

## SYLLABUS<sup>1</sup>

SOC 4050 Sections 003 and 503: Basic Sociological Theory	
Term:	Fall 2014
Meeting Time:	Wednesdays, 12:50 - 04:35 pm
Course Format:	Hybrid <sup>2</sup>
Location:	169 Education Hall
Instructor:	Nicole Trujillo-Pagán, Ph.D.
Email:	Bb3729@wayne.edu
Office Hours:	Mondays, 1 - 4pm, 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. review lectures posted online to blackboard, and
2. physically attend and participate in scheduled classroom sessions (see "session outline" at the end of this syllabus for schedule).

This format is influenced by the "flipped classroom" model of peer instruction.<sup>3</sup> 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.

---

<sup>1</sup> 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.

<sup>2</sup> Online and Traditional classroom sessions, see "Course Format" and "Course Session Outline" sections of syllabus

<sup>3</sup> See, for instance, Erik Mazur's "Confessions of a Converted Lecturer."

### Topic / “Module” Format:

Topics are identified in the course outline below. They may extend beyond a single calendar week. Each topic is equivalent to a single learning “module” that encompasses both graded and ungraded activities.<sup>4</sup> Each module uses the following format:

1. Required reading:
  - a. Students should begin their work in a module by surveying the required reading.
  - b. Turn chapter titles and subheadings into questions so you can be active in your reading and develop a sense of how the theory is structured.
  - c. Return to your required readings and **make notes as you read**. Your notes should identify keywords, relationships between concepts, and any ideas that remain unclear to you.
  - d. Collect questions that linger after you have completed your required reading. Keep them in mind as you complete step #2.
2. Lecture: Students will expand upon and enrich their understanding of the topic by reviewing lectures online. In order to do this, students should:
  - a. first print out a copy of “session outlines” that are posted within the blackboard folder for that module. These are instructor’s notes that guide the lecture. You should review these session outlines before opening the recorded lecture files.
  - b. Review recorded lecture files (podcasts) in the order they are listed. You can take breaks between files (each averages 10-12 minutes) and give yourself time to absorb the material. Make notes as you watch the lecture and develop your questions. Consider that your questions after watching one lecture file may be answered in a subsequent lecture file.
3. \* Following step #2, submit questions to the module’s blog and/or respond to other student’s questions if you feel you have an answer. This will help you discover nuances in the concepts develop fluency with the theoretical arguments.
  - a. In formulating a question, be sure to reference the page numbers in the reading and/or the time and file number of lecture.
  - b. General questions that are answered in either the readings or the lecture may lose points. Instead, your questions should indicate your reflection on the materials you have reviewed.
  - c. Explain why and/or how you believe there is a contradiction or limitation in an idea presented in the materials you have reviewed.
4. Write your “preparation paper”.
5. \* Submit your “presentation paper” before it is due.
6. \* Attend required class sessions as indicated in the course session outline at the end of the syllabus. Within the session, participate in structured exercises that promote both group and class discussion.
7. \* Reflect on group and classroom discussion within 24 hours following the required classroom session. Submit a blog entry that not only summarizes your concluding

---

<sup>4</sup> Graded activities are denoted by an asterisk (\*) and are detailed in the “grading criteria” section of the syllabus. Due dates are outlined in the “session outline” section of the syllabus.

thoughts about the theorist(s) covered in the module, but also provides anonymous feedback on your group's work.

## **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/>*

Any general questions about the course (that are not specific to a student's unique needs and/or to a specific week's work) should be posted on the blackboard course Q&A blog.

### *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*

Instead of sharing, you should obtain your own copy of the readings.

**Bring 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. *DO NOT send an email to the instructor duplicating a blackboard submission.*

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* have the opportunity to resubmit a written assignment for a revised grade.

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 other words, 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.

Incomplete grades will not be assigned in the course without prior arrangement with 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, losing your eligibility for scholarships, being dropped from special programs at the University, and/or being expelled from the University.

