**SYLLABUS[[1]](#footnote-1)**

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| **SOC 4050\_Sections 003 and 502: Basic Sociological Theory** | |
| Term: | Winter 2016 |
| Meeting Time: | Tuesdays, 10:40 am - 2:20 pm |
| Course Format: | Hybrid[[2]](#footnote-2) |
| Location: | 117 State Hall |
| Instructor: | Nicole Trujillo-Pagán, Ph.D. |
| Email: | [Bb3729@wayne.edu](mailto:Bb3729@wayne.edu) |
| Office Hours: | Mondays, 11 am – 2 pm, or by appointment |
| Office Location: | 2256 FAB or 3315 FAB |

**Description:**

Sociological theories try to render the social world understandable. They are tools of logic that have empirical implications. In this course, we will explore both the internal logic of sociological theories and how theory explains social processes. We will also work at developing students’ analytical skills.

**Objectives:**

By the end of the course, students will understand the role of theory in sociology, such that the student will be able to engage in structured weekly assignments that:

* define theory and describe its role in building sociological knowledge;
* compare and contrast basic theoretical orientations;
* show how theories reflect the historical context of the times and cultures in which they were developed; and
* describe and apply some basic theories or theoretical orientations in at least one area of social reality.

**Course Format:**

This course is offered in hybrid format. For the purposes of this course, that means course time is split between lectures and group discussion. Students are **required** to

1. participate in group meeting sessions, and
2. physically attend classroom sessions (see “session outline” below for schedule).

This format is influenced by the “flipped classroom” model of peer instruction.[[3]](#footnote-3) In general, you should dedicate three (3) hours per credit to study. In this course, however, you will spend a greater number of those twelve hours (12) outside the classroom setting. In other words, in comparison to conventional classroom settings, this course holds you accountable for a greater degree of preparation before in-class meetings.

**Course Policies**

*Differently-Abled Students*

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TTY: telecommunication device for the deaf; phone for hearing impaired students only). Once you have your accommodations in place, you or SDS should contact me via email to discuss your needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

*The Syllabus and Course Outline:*

The syllabus and its outline will guide the course. Students are expected to keep up with the class syllabus and outline. The syllabus is subject to change. Any changes will be announced on blackboard.

*Blackboard:*

*The instructor expects student familiarity with blackboard software.*

*All course information will be posted on Blackboard.* Any notices, revisions on this syllabus, last-minute class cancellations, and other information will be posted on Blackboard. Not checking blackboard is no excuse for missing assignments or other information relevant to this course. You can learn about Blackboard at: <http://computing.wayne.edu/blackboard/>

*Email:*

Each student has been assigned an email account by WSU. If you decide to use a different account, be sure you figure out how to forward any email to that alternative account. Not checking or not getting your email is no excuse for missed communication with the instructor regarding information relevant to this course.

*Reading*

**Bring your own copy of required readings to class sessions**.

*Assignments*

*Written Assignments*

**No assignments will be accepted by email or in person.** Students must submit written assignments on blackboard using the dropbox feature.

Written assignments should be in MSWord. If there is a problem with your file, the instructor will post a note in blackboard to this effect. If this note is posted on your blackboard account, **you are responsible for checking your grades and resubmitting a compatible file within one week of your original submission.** If necessary, you should work with C&IT to prevent a recurrence of corrupt or incompatible submissions.

You will **not** receive detailed feedback from the instructor on written submissions. Instead, you should use group discussion as an opportunity to compare your submission to those of other classmates and reflect on how you could improve future submissions. You should also meet with the instructor if/when you receive a grade that is lower than you expected to learn about how you can improve future submissions.

*Due Dates/Times*

Late assignments will be penalized for every week they are late. This policy applies irrespective of whether a written assignment is submitted 15 minutes or 6.5 days after it is due.

You may avoid late penalties with a signed and dated doctor’s note indicating your lack of availability to submit the assignment on its due date.In otherwords, if you were sick on the week an assignment is due, your doctor’s note must cover (indicate you were not able to attend class on) the due date of the assignment. Where you have a week to complete an assignment, the doctor’s note must cover the entire week. You have one week from the due date of the assignment to contact and provide documentation to the instructor.

*Academic Protocol:*

Wayne State University **severely penalizes plagiarism, cheating, making up false information for papers, and copying from other students.** If you are caught doing any of these, you may fail the specific assignment, fail the class, referred to the University administration for further academic discipline including, but not limited to, being expelled from the University.

