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

|  |  |
| --- | --- |
| **SOC 3050 (sec 001, 501): Basic Sociological Theory** | |
| Term: | Winter 2019 |
| Meeting Time: | Tuesdays and Thursdays, 10-11:15 am |
| Location: | 228 State Hall |
| Instructor: | Nicole Trujillo-Pagán, Ph.D. |
| Email: | [Bb3729@wayne.edu](mailto:Bb3729@wayne.edu) |
| Office Hours: | Thursdays, 11:30 am- 2:30 pm or by appointment |
| Office Location: | 2215 FAB (Humanities Center) |

**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 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 in class and on blackboard. They are also indicated by the version control (in filename) and date on the footer of the syllabus.

*Canvas:*

***The instructor expects student familiarity with course 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 Canvas. Not checking canvas is no excuse for missing assignments or other information relevant to this course.

If you experience technical problems in this course, you should do the following: 1. Try a different browser (Mozilla Firefox or Chrome). 2. Shut down your computer, then try again. 3. If the problem persists, contact the Help Desk at helpdesk@wayne.edu or 313-577-4778.

*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.

I respond to all email received on weekdays within 24 hours. If you do not get a response, please follow up with me.

*Reading*

**Bring required reading to class**.

*Written Assignments*

**No assignments will be accepted by email or in person.**

Students must upload written assignments to canvas assignments. *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 to this effect. Y**ou are responsible for checking your grades and resubmitting an incompatible file within one week of your original submission.** If necessary, you should work with CIT to prevent a recurrence of corrupt or incompatible submissions.

You will *not* have the opportunity to resubmit a written assignment for a revised grade.

*Due Dates*

Written assignments are due by 11:59pm the night **before** the next session begins, e.g. Mondays at 11:59pm.

**Late assignments will not be accepted without a documented medical emergency.**

Incomplete grades will not be assigned in the course.

*Missed Assignments and Late Penalties*

Time-on-task is one of the major predictors of success in college. Don’t procrastinate.

Late assignments lose 5% for each week they are late. In other words, an assignment uploaded to blackboard will lose 5% regardless of whether it is 30 minutes or 6.5 days late. This means an assignment that would have earned a A will be lowered to A- for the first week it is late, a B+ for the second week it is late, etc.

There are **no make-up opportunities** for missed in-class assignments, which includes quizzes and presentations.

If you miss an assignment or assignment deadline and wish to avoid the penalties outlined above, you must submit a signed and dated doctor’s note indicating your lack of availability to submit the assignment on its due date. 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.

If you have any questions about this policy, please visit:

http://doso.wayne.edu/academic-integrity.html

*Classroom Protocol:*

Students are expected to observe classroom etiquette in the interests of promoting a productive learning environment for themselves and their peers. It includes:

* *Arrive and depart from class at the scheduled times.*
* *Do not pack up until the class is dismissed.*
* *No electronic (phone, computer or tablet) use during class time.*
* *Focusing on class material during class time. (Sleeping, talking to others, doing work for another class, reading the newspaper, checking e-mail, and exploring the Internet dishonor your peers who are similarly engaged in a collective effort).*

*Minimize Disruptions*

* Handle any non-classroom related business (cellphone calls, text messages, emails, bathroom breaks, parking meter feeds, eating, drinking, etc.) outside of the session.
* Late arrivals disrupt the session. Refrain from entering the classroom if you are more than fifteen (15) minutes late.

*Diversity Statement*

This course values the contribution of diverse perspectives. Each person brings unique viewpoints that enrich our learning. This class welcomes people of all ages, ethnicities, gender, religions, sexual orientation, disabilities, nationality, military status and socioeconomic background. We support an inclusive learning environment. Diversity and individual differences are appreciated. Please respect the views of your instructor and fellow students.

*Acceptance of Course Policies*

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Pipeline. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: <http://reg.wayne.edu/pdf-policies/students.pdf>

Your continued enrollment in the course past the add/drop deadline indicates your understanding and acceptance of these policies.

