) and W.E.B. Du Bois (1868-1963)
- **Posting 8**

**Due Friday: Theoretical Application Essay #4**

## **WEEK 9 – SPRING BREAK!**

Monday March 15 to Sunday March 21

## **WEEK 10**

Monday March 22 to Sunday March 28

- **Work on annotated bibliography this week and turn in this assignment by March 28<sup>th</sup> – midnight**
- **DURING THIS WEEK, PLEASE EMAIL ME WITH YOUR TOPIC**

## **WEEK 11**

Monday March 29 to Sunday April 4

- **Readings:**
  - **Chapter 9** – Conflict Theory: Lewis Coser, Ralf Dahrendorf, and Randall Collins
- **Posting 9**

**Due Friday: Theoretical Application Essay # 5**

## **WEEK 12**

Monday April 5 to Sunday April 11

- **Readings:**
  - **Chapter 12** – Exchange Theory: George Homans, Peter Blau, and Randall Collins
- **Posting 10**

## **WEEK 13**

Monday April 12 to Sunday April 18

- **Readings:**
  - **Chapter 13** – The Late Modern Person and the Situation: Erving Goffman, Harold Garfinkel, and R. S. Perinbanayagam
- **Posting 11**

**Due Friday: Theoretical Application Essay # 6**

## **WEEK 14**

Monday April 19 to Sunday April 25

- **Readings:**
  - **Chapter 15** – Globalizing Systems: Immanuel Wallerstein and Manuel Castells
- **Posting 12**

## **WEEK 15**

Monday April 26 to May 2

- **Readings:**
  - **Chapter 16** – Upsetting Reality – Michel Foucault (1926-1984) and Jean Baudrillard (1929-)
- **Posting 13**

**Due Friday: Theoretical Application Essay # 7**

**WEEK 16 – Work on Final Research Paper**

Monday May 3 to Sunday May 9

- **Work on your final research paper this week ☺**

**WEEK 17 – Finals Week**

Monday May 10 to Friday May 14

- **Final Paper due on Wednesday May 12 by midnight**

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

## Theoretical Application Questions

- 1. ESSAY #1 (Chapter 1) Due on Friday January 29**
  - 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. ESSAY #2 (Chapter 3) Due on Friday February 12**
  - “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?
- 3. ESSAY #3 (Chapter 5) Due on Friday February 26**
  - 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?
- 4. ESSAY #4 (Chapter 7) Due on Friday March 12**
  - 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.
- 5. ESSAY #5 (Chapter 9) Due on Friday April 2**
  - According to Dahrendorf, power is a normal part of how we structure society and create social order. He argues that it is power that defines and enforces the guiding principles of society (rather than assuming collective agreement about norms, values and social positions). Based on Dahrendorf’s theoretical position, briefly discuss how power structures society. Provide examples in your discussion.
- 6. ESSAY #6 (Chapter 13) Due on Friday April 16**
  - Goffman uses a dramaturgical analogy to help us understand and see the social world. Goffman’s theoretical approach relies on the dramatic stage. In this essay, talk about “impression management” and how this is used to present a certain kind of “self” to others.
- 7. ESSAY #7 (Chapter 16) Due on Friday April 30**
  - According to Allan (2014), “bodily regimens of exercise and diet, self-understanding, and regulation of feelings and behaviors all stem from medicine and the human sciences, which Foucault tells us make up the panopticon of modernity” (p. 497). That said, discuss how we as individuals exercise social power over the way in which we relate to our own selves. Provide at least one example.

Theory Final Research Paper  
\*Outlines

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. Please use 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. Use 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 also want to suggest that you use headings within your paper to indicate each section. I am here if you have questions or concerns.