Avoid plagiarism [misrepresenting the words, ideas or work of others as your own], cheating [copying from another student's term papers and exams, **knowingly sharing information or answers of exams and papers to be turned in for evaluation and grading,** taking an exam for another student, using unauthorized notes during exams, etc.], and fabrication [making up false information for papers, citing work you never actually read, etc.]. Cutting and pasting a sentence and/or paraphrasing the content from books, journals and/or the internet without appropriate in-text citation and bibliography represent forms of plagiarism.

Paraphrasing and/or cutting and pasting more than 15% of a paper’s content, even with appropriate citation, is not acceptable in this course.

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| --- | --- |
| **Grading Scale:** | |
| A | 100-93 |
| A- | 92.9-90 |
| B+ | 89.9-87 |
| B | 86.9-83 |
| B- | 82.9-80 |
| C+ | 79.9-77 |
| C | 76.9-73 |
| C- | 72.9-70 |

**Grading Criteria:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Graded Activity | Number of times activity is counted | Overall effect on grade |
| 1 | **Attend** required classroom sessions | 11 | 10% |
| 2 | Group Discussion Papers | 3 | 45% |
| 3 | Mid-Term Exam | 1 | 20% |
| 4 | Group Presentation | 1 | 15% |
| 5 | Online Final | 1 | 10% |
| *Total* | | | 100% |

|  |  |
| --- | --- |
| Total Attendance Points | Grade |
| 18-22 | A |
| 17 | A- |
| 16 | B+ |
| 15 | B |
| 14 | B- |
| 13 | C+ |
| 12 | C |
| 11 | C- |
| 0-10 | F |

*Attendance*

There are eleven (11) required sessions. You may miss two (2) of these sessions (or 4 points) without any effect on your grade. Your attendance grade is reduced by a letter grade for > 4 points.

Attendance is called twice in a session (at its beginning and end). Your presence at each roll call will be counted as 1 point. The attendance record will **not** be revised after attendance is called. If you arrive late and/or leave early, your attendance will not be counted for that part of the session.

*Group Discussion Papers*

Premised on the idea that we learn through interaction and communication, the purpose of group discussion papers is to encourage you to discuss theory with a partner. At the beginning of the semester, you should pick one (1) partner that you can work with either in person, by phone, or electronically (skype, facetime, google docs, etc.). You will meet with this person several times in the first half of the semester to:

1. review/complete short-answer questions on the reading,
2. identify, view and analyze a relevant film (documentary or feature), and
3. work on a group presentation.

In order to promote a productive and egalitarian collaboration, you should complete a draft of the short-answer questions before meeting with your partner.

Short answer questions will be posted to blackboard by relevant week(s). You should cite the resources you use to answer the questions, but can use an abbreviated format for the text. For example, (A&E, 7) is an acceptable reference to your assigned text. DO NOT paraphrase the text. Your goal is to focus your interpretations, using your own words and primary source materials, in order to understand how sociologists think about similar phenomena. You should limit your responses to each question to five (5) sentences, e.g. a paragraph.

Identify the film you will watch and when you will discuss it with your partner. Your task is to find at least two (2) major concepts in the classical theorist’s work (Marx, Durkheim or Weber) reflected in the film. Submit two (2) pages discussing a) the concept and its meaning and b) the ways the concept is demonstrated in the film. In order to define the concept and its meaning, **you MUST cite the theorist’s work** rather than the textbook’s interpretation of it.

With your partner, you will also work on a “group presentation” that introduces a theorist who is not a part of the sociological canon (see the list at the end of the syllabus). Your presentation should discuss 1) how the theorist’s biography shaped his/her work, 2) the ways your chosen “theorist” responds to and moves beyond the canon in order to explain race and/or gender, and 3) how his/her work is relevant today. Of these, your presentation and paper should focus on #2, analyze primary sources and identify major concepts in his/her work.

Your presentation should limit any discussion of the theorist’s biography to the goal of how and why it reflects the time and place in which his/her ideas emerged. Any discussion of the theorist’s biography that does not accomplish this objective will count against your grade.

Your group presentation should last no longer than twenty (20) minutes. You have access to email, a USB plug, computer and CD/DVD player.

