

Development of Sociological Theory
SOCI 3220, Spring 2009
Tuesday & Thursday, 9:30 – 10:45, Baldwin 307
Tuesday & Thursday, 12:30 – 1:45, Baldwin 322

Instructor and Contact Information:

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Course Website and Listserv: <http://webct.uga.edu>

Course Overview and Objectives:

When you first became interested in sociology, you probably asked yourself questions like: Why does society work the way it does? Why do social inequalities persist in a world that recognizes their existence, even one that attempts to rectify them? And, of course, where do we fit in all these processes? The purpose of this course is to help you answer the questions that likely brought you to sociology in the first place.

The main goal of this course is NOT for you to memorize biographies and facts about Marx, Weber, and Durkheim. Rather, the main goals are for you to understand a variety of classical and contemporary theories and, more importantly, how to use them. By “using” theory, I mean that you should leave this course knowing 1) the perspectives and assumptions of the theories we cover, 2) how to apply these theories to a variety of social institutions, processes, and products, including 3) how we play a part in these processes. In doing so, we can put our sociological imaginations to work. Thus we will practice applying sociological theories to our own lives, as well as to social processes beyond our personal experiences.

We will accomplish this learning in a number of ways. You will begin to try out applications of theory to your lives and to broader social processes in our class discussions, as well as through your in-class reading groups. You will also apply sociological theory to your lives and to social processes in a series of three short papers. In addition to reading original texts by social theorists, our course will culminate by applying social theory to contemporary popular news articles in another attempt to bring these theories to life in our own lives.

In working toward these objectives, you will also have the opportunity to improve upon your sociological reading, writing, and research skills. Writing and researching as a sociologist is different from writing and researching as an English major, for example, thus in this course we will not only work toward gaining an understanding of the topic at hand, but we will also strive to improve your skills as sociology majors. These skills should also be of use in your other classes as well as in your careers.

Prerequisite: SOCI 1101, SOCI 1600 or POD

Required Texts and Readings:

1. *Social Theory: Continuity and Confrontation. A Reader.* Second Edition. Edited by Roberta Garner. Broadview Press, 2007.
2. *A Good Book, In Theory: A Guide to Theoretical Thinking.* By Alan Sears. Broadview Press, 2007.

These required texts are available at the UGA bookstore and at other local bookstores. We will also read journal articles and book chapters that will be posted on the WebCT page.

Grades and Evaluation:

Grades for the course will be based on the following items:

Assignment	Percentage of Final Grade
Three Exams	45%
Three Short Analysis Papers	35%
Reading Portfolio	15%
Class Participation	5%
Total	100%

Final grades for the course are based on the following scale:

Letter Grade	Number Grade
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	0-59

Note: Sociology majors need a C or better in this course to graduate. A grade of C- is not high enough.

I will distribute more detailed rubrics for the major assignments of this course. Please note these general differences between A-level, B-level, C-level, D-level, and F-level work:

A-level work is exemplary, going above and beyond the basic requirements for the assignment as well as my expectations. It demonstrates a sophisticated understanding of the theories and concepts at use.

B-level work is advanced beyond the basic requirements for the assignment. It demonstrates a thorough and thoughtful understanding of the theories and concepts at use.

C-level work is competent; it fulfills the basic requirements of the assignment. It demonstrates a moderate or basic understanding of the theories and concepts at use. **If you only fulfill the basic requirements of an assignment, you will earn a C.** Simply managing to type multiple pages on a topic does not earn one an A.

D-level work is marginal; it fulfills some of the basic requirements of the assignment, but not all of them. It demonstrates a superficial understanding of the theories and concepts at use.

F-level work is unacceptable; it does not fulfill the basic requirements of the assignment. It demonstrates little to no understanding of the theories and concepts at use.

Exams (45% of final grade)

There will be three in-class exams given during the semester, including the final exam. Each exam is worth 15% of your final grade. Exam One is Thursday, February 12; Exam Two is Thursday, March 19, and Exam Three will be held during our final exam period on Thursday, May 7. I will give you more information on the format of the exams during the course of the semester. Each exam will cover the readings assigned plus any lectures, films, and in-class discussions. If you miss a class, you are responsible for getting with a classmate or me to catch up. **There are no make-up exams except in case of emergency.** Going home for a long weekend or not hearing your alarm clock are examples of unacceptable excuses for missing an exam. If you are unable to take an exam, you must leave me a message via phone or email **before** the exam begins. Additionally, the excuse must be verifiable (e.g., police report, hospital records). When allowed, make-up exams are done in my office. Make-up exams may be a different format than the regularly scheduled exam.

Short Analysis Papers (35% of final grade)

Three interwoven goals of the course are to be able to apply theory to our own lives and to larger social issues, as well as to understand how we fit within those broader processes. Thus to accomplish these goals you will write three short analysis papers on those themes, using three different theories. First, you will write a paper on how one classical social theory applies to a modern social issue. This paper is worth 10% and is due in class on **Thursday, February 26.** Second, you will write a paper on how one of the more contemporary social theories applies to your own life. This paper is worth 10% and is due in class on **Thursday, April 2.** Finally, you will write a paper on how a third classical or contemporary theory applies to both your own life and to broader social issues, and how you play a part in these social processes. This paper is worth 15% and is due on the last day of class, **Tuesday, April 28.** We will also peer-review this final paper in class on **Tuesday, April 21,** and you will bring a draft of your paper for your peer-review partners to class on **Thursday, April 16.** I will provide more detailed handouts in class and will post them on WebCT during the course of the semester.