**Assignments:**

* Attendance and participation: 10 points
* Six (out of 7) Reading Quizzes (10 points each): 60 points
* Other Written Assignments: 30 points
  + Group Presentation: Contemporary Theories (10 points)
  + Paper and Presentation: Contemporary Theories (10 points)
  + Final Exam (10 points)

**Grading Criteria:**

|  |  |
| --- | --- |
| A | * Adequate completion of all available in-class participation opportunities * Absences < 2 |
| A- | * Adequate completion of all available in-class participation opportunities * Absences < 3 |
| B | * Inadequate completion of all available in-class participation opportunities * Absences < 3 |
| F | * Absences = 3+ |

*Attendance and participation*

The attendance record will **not** be revised after attendance is called. In other words, if you arrive late, your attendance will not be counted for that session.

Participation includes graded in-class exercises. It may include participation in online discussions via blackboard.

*Quizzes*

* …are held either at the beginning or the end of a classroom session.
* … will NOT be redistributedtoindividual students who arrive late/leave early for any reason (see course policies above).
* …vary in length.
* …are timed. You will be given 1.5 minutes to complete each question.
* …consist of true/false, multiple choice, and short-answer type questions.
* …include readings for the week in which they occur.
* …are open book.
* …are not cumulative.

*Group Presentation*

You will choose a theorist and work on a group presentation that goes beyond the classic theories (see the list at the end of the syllabus). Your presentation must outline and **critique** the chosen theorist’s writing and theories. Limit any discussion of the theorist’s biography to how it may have shaped his/her **ideas.**

Your grade on both presentation and paper is based on the effectiveness of how you:

1. outline the chosen theorist’s ideas,
2. compare your chosen theorist's ideas to the canon (Marx, Weber, Durkheim, DuBois),
3. identify the ways your theorist’s **writings explain how race and/or gender** shape social life,
4. **critique** limitations in the chosen theorist’s ideas, and
5. explain how your chosen’ theorists ideas are **relevant** today. Of these, your presentation and paper should emphasize #1-3. The greatest weight in determining your grade is the effectiveness of your presentation in outlining the theorist’s ideas.

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 fifteen (15) minutes. You have access to email, a USB plug, computer and CD/DVD player.

|  |  |
| --- | --- |
| 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 |

Groups *may* opt to record their presentation **ahead** of their scheduled date. The recording may be in a format of the group’s choosing with prior instructor permission, e.g. Camtasia, video, etc. This recording will be posted to canvas in lieu of a physical presentation. Please check canvas prior to presentations (weeks 12-16) to ensure we will meet in our classroom.

*Paper*

In addition to your group presentation, you will submit an individual paper. Your paper may or may not be similar to that of your group partners, but you are discouraged from sharing draft versions of your written paper with your group partners.

You paper is different from the presentation in that it should read much more like a book review. In other words, it represents your individual contribution to the group’s work. Your paper must **include clear references and/or quotations directly from the theorist’s writing**. Please limit your paper to between seven (7) and nine (9) pages in length. You can use in-text citations, footnotes, or endnotes. Include a bibliography (the format of the bibliography doesn’t matter, but be consistent in the style you use).

*Final Exam*

The final exam reviews material covered in readings, lecture and discussion over the entire course. It will be T/F, multiple choice and essay format.