You should assume the instructor acts as a form of "safeassign" without using the software. 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.

**Grading Criteria:**

The course session outline at the end of this syllabus identifies the following due dates: a) when in-class attendance is required and b) when due dates for the submission of written graded assignments are.

Component	graded activity	Number of times activity is counted (see course session outline, below)	Overall effect on grade	In each module, this activity counts for:
1	Pre-session: submit questions to the module's <b>blog</b> and/or respond to other student's questions	9 <i>(1<sup>st</sup> module is required, but not counted)</i>	27%	3%
2	submit a preparation <b>paper</b>	9	54%	6%
3	<b>Attend</b> required classroom sessions	10 <i>(1<sup>st</sup> session is required, but not counted.)</i>	10%	1%
4	Submit a post-session <b>blog</b> entry and anonymous <b>feedback</b>	9 <i>(1<sup>st</sup> module is required, but not counted)</i>	9%	1%
<i>Total</i>			100%	11%

**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

*#1) Submitting questions to the module's **blog** and/or responding to other student's questions*

The purpose of this graded exercise is to support your development of targeted questions about the sociological theories presented in the course. More specifically, the Module Format at the beginning of this syllabus outlines six (6) steps that will help you develop rich and meaningful questions about the theory/theories.

Rubric:

0-76	<p>Did not meaningfully contribute to the online blog.</p> <p>Completed the assignment by posting:</p> <ul style="list-style-type: none"> <li>• a vague or overly general question, or</li> <li>• restated a question that had already been posted, or</li> <li>• responses did not answer another student's question.</li> </ul>
77-86	<p>Made a unique and meaningful contribution to the online blog.</p> <p>Completed the assignment by posting:</p> <ul style="list-style-type: none"> <li>• A thoughtful question that indicated reflection on more than one source of information, e.g. reading, session outlines, lecture; AND.</li> <li>• A careful response to a student's question that included appropriate references to page numbers in the required reading or other sources, e.g. session outlines and/or lecture.</li> </ul>
87-100	<p>Made a unique and meaningful contribution to the online blog that significantly advanced the agenda, e.g. was a "game changer."</p> <p>Completed the assignment by posting:</p> <ul style="list-style-type: none"> <li>• A particularly insightful and/or thought-provoking question that indicated significant reflection on multiple dimensions of the theoretical argument, e.g. how one part of the theory is related to another, etc., OR</li> <li>• A question that identified problems with applying the theoretical insights in the real world that are not easily answered or explained, AND</li> <li>• A careful and thought-provoking response to another student's question that created new ideas for reflection and discussion.</li> </ul>

#2) *Preparation Papers*

The purpose of this graded exercise is to structure your analysis of sociological theory. As identified in the fourth and fifth steps of the Module Format at the beginning of this syllabus, you will write and submit a preparation paper for each module on blackboard **prior** to required classroom sessions. You should also bring at least one (1) printed copy of your submission with you to class to support your group participation.

*Content:* The preparation paper follows a similar format for each module. It consists of the following parts:

1. *Theoretical developments:* In 1-2 paragraphs, elaborate on how you think the main theorist(s) discussed in that week develops (adds to our understanding of) a particular **theoretical concept**. Some examples of a concept you can use to guide your discussion include class, alienation, consciousness, culture, freedom, ideology, reification, self, structure, materiality-idealism, rationality, race, etc.

- a. 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.
  - b. Ideally, you should reflect on your previous submissions and use a similar theoretical concept across theorists so that you can enrich your comparative understanding of different theorists.
  - c. The theorist need not use a specific word in order for you to apply the concept in analyzing what he/she would or does say that is relevant to the concept and/or analysis. In other words, Marx need not use the word “freedom” in his writings in order for you to reflect on how he would define and/or understand freedom.
  - d. Be sure to include at least one (1) reference to a relevant primary source in the required reading. The reference should *not* be a direct quote, but rather a relevant interpretation of what the theorist wrote in the cited section. Use the following format: (<<Theorist>> in <<text author>>, <<page in text>>. For example, Marx in Appelrouth and Edles, 47).
2. *Short essay answers:* Answer the short essay questions posted on blackboard for the corresponding theorist (< 1 paragraph per question). There are ten (10) questions per module.