## Grading Rubric for Final Research Paper - THEORY

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
<b>Spelling, Grammar, &amp; Sentence Structure</b> 10%	<i>Many</i> spelling, grammar, or sentence structure errors (0 pts)  <i>Score:</i>	<i>Some</i> spelling, grammar, or sentence structure errors (10pts)  <i>Score:</i>	<i>Few</i> spelling, grammar, or sentence structure errors (16 pts)  <i>Score:</i>	<i>No</i> spelling, grammar, or sentence structure errors (20 pts)  <i>Score:</i>
<b>Proper Referencing Format (ASA)</b> 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>
<b>Structure and Organization of Research Paper</b> 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>
<b>Theory Definition</b> 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>
<b>Theoretical Application to Sociological Phenomenon</b> 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
<b>Spelling, Grammar, &amp; Sentence Structure</b>	<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>
<b>Proper Referencing Format (ASA required)</b>	<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>
<b>Structure and Organization of Essay</b>	<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>
<b>Content of Essay – Application of Theory</b>	<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 is 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>

## Discussion Rubric

**Worth 13 total points**

Levels of Achievement

<i>Criteria</i>	Does Not Meet Criteria	Needs Improvement	Excellent
<b>Substantive Response due Wednesday at Midnight</b>	<b>0-1 point</b>  Response too short, based on personal views only, with no references to the text or the concepts learned from the material covered	<b>2 - 4 points</b>  Response too short. Not a clear indication of an understanding of the readings	<b>5 points</b>  A substantive response, citing the textbook and demonstrating full understanding of the course content
<b>Replies to Classmates due by Friday at midnight</b>	<b>0-1 points</b>  No or just one response, with no significant comments to improve the conversation	<b>2 points</b>  Only two responses to others' entries	<b>3 points</b>  Three substantive posts were responded to, with comments advancing the conversation
<b>Adhering to Deadlines</b>	<b>0 points</b>  Substantive response OR replies to others do not meet deadline	<b>1 points</b>  Partial substantive response OR some replies to others provided by deadline	<b>2 points</b>  All entries posted by the deadline.
<b>Writing Skills</b>	<b>0-1 points</b>  <i>Many</i> spelling, grammar, or sentence structure errors	<b>2 points</b>  <i>Some</i> spelling, grammar, or sentence structure errors	<b>3 points</b>  <i>No</i> spelling, grammar, or sentence structure errors

**Review of the Literature – Annotated Bibliography for Final Paper  
110 total points**

Levels of Achievement

<i>Criteria</i>	Does Not Meet Criteria	Needs Improvement	Excellent
<b>Article 1</b>	<b>0 - 4 points</b> Does not provide a clear summary or none included	<b>5 - 9 points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Article 2</b>	<b>0 - 4 points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Article 3</b>	<b>0 - 4 Points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Article 4</b>	<b>0 - 4 Points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Article 5</b>	<b>0 - 4 Points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Article 6</b>	<b>0 - 4 Points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article

<b>Article 7</b>	<b>0 - 4 Points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Article 8</b>	<b>0 - 4 Points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Article 9</b>	<b>0 - 4 Points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Article 10</b>	<b>0 - 4 Points</b> Does not provide a clear summary or none included	<b>5 - 9 Points</b> Summary of article needs improvement	<b>10 Points</b> Clear and concise summary of the research article
<b>Spelling, Grammar, &amp; Sentence Structure</b>	<b>0 - 4 Points</b> <i>Many</i> spelling, grammar, or sentence structure errors	<b>5 - 9 Points</b> <i>Some</i> spelling, grammar, or sentence structure errors	<b>10 Points</b> <i>No</i> spelling, grammar, or sentence structure errors

## Theoretical Perspective Chart

<b>Theoretical Perspective</b>	<b>Orientation</b>	<b>Image of Society</b>	<b>Core Questions</b>
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><b>How is society integrated?</b></p> <p><b>What are the major parts of society?</b></p> <p><b>How are these parts interrelated?</b></p> <p><b>What are the consequences of each for the operation of society?</b></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><b>How is society divided?</b></p> <p><b>What are the major parts of society?</b></p> <p><b>How do some categories of people attempt to protect their privileges?</b></p> <p><b>How do other categories of people challenge the status quo?</b></p>
<b>Symbolic-interaction</b>	<b>Micro-level</b>	<b>An ongoing process of social interaction in specific settings based on symbolic communications; individual perceptions of reality are variable and changing</b>	<p><b>How is society experienced?</b></p> <p><b>How do human beings interact to create, sustain, and change social patterns?</b></p> <p><b>How do individuals attempt to shape the reality perceived by others?</b></p> <p><b>How does individual behavior change from one situation to another?</b></p>

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