*Submission Guidelines:*

You will submit your short-answer questions and film analysis to blackboard (group discussion paper) and will be graded *as a group.* Group discussion papers are due Fridays by midnight (see course outline).

If this policy should NOT apply in your case, you should contact the instructor immediately upon experiencing difficulty working with your partner. An inability to work together may count against you or your partner’s grade.

You will also upload a paper to blackboard that identifies your contributions to the group presentation. This paper must be in narrative form, use in-text citations and include a bibliography. For your “group presentation” paper, you will be graded as an individual.

The *Mid-Term Exam* will be conducted in-class. It will follow the format of identifying a quote from a theorist and asking you to write a short essay identifying its author and explaining the concept.

The *Take-Home Essay Final* will ask you to reflect on the relationship between classical and contemporary theory. It is heavily based on the readings and presentations of the final three (3) weeks of the course, but will also be cumulative and re-test key ideas from the midterm exam.

Due Dates

|  |  |
| --- | --- |
| Group Discussion Papers | 1/29 |
| 2/19 |
| 3/4 |
| Mid-Term Exam | 3/22 |
| *Last day to withdraw* | 3/27 |
| Group Presentation  And paper | 3/29 or 4/5  4/8 |
| Online Final | 4/27 |

**Required Texts:**

* 1. Appelrouth, Scott A and Laura Desfor Edles. 2012. *Classical and Contemporary Sociological Theory.* 2nd edition. Sage.[[4]](#footnote-4)

**COURSE AND SESSION OUTLINE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | In-class attendance required (ICAR)  or Groups meet (GM)? | **Topic** | | **Module Learning Objectives /**  **Key Concepts Covered** | **Required Reading** |
| **1** | 1/12 | ICAR | Organizational Meeting | | * Review syllabus, * Identify partner, * Review/select group presentation theorist. |  |
| **2** | 1/19 | ICAR | Thinking about Social/Sociological Theory | | * Develop an overview of the overall development of classical sociological theory (ClST); * discuss the qualities that make a ClST classical; * identify social and intellectual forces shaping the development of ClST; * identify main ideas and key figures of French, German, and British sociology; * outline a trajectory of ideas about science, modernity, social order, and social change; and * describe the continuing influence of classical sociological theory on sociology today. | A&E, Ch. 1 |
| **3** | 1/26 | GM[[5]](#footnote-5) | Marx | | * Understand the historical context of Marx's writing; * define and discuss   + species being, labor and alienation;   + value (exchange, surplus, use);   + commodity fetishism;   + exploitation and competition;   + dialectic, historical materialism and contradictions of capitalism; and * identify major critiques of Marx's theory. | A&E, Ch. 2 |
| **4** | 2/2 | ICAR |
| **5** | 2/9 | ICAR | …and his legacy  Critical Theory  And other varieties of Neo-Marxian theory | |  | A&E   * Ch. 10 * section of Ch. 17 on Wallerstein   See blackboard   * “Jobless Future” * “A Brief History of Neoliberalism” |
| **6** | 2/16 | GM[[6]](#footnote-6) | Durkheim  And his legacy | | * identify the two main themes in Durkheim's sociological theory; * discuss how themes distinguish sociology from other fields; * explain what Durkheim meant by   + a social fact;   + mechanical and organic solidarity;   + dynamic density and collective conscience; * explain the methodological importance of Durkheim's Suicide; * describe the theoretical importance of religion,   + sacred and profane social phenomena,   + conditions for development of religion; and * provide a critique of Durkheim's sociological theory * discuss how Robert Merton expanded on Durkheim’s work, particularly through his understanding of society, crime and anomie. | A&E   * Ch. 3 * section on Merton in Ch. 9   see blackboard   * “Surfing the Net for Community” |
| **7** | 2/23 | ICAR |
| **8** | 3/1 | GM[[7]](#footnote-7) | Weber  And his legacy | | * Discuss key elements of Weber's methodology, including   + history and sociology,   + verstehen,   + conception of causality,   + role and construction of ideal types, and   + role of values in sociological inquiry; * compare and contrast   + four types of social action;   + three types of legitimate domination or authority, as well as the forms of organization and administration that correspond to each; * discuss   + class, status, and party (stratification and power);   + connection between religion and the rise of modern capitalism; and * identify shortcomings of Weber's sociological theory. | A&E   * Ch. 4 * section on Ritzer in Ch. 17   see blackboard   * Skocpol on “Narrowing of Civic Life” |
| **9** | 3/8 | ICAR |
| **10** | 3/15 | **Spring Break** | | | | |
| **11** | 3/21 |  | **Mid-Term** **Exam Due** | | |  |
| 3/22 | Class cancelled | | |
|  | 3/27 | *Last day to withdraw* | | | | |
| **12** | 3/29 | ICAR | Presentations  …  Du Bois and Race Theories | * Khaldun * Johnson * Cox * Frazier * Fanon | * Discuss the importance of science in the work of W.E.B. Du Bois; * discuss Du Bois's theoretical contributions in the area of race, particularly the concepts of the color line, the veil, and double consciousness; * explain the role economics played in Du Bois's work; * compare and contrast Du Bois's analysis of economics with Marx, and * trace the development of ideas about racism on subsequent theorists. | A&E   * Ch. 7 * section of Ch. 17 on Said   see blackboard   * Wilson |
| **13** | 4/5 | ICAR | Presentations  …  Feminist and  Gender Theories | * Martineau * Wollstonecraft * Addams * Weber * Webb * Wells * Cooper * Davis | * Discuss Harriet Martineau's contributions to ClST; * situate the work of Jane Addams and the Chicago Women's School in the Progressive Era; * discuss Wollstonecraft’s ideas about sex and gender; * discuss the relationship between gender, race, class, and power in the works of Anna Julia Cooper and Ida Wells-Barnett; and * understand the major themes in Marianne Weber's social theory and compare and contrast her work with that of Max Weber, Georg Simmel, and Charlotte Perkins Gilman. |  |
| **14** | 4/12 | ICAR | Feminist and  Gender Theories | | * discuss Charlotte Perkins Gilman's theory of gender stratification in relation to the economy and the family; | A&E, Ch. 5 & 14 (sections on Smith and Collins) |
| **15** | 4/19 | ICAR | Simmel  And his legacy  Structural Functionalism, Conflict Theory and Symbolic Interactionism  …and goodbyes! | | * Identify four levels in Simmel's thought; * provide examples of forms and types of social interaction; * explain how group size and social distance affect social interaction; * describe the role of social structure and objective culture; * provide a Simmelian analysis of the role of money in society; * define the tragedy of culture; * provide a Simmelian analysis of secrecy; and * outline the main criticisms of Simmel's work. * End semester with brief discussion of Structural Functionalism, Conflict Theory and Symbolic Interactionism * Review for Final | A&E   * Ch. 6 * section of Ch. 17 on Said   see blackboard   * Wilson * The Lonely Crowd |
| **4/27** | Online Final | | | | | |