*Other Submission Instructions*

- Avoid referring to outside resources beyond lectures and the required readings. Your classmates have not reviewed these resources and they may distract from or impede group discussion.
- There is no page limit, but students should endeavor to be concise and limit their assignments to approximately four (4) pages.
- Your submissions should be formatted as follows: double spaced, 12-point font, Times New Roman, 1” top/bottom and left margins. Give yourself a 1.5” right margin to make notes on submissions during the class session.
- Before you upload the file, be sure to name your files using the following convention: <<Your Last Name>>\_PPW<<Module Number>>. (Ex: Trujillo\_PPW2.docx is my “preparation paper” for module 2). Reproduce the same format for each submission, changing only the module number.

*Rubric:*

Points	Criteria
30%	<i>Accurately</i> identified how a theoretical concept was developed by a particular theorist <u>OR</u> applied a theorist’s insights to consider how he/she would understand the concept.
70%	Completed all short essay questions <i>correctly</i> . (points are deducted for each question that was missed or answered incompletely or incorrectly).

Points are also added/deducted based on a qualitative evaluation of your work, which includes the presence of typographical and grammatical errors.

### #3) Attendance

Attendance is crucial in this course because it allows you to interact in group discussion and develop fluency with course content. It required for the sessions identified in the course session outline at the end of this syllabus.

Attendance may be called twice in a single session (at its beginning and end). Where this occurs, your presence at each roll call will be counted as ½ a point, e.g. an entire point per required session.

The attendance record will **not** be revised after attendance is called. In other words, if you arrive late and/or leave early, your attendance will not be counted for that part of the session.

The failure to meet the course requirement of bringing your own individual copy of the required reading to a particular class session will result in the loss of ½ a point per session.

Rubric:

Unexcused Absences/ Failure to bring reading	Grade
0-1.5	A
2-2.5	B
3-3.5	C
4+	F

### #4) Submit a **blog** entry with anonymous feedback

After required in-class sessions, you are required to make an individual blog entry to blackboard within twenty-four (24) hours. This entry has two components:

1. The **blog entry** helps you create an individualized record of your thoughts and reflections about course-related material. It provides you a summary of your concluding thoughts on a particular theorist and/or group of theorists. It also records how your thoughts about the theorist(s) covered that week developed based on the group's work. At a bare minimum, it records your interpretation of the group's discussion for that week. It is intentionally open-ended.

Grading is based on your completing a thoughtful entry. In other words, your entry will resemble a journal entry and must demonstrate that you have reflected on 1) the theorist, 2) your personal feelings about the theorist/theorists and/or theory/theories, and 3) what you learned from group work that you didn't know prior to the session.

2. The **anonymous feedback** on your group members (participation/contribution) allows you to develop your teamwork and oral presentation skills. You will provide feedback on your peer participation in group discussion using a standardized survey. As you focus on these dimensions of evaluation, you also create an opportunity for yourself to reflect on group dynamics and identify new ways you to present ideas and theoretical arguments.



You are assigned points for providing feedback, rather than the content of your feedback.

Any feedback provided to students based on group feedback will be reported at the middle and/or end of the semester, in the aggregate, and will never indicate an individual's responses.

Rubric:

Blog entry reflects:

+ 1	an <i>adequate extent of participation</i> in, and reflection on, group discussion.
+ 1	<i>Unique, original insights</i> and/or analysis that move beyond required readings and lecture.

You are assigned points for providing anonymous peer feedback, rather than the content of your feedback. Providing feedback is part of your overall "participation" grade.

