

**Texas A & M University – Central Texas**  
**SOCI 4305**  
**Sociological Theory**  
**Spring 2022**

Professor: Michelle Dietert, PhD

Office Location: HH 204A

Office Hours: Available by appointment. Contact me through email and I will respond within 24 hours.

E-mail: dietert1@tamuct.edu

Class Location and Time: January 18<sup>th</sup> – May 13<sup>th</sup> (16 weeks) – Online Course

Use this link to access this course: *This is a 100% online course, and uses 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. 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. Some assignments will consist of shorter theory essays. Other assignments (annotated bibliography drafts, theory draft assignment) will help with the development of the final theory 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**

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

**SAFEZONE.** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
  - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
  - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)  
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

## **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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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

Warrior Center for Student Success, Equity 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](https://tamuct.instructure.com/courses/717) 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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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.

### **Tutoring**

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu).

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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**

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Spring 2022 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available

every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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-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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite 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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

## 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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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].

## 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.

## 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*



## Important University Dates

*Important University dates can be found at: <https://www.tamuct.edu/registrar/academic-calendar.html>*

## Course Requirements

1. **Theoretical Application Essays (100 total points):** There are four theoretical application essays (**Worth 25 points each**) due in this course.
  - These theoretical essays will cover material that we are discussing for that week. This 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 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. **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.
3. **Annotated Bibliography (110 points): First draft due by Sunday March 27 at midnight. Second draft is due by Sunday April 10 at midnight:** In order to get you started on your final research paper, you will complete an annotated bibliography. Completing an annotated bibliography will serve at least three purposes:
- First, this assignment will help you to figure out what topic you want to focus on in your final theory paper. By collecting your scholarly literature and writing your summaries, you will become more familiar with the research conducted, thereby helping you to write the literature review in your final paper. You want the topic to be narrow in focus.
  - Second, completing this assignment will allow you to begin constructing the reference page for your final theory paper. When completing this assignment, you will want to list each citation in ASA. When you are putting together your final theory paper, you can use the reference list constructed in the annotated bibliography assignment. This will save you time and ensure that you earn all possible points. Also, you will want to list your citations in alphabetical order as per ASA guidelines.
  - There will be two possible drafts. The first draft of the annotated bibliography will be due on Sunday March 27 by midnight. You will have the week (beginning March 21) to work on this assignment. I will grade this assignment the following week. I will then provide comments regarding your summaries and citations. Once I do this, you should go back into the assignment and make any corrections to earn a better grade. For the second draft, you will have until Sunday April 10 at midnight to submit any corrections. Your corrections should be resubmitted under the SAME assignment link. At this time, I will regrade the assignment. If you do not complete any revisions as per the first draft, your first draft grade will stand. **\*It is important to point out**

**that if you complete your draft correctly the first time, you will be assigned a grade and will not need to complete a second draft.**

▪ Here are the specifics:

- To begin your exploration of the topic, provide an annotated bibliography of 10 scholarly research articles on your topic. You should write up to **125 words** (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. For each citation, list your citation in ASA. Right below that, provide a 125 word, double-spaced summary of the scholarly literature.
- 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) = 110 total points.
- Please list your citations in ASA. If you do not, I will take off up to 3 points per article. If you list them correctly the first time, it will make less work for you when submitting your final theory research paper.
- 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.** The summaries are needed to help you construct your final review of the literature. Let me know if you have any questions.

4. **Theory Draft Assignment for Final Paper (30 points): Due Friday April 15<sup>th</sup> by midnight**

- For this assignment, you are to explore a possible theory or theories that you want to use as part of your final research paper. **Please use theories that come directly from your textbook.** Not only are you providing a review of the literature of your topic, but you are also defining and applying theory to the topic. When I grade this assignment, I will also provide feedback. Whichever theories you choose, you will want to:
  - Define the specific theory or theories in some detail.
  - Tell me how the theory applies to your topic.
  - Provide at least a 500 word paper, focusing on the above two points and any other relevant information. Please double space and use 12 inch font in Times New Roman. Use ASA when citing your book in text and provide a reference page.