Winter 2016\_SOC 4050\_Group Presentation Sign-Up Sheet

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| --- | --- | --- |
| Week | Social Theorist | Group |
|  | 1. Ibn Khaldun |  |
| 1. Charles Spurgeon Johnson |  |
| 1. Oliver Cromwell Cox |  |
| 1. E. Franklin Frazier |  |
| 1. Frantz Fanon |  |
|  | 1. Harriet Martineau |  |
| 1. Mary Wollstonecraft |  |
| 1. Jane Addams |  |
| 1. Marianne Schnitger Weber |  |
| 1. *Beatrice Potter Webb* |  |
| 1. Ida Wells-Barnett |  |
| 1. Anna Julia Cooper |  |
| 1. Angela Davis |  |

1. The syllabus represents a “contract” between the student and the instructor. The student is responsible for reviewing and understanding the syllabus. The student is also responsible for obtaining clarification on any parts of the syllabus that may be unclear. A student’s decision to stay in the course past the add/drop deadline represents his/her acceptance of all policies outlined on the syllabus. [↑](#footnote-ref-1)
2. For this course, “hybrid” refers to a combination of group meeting and traditional classroom sessions. [↑](#footnote-ref-2)
3. See, for instance, Erik Mazur’s “Confessions of a Converted Lecturer.” [↑](#footnote-ref-3)
4. If you use an earlier edition of the texts, you are responsible for ensuring compatibility. [↑](#footnote-ref-4)
5. **Group discussion paper due by Friday (1/29) at midnight.** [↑](#footnote-ref-5)
6. **Group discussion paper due by Friday (2/19) at midnight.** [↑](#footnote-ref-6)
7. **Group discussion paper due by Friday (3/4) at midnight.** [↑](#footnote-ref-7)