You will receive feedback on the quality of your participation in group work at the middle and/or end of the semester, according to the following criteria:

1. Present and engaged in all of the group's work for the week.
2. Participated in and made original, productive and/or meaningful contributions to the group's work for the week.
3. Led and/or made invaluable contributions to the group's work for the week.

**Required Texts:**

1. (A&E) Appelrouth, Scott A and Laura Desfor Edles. 2012. *Classical and Contemporary Sociological Theory*. 2<sup>nd</sup> edition. Sage.<sup>5</sup>
2. (B&D) Bratton, John and David Denham. 2014. *Capitalism and Classical Social Theory*. 2<sup>nd</sup> edition. University of Toronto Press.<sup>6</sup>

If you use an earlier edition of the texts, you are responsible for ensuring compatibility.

---

<sup>5</sup> Readings from this text are noted as (A&E) on the course outline.

<sup>6</sup> Readings from this text are noted as (B&D) on the course outline.

**COURSE TOPIC OUTLINE**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Module Learning Objectives / Key Concepts Covered</b>	<b>Required Reading</b>
1	8/27	Organizational Meeting	<ul style="list-style-type: none"> <li>• Develop an overview of the overall development of classical sociological theory (CIST);</li> <li>• discuss the qualities that make a CIST classical;</li> <li>• identify social and intellectual forces shaping the development of CIST;</li> <li>• identify main ideas and key figures of French, German, and British sociology;</li> <li>• outline a trajectory of ideas about science, modernity, social order, and social change; and</li> <li>• describe the continuing influence of classical sociological theory on sociology today.</li> </ul>	<ul style="list-style-type: none"> <li>• B&amp;D, Ch. 1-3</li> <li>• A&amp;E, Ch.1</li> </ul>
		Thinking about Social/Sociological Theory		
<i>Origins</i>				
2	9/3	Marx	<ul style="list-style-type: none"> <li>• Understand the historical context of Marx's writing;</li> <li>• define and discuss                             <ul style="list-style-type: none"> <li>○ species being, labor and alienation;</li> <li>○ value (exchange, surplus, use);</li> <li>○ commodity fetishism;</li> <li>○ exploitation and competition;</li> <li>○ dialectic, historical materialism and contradictions of capitalism; and</li> </ul> </li> <li>• identify major critiques of Marx's theory.</li> </ul>	<ul style="list-style-type: none"> <li>• B&amp;D, Ch. 4-6</li> <li>• A&amp;E, Ch. 2</li> </ul>
3	9/10			
4	9/17	Durkheim	<ul style="list-style-type: none"> <li>• identify the two main themes in Durkheim's sociological theory;</li> <li>• discuss how themes distinguish sociology from other fields;</li> <li>• explain what Durkheim meant by                             <ul style="list-style-type: none"> <li>○ a social fact;</li> <li>○ mechanical and organic solidarity;</li> <li>○ dynamic density and collective conscience;</li> </ul> </li> <li>• explain the methodological importance of Durkheim's Suicide;</li> <li>• describe the theoretical importance of religion,                             <ul style="list-style-type: none"> <li>○ sacred and profane social phenomena,</li> <li>○ conditions for development of religion; and</li> </ul> </li> <li>• provide a critique of Durkheim's sociological theory</li> </ul>	<ul style="list-style-type: none"> <li>• B&amp;D, Ch. 7-9</li> <li>• A&amp;E, Ch. Ch. 3</li> </ul>
5	9/24			