5. **Research Paper (200 points): Due Monday May 9 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. 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.**

- 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 scholarly research articles that have researched your topic. **\*Scholarly work does not include .org, Wikipedia, and other websites.**
- For your research paper, you must also cite correctly. If you take information from a source, you must give credit to the author(s). Please use **ASA (American Sociological Association)** referencing style within the text of your paper. 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.
- Using the citations that you completed in your Annotated Bibliography assignment, construct the reference page for your research paper. Not only must you reference correctly, but you should include a reference page and cite 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 page, **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%. Below is a suggested outline for the final paper:

### Theory Final Research Paper Outline

1. Abstract
  - a. First, list the title of the paper above the abstract. The abstract should be a brief (no more than 200 words), single paragraph, descriptive summary of the most important contributions of the paper. The abstract begins on a separate page following the Introduction to the paper.
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.
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 conclusions here. Based on what you found in the literature, you can suggest any future studies that may fill in the gaps of what needs more clarification. You can talk about what you found interested in the literature and how your chosen theory can up the reader understand the social issue.

## 7. Reference Page

- a. You must use American Sociological Association (ASA) reference style in your reference sheet and within the text of your paper. Use the citations gathered from your annotated bibliography.

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

### **Grading Scale**

- A = 548 – 609 (Excellent)  
 B = 438 – 547 (Better than Average)  
 C = 306 – 437 (Average)  
 D = 183 – 305 (Below Average)  
 F = 182 and below (Failing)

### **Tentative Course Schedule**

#### **WEEK 1: Monday January 17 – Sunday January 23 – Course Introduction**

- No Readings
- Posting 1

#### **WEEK 2: Monday January 24 – Sunday January 30**

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

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

#### **WEEK 3: Monday January 31 – Sunday February 6**

- 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 7 – Sunday February 13**

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

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

**WEEK 5: Monday February 14 – Sunday February 20**

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

**WEEK 6: Monday February 21 – Sunday February 27**

- **Readings:**
  - **Chapter 5** – The Problem With Diversity: Émile Durkheim (1855–1917)
- **Posting 6**

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

**WEEK 7: Monday February 28 – Sunday March 6**

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

**WEEK 8: Monday March 7 – Sunday March 13**

- **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: Monday March 14 – Sunday March 20 – SPRING BREAK****Week 10: Monday March 21 – Sunday March 27**

- **Work on the first draft of your annotated bibliography this week and turn in this assignment by Sunday March 27<sup>th</sup> – midnight**
- **DURING THIS WEEK, PLEASE EMAIL ME WITH YOUR TOPIC**

**Week 11: Monday March 28 – Sunday April 3**

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

**Week 12: Monday April 4 – Sunday April 10**

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

**Second draft of the annotated bibliography due by Sunday April 10 at midnight. Remember that you are only required to complete this second draft if your first submission was not sufficient. I will provide feedback under the assignment link in Canvas.**

**Week 13: Monday April 11 – Sunday April 17**

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

**Due Friday: Theory Draft for Final Paper due on April 15<sup>th</sup> by midnight.**

**Week 14: Monday April 18 – Sunday April 24**

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

**Week 15: Monday April 25 – Sunday May 1**

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

**Week 16: Monday May 2 – Sunday May 8**

- **Work on your final research paper this week. If you want me to look at your draft before final submission, just let me know in a timely manner so that I can give you feedback.**

**Week 17: Monday May 9 – Friday May 13 – FINALS WEEK**

- **Final Paper due on Monday May 9 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 28**

- 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 11**

- “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 25**

- 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 11**

- 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.



### Grading Rubric for Final Research Paper - THEORY

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

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

### Theory Draft Assignment for Final Paper

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
<b>Spelling, Grammar, &amp; Sentence Structure</b>	<i>Many</i> spelling, grammar, or sentence structure errors (0 – 2 pts)	<i>Some</i> spelling, grammar, or sentence structure errors (3pts)	<i>Few</i> spelling, grammar, or sentence structure errors (4 pts)	<i>No</i> spelling, grammar, or sentence structure errors (5 pts)
<b>Proper Referencing Format (ASA required)</b>	Referencing not used in assignment where appropriate (0 - 2 pts)	Minimal use of referencing in assignment where appropriate (3 pts)	Good/average use of referencing in assignment where appropriate (4pts)	No referencing errors in assignment (5 pts)
<b>Define theory or theories to be used for final paper</b>	Does not clearly define theory or theories to be used for the final paper (0-3pts)	Minimal definition of theory or theories to be used for the final paper (4-6 pts)	Average definition of theory or theories to be used for the final paper (7-9pts)	Accurate definition of theory or theories to be used for the final paper (10 pts)
<b>Explain how the theory or theories will be applied to your specific topic</b>	Theory application of chosen paper topic is not accurate and appropriate (0-3 pts)	Theory application of chosen paper topic is minimally accurate and appropriate (4-6 pts)	Theory application of chosen paper topic is averagely accurate and appropriate (7-9 pts)	Theory application of chosen paper topic is exceptionally accurate and appropriate (10pts)

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

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