**Required Texts:**

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

**COURSE AND SESSION OUTLINE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Date | Topic | Required | |
| 1 | 1/8 | Organizational Meeting |  |  |
| 1/10 | **Intro to Classical Theory** |  | Read [[3]](#footnote-3)Ch. 1 |
| 2 | 1/15 | **Marx Lecture** | Quiz | Read Ch. 2 |
| 1/17 | Marx Analysis | Assignment | SE questions and analysis |
| 3 | 1/22 | Marx’s Complex Legacy: Examples of Wallerstein and Bourdieu |  | Ch. 16, sec. on Bourdieu  Ch. 17: sec. on Wallersteain |
| 1/24 | Discussion of Marx’s legacy | Assignment | SE questions and analysis |
| 4 | 1/29 | **Durkheim Lecture** | Quiz | Read Ch. 3 |
| 1/31 | Durkheim Analysis | Assignment | SE questions and analysis |
| 5 | 2/5 | Durkheim’s Legacy in the United States: Examples of Structural Functionalism and Conflict Theories: Merton, Mills and Myrdal |  | Ch. 9 |
| 2/7 |  | Assignment | SE questions and analysis |
| 6 | 2/12 | **Weber Lecture** | Quiz | Read Ch. 4 |
|  | 2/14 |  | Assignment | SE questions and analysis |
| 7 | 2/19 | Weber’s Legacy: Ritzer |  | Read Ch. 17, section on Ritzer |
| 2/21 | Weber’s Legacy continued: Critical Theory Lecture |  | See canvas |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 8 | 2/26 | **Simmel** | Quiz | Read Ch. 6 |
| 2/28 |  | Assignment | SE questions and analysis |
| 9 | 3/5 | **Goffman** |  | Read Ch. 12 section on Goffman |
| 3/7 | **Foucault** |  | Read Ch. 14 section on Foucault |
| 10 | 3/12 | No Class | | |
| 3/14 |
| 11 | 3/19 | **DuBois Lecture** | Quiz | Read Ch. 7 |
| 3/21 | Du Bois Discussion | Assignment | SE questions and analysis |
|  | *3/24* | *Last Day for Course Withdrawal* | | |
| 12 | 3/26 | DuBois Legacy 1 |  | Presentations 1-3 |
| 3/28 | DuBois Legacy 2 |  | Presentations 4-5 |
| 13 | 4/2 | DuBois Legacy 3 |  | Presentations 6-7 |
| 4/4 | Foucault Legacy? |  | Presentations 9-11 |
| 14 | 4/9 | **Collins Lecture** | Quiz | Canvas: “The foundations of Black Feminist Sociology”  Read Ch. 10, pgs. 469-481  Presentations 12-13 |
| 4/11 |  |  | Presentations 14-16 |
| 15 | 4/16 |  |  | Presentations 17-18 |
| 4/18 | **Summary** | Assignment | Presentations 19-21  **Presentation Paper Due** |
| 16 | 4/25 | **Final Exam, 10:30a - 12:15p** |  |  |

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

|  |  |  |
| --- | --- | --- |
| Social Theorist | Text | Group Member |
| 1. Orlando Patterson | *Slavery and Social Death* |  |
|  |
| 1. Ida Wells-Barnett | *Southern Horrors and Other Writings* |  |
|  |
| 1. Oliver Cromwell Cox | *Caste, Class and Race* |  |
|  |
| *Black Skin, White Masks* |  |
|  |
| 1. Aldon Morris | *Origins of the Civil Rights Movement* |  |
|  |
| *Scholar Denied* |  |
|  |
| 1. Grace Lee Boggs | *The American worker - Paul Romano and Ria Stone[[4]](#footnote-4)* |  |
|  |
| 1. Eduardo Bonilla-Silva | *Racism without Racists* |  |
|  |
| 1. Jasbir Puir | *Terrorist Assemblages* |  |
|  |

|  |  |  |
| --- | --- | --- |
| 1. Elijah Anderson | *A Place on the Corner* |  |
|  |
| 1. Alford Young | *Are Black Men Doomed?* |  |
|  |
| 1. Michelle Alexander | *The New Jim Crow* |  |
|  |
| 1. Sara Wakefield and Christopher Wildeman | *Children of the Prison Boom* |  |
|  |
| 1. Angela Davis | *Are Prisons Obsolete?* |  |
|  |  |  |
| 1. Anna Julia Cooper | *A Voice From the South* |  |
|  |
| 1. Audre Lorde | *Sister Outsider* |  |
|  |
| 1. Patricia Hill Collins | *From Black Power to Hip Hop* |  |
|  |
| 1. Dorothy Roberts | *Killing the Black Body* |  |
|  |
| 1. Aimee Meredith Cox | *Shapeshifters* |  |
|  |
| 1. Amanda Lewis | *Race in the Schoolyard* |  |
|  |

|  |  |  |
| --- | --- | --- |
| 1. Nancy Di Tomaso | *The American Non-Dilemma* |  |
|  |
| 1. TBD |  |  |
|  |

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. We will refer to the **2nd edition** in class. If you get an earlier or later edition, it will be your responsibility to renumber your pages according to the 2nd edition. [↑](#footnote-ref-2)
3. **Read** means a required exercise that should be completed prior to the class meeting indicated on the same row. [↑](#footnote-ref-3)
4. https://libcom.org/history/american-worker-paul-romano-ria-stone [↑](#footnote-ref-4)