6	10/1	Weber		<ul style="list-style-type: none"> <li>• Discuss key elements of Weber's methodology, including <ul style="list-style-type: none"> <li>○ history and sociology,</li> <li>○ verstehen,</li> <li>○ conception of causality,</li> <li>○ role and construction of ideal types, and</li> <li>○ role of values in sociological inquiry;</li> </ul> </li> <li>• compare and contrast <ul style="list-style-type: none"> <li>○ four types of social action;</li> <li>○ three types of legitimate domination or authority, as well as the forms of organization and administration that correspond to each;</li> </ul> </li> <li>• discuss <ul style="list-style-type: none"> <li>○ class, status, and party (stratification and power);</li> <li>○ connection between religion and the rise of modern capitalism; and</li> </ul> </li> <li>• identify shortcomings of Weber's sociological theory.</li> </ul>	<ul style="list-style-type: none"> <li>• B&amp;D, Ch. 10-12</li> <li>• A&amp;E, Ch. 4</li> </ul>
7	10/8				
8	10/15	Simmel		<ul style="list-style-type: none"> <li>• Identify four levels in Simmel's thought;</li> <li>• provide examples of forms and types of social interaction;</li> <li>• explain how group size and social distance affect social interaction;</li> <li>• describe the role of social structure and objective culture;</li> <li>• provide a Simmelian analysis of the role of money in society;</li> <li>• define the tragedy of culture;</li> <li>• provide a Simmelian analysis of secrecy; and</li> <li>• outline the main criticisms of Simmel's work.</li> </ul>	<ul style="list-style-type: none"> <li>• B&amp;D, Ch. 13</li> <li>• A&amp;E, Ch. 6</li> </ul>
9	10/22	Du Bois and Race Theories	<ul style="list-style-type: none"> <li>• Du Bois</li> <li>• Cox</li> <li>• Frazier</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the importance of science in the work of W.E.B. Du Bois;</li> <li>• discuss Du Bois's theoretical contributions in the area of race, particularly the concepts of the color line, the veil, and double consciousness;</li> <li>• explain the role economics played in Du Bois's work;</li> <li>• compare and contrast Du Bois's analysis of economics with Marx; and</li> <li>• trace the development of ideas about racism on subsequent theorists.</li> </ul>	<ul style="list-style-type: none"> <li>• B&amp;D, Ch. 15</li> <li>• A&amp;E, Ch. 7</li> </ul>

*Legacies*

10	10/29	Gilman and Feminist and Gender Theories	<ul style="list-style-type: none"> <li>• Wollstonecraft</li> <li>• Gilman</li> <li>• Smith</li> <li>• Collins</li> <li>• Connell</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss Harriet Martineau's contributions to CIST;</li> <li>• discuss Charlotte Perkins Gilman's theory of gender stratification in relation to the economy and the family;</li> <li>• situate the work of Jane Addams and the Chicago Women's School in the Progressive Era;</li> <li>• Wollstonecraft;</li> <li>• discuss the relationship between gender, race, class, and power in the works of Anna Julia Cooper and Ida Wells-Barnett; and</li> <li>• understand the major themes in Marianne Weber's social theory and be able to compare and contrast her work with that of Max Weber, Georg Simmel, and Charlotte Perkins Gilman.</li> </ul>	<ul style="list-style-type: none"> <li>• B&amp;D, Ch. 14</li> <li>• A&amp;E, Ch. 5 and 14</li> </ul>
11	11/5	Structural Functionalism and Conflict Theory	<ul style="list-style-type: none"> <li>• * Parsons</li> <li>• Merton</li> <li>• Davis and Moore</li> </ul>	<ul style="list-style-type: none"> <li>• identify and discuss the major authors associated with structural functionalism;</li> <li>• explain the functional theory of stratification and its criticisms;</li> <li>• discuss the dimensions of Talcott Parsons's structural functionalism, including <ul style="list-style-type: none"> <li>○ functional imperatives, his action system, his action schema, and his discussion of the social system and society;</li> <li>○ role of culture;</li> </ul> </li> <li>• discuss the weaknesses of Parsons's structural functionalism;</li> <li>• discuss how Robert Merton expanded and corrected structural functionalism; including <ul style="list-style-type: none"> <li>○ the concepts of manifest and latent functions and unanticipated consequences;</li> <li>○ social structure and anomie;</li> </ul> </li> <li>• identify the major criticisms of structural functionalism;</li> <li>• discuss conflict theory; and</li> <li>• identify the major criticisms of conflict theory.</li> </ul>	<ul style="list-style-type: none"> <li>• A&amp;E, Ch. 9</li> </ul>
	11/9	<i>Last day to withdraw</i>			
12	11/12	Critical Theory and Varieties of Neo-Marxian	<ul style="list-style-type: none"> <li>• * Gramsci</li> <li>• Horkheimer</li> <li>• Adorno</li> <li>• Marcuse</li> </ul>	<ul style="list-style-type: none"> <li>• identify the major strains of neo-Marxian theory;</li> <li>• elaborate on the various points of emphasis within each variant of neo-Marxian theory;</li> <li>• identify the importance of critical theory and discuss their use of Marx;</li> </ul>	<ul style="list-style-type: none"> <li>• A&amp;E, Ch. 10</li> </ul>

		Theory		<ul style="list-style-type: none"> <li>• discuss the foundations of critical theory and elaborate on its various critiques; and</li> <li>• describe the arguments about the continuing vitality of Marxian thought, as well as about its "death."</li> </ul>	
13	11/19	Symbolic Interactionism, Dramaturgy	<ul style="list-style-type: none"> <li>• Mead</li> <li>• Blumer</li> <li>• Goffman</li> <li>• Hochschild</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the historical roots of symbolic interactionism;</li> <li>• discuss the ideas of George Herbert Mead, particularly the concepts he discusses in <i>Mind, Self and Society</i>: <ul style="list-style-type: none"> <li>◦ the play stage and game stage,</li> <li>◦ the "generalized other" emerges,</li> <li>◦ "I" and "me";</li> </ul> </li> <li>• explain the seven basic principles of symbolic interactionism, including the concepts of socialization; physical, social, and abstract objects; symbols; covert and overt behavior; the definition of the situation; and the looking-glass self;</li> <li>• discuss the work of Erving Goffman, including <ul style="list-style-type: none"> <li>◦ Stigma,</li> <li>◦ Frame Analysis;</li> <li>◦ dramaturgical approach, impression management; and</li> </ul> </li> <li>• discuss criticisms of symbolic interactionism and describe various responses to these criticisms.</li> </ul>	<ul style="list-style-type: none"> <li>• A&amp;E, Ch. 8 and 12</li> <li>• See blackboard for Jones, et. Al. (2011), Ch. 5</li> </ul>
14	11/26	<i>Thanksgiving: University Closed</i>			
15	12/3	Conclusions		discussion of ch. 16 and applicable problems	<ul style="list-style-type: none"> <li>• B&amp;D, Ch. 16</li> </ul>
		Final Exam, TBA			

### Course Session Outline

Week	Module #	Date	Times in this session:	Pre-session		Attendance		Post-session
				Submit/respond to questions on blog	Preparation papers due	In-class attendance required	online format	
				by midnight on...				
1		8/27	12:50-3pm 3-4:35pm			X (ungraded)		
2	1		12:50-4:35pm	9/7			X	
3		9/10	12:50-4:35pm			X		9/11
4	2		12:50-4:35pm	9/21			X	
5		9/24	12:50-3:30pm*			X * (note class ends early)		9/25
6	3		12:50-4:35pm	10/5			X	
7		10/8	12:50-4:35pm			X		10/9
8	4	10/15	12:50-3pm 3-4:35pm	10/12			X	10/16
9	5	10/22	12:50-3pm 3-4:35pm	10/19			X	10/23
10	6	10/29	12:50-3pm 3-4:35pm	10/26			X	10/30
11	7	11/5	12:50-3pm 3-4:35pm	11/2			X	11/6
12	8	11/12	...before 12:50pm!!! 12:50-3pm*	11/9			X	11/13
13	9	11/19	12:50-3pm 3-4:35pm	11/16			X	11/20
14			<i>Thanksgiving: University Closed</i>					
15		12/3	12:50-3pm	N/a			X	