Reading Portfolio (15% of final grade)

You will be assigned to a reading circle group on **Thursday, January 15.** These groups will meet periodically during class to discuss the assigned readings. The days the reading groups will meet are listed on the syllabus. **On days when the reading groups meet, you are responsible for reading, preparing, and discussing ALL of the readings assigned for that particular day.** For

each day your reading group meets, you will need to complete the “reading circle prep sheet” that corresponds with your reading circle role for the day. There are five main reading circle roles: discussion leader, passage master, creative connector, devil’s advocate, and reporter. As your reading groups will meet 10 times during the course of the semester, each group member will complete each role approximately twice during the semester. I will distribute other worksheets to complete for the last three days of the semester.

Before each class period, you will need to complete and make a copy of your reading circle prep sheet for EACH member of your group, including yourself. These physical copies will help all of you study for exams and work on your papers, and they will comprise your reading portfolio. **Your reading portfolio will simply be a collection of all of your group’s reading circle prep sheets—including, most importantly, your own prep sheets.** This collection should be organized by date, and is due at your final exam on **Thursday, May 7.** Your reading portfolio grade (15% of your final grade) will be determined according to my assessment of the quality of work included. How well have you prepared for each class period? Have you adequately read and understood the reading assignments? How much effort have you put into the questions/arguments that you have posed in your prep sheets? I do not expect you to agree with all of the class material, but I DO expect you to engage the material in an intelligent manner.

Class Participation (5% of final grade)

Participating in class discussion counts toward your final grade. Class participation will be evaluated on an A-F grading scale, which will then be translated into a points system for the course. I will distribute a handout in class outlining A-level to F-level participation (and their accompanying points). This handout will also be posted on WebCT.

Your participation grade will be based on two things: (1) my evaluation of your participation in class and in your reading groups, using the participation guidelines noted above, and (2) your group’s evaluation of your participation in your reading groups. The latter will be based on the group evaluation forms turned in on the final day of class.

The decision to take this course is yours, but once you make this decision, you have responsibilities to everyone else in this community of learners. Since this course will emphasize your active participation in this learning experience, it is necessary that you attend class regularly and participate in class discussions. In order to fully participate in the course, you will need to come to class prepared, having read the assigned readings or having completed the required homework.

Make sure your cell phone is turned off when you enter class. I understand if you forget to do this once, but if your phone rings more than once, or if you send or read text messages during class, it will negatively affect your grade. If you are expecting a life-or-death phone call, let me know before class starts. You can set your phone to vibrate and discreetly leave the class to take the call. (Love lives, gossip, and making your spring break plans are not life-or-death situations—they just sometimes seem that way.)

Likewise, **you will not need to use laptop computers to take notes in this class.** This course is primarily discussion-based, not lecture-based. Further, the goal of this upper-level course is not to take copious notes but rather to think, discuss, and use the ideas we are working with. If you can make a case to me that you need to use a laptop for a sound academic reason (e.g., if you are a

notetaker), you may be allowed to use one. If a student does gain permission to use a laptop for note-taking, then he or she will need to sit on the last row of the class so as to not distract other students with their laptop screen, and will need to keep the laptop closed during class discussions. Failure to do so will result in a loss of laptop privileges and a poor participation grade.

*****Paper and Other Class Policies*****

Papers should be turned in during the class period when they are due. **Papers will be penalized one letter grade for each 24-hour period they are late.** This 24-hour period begins when our class period ends.

Papers should be typed and printed when you turn them in. **I do NOT accept papers via email or WebCT** except in cases of emergency, such as cases that would necessitate make-up exams. See the exam section of the syllabus for those rules. Your printer not working is NOT an emergency. Printers are widely available on campus.

Although I try to foresee potential roadblocks to your learning, I cannot predict all the questions you might have about a particular assignment. **Failure to understand the rules and requirements of this course is NOT a sufficient excuse for a failure to properly complete class assignments.**

If you have any questions, please see me during office hours or make an appointment to meet. That being said, I expect you to be prepared enough to be able to ask such questions well ahead of time. Thus **I do NOT answer questions about exams or papers in the 24-hour period before they are due.**

Attendance

Class attendance is required and will affect your final grade in the following way:

0 days missed	= 2 points added to final grade
1 day missed	= 1 point added to final grade
2-4 days missed	= no grade change
5-8 days missed	= 1 point subtracted from final grade for each absence (up to 4 points subtracted from final grade)
9 or more days missed	= automatic administrative withdrawal from the class

Note that you may miss up to four days of class without penalty—**use them wisely.** Knowing this, you do not need to provide documentation for any absences. **There are no exceptions to this attendance policy—as long as school is in session we will have class.** Attendance will be taken every day by passing around an attendance sheet. It is your responsibility to make sure you sign the attendance sheet.

Arrive to class ON TIME. Coming late to class is disruptive and disrespectful to your classmates and me. *Arriving more than 5 minutes late to class equals ½ absence. Arriving more than 15 minutes late to class equals one absence.* If you know you need to arrive or leave early for a particular class period, please tell me in advance.

Note that a withdrawal after the midpoint withdrawal deadline (Tuesday, March 24) will result in a grade of WF. Except under the most serious and highly unusual circumstances, no incompletes will be given.

Academic Honesty: Cheating will not be tolerated in any form. This includes, but is not limited to, looking at other students' papers during exams and submitting unoriginal, plagiarized assignments (typically from internet sources). See WebCT for information on ASA citations and plagiarism. All students should understand University policies regarding cheating and its consequences. All academic work must meet the standards contained in "A Culture of Honesty." http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

Disability or Health-Related Issues: Students with a disability or a health-related issue who need a class accommodation should make an appointment to speak with me as soon as possible.

Human Rights Statement: All students should know that the department of Sociology has a Human Rights Committee for the resolution of student grievances. Any student registered for a sociology course at the University of Georgia who feels that he or she has not been treated in a fair or professional manner by an instructor is advised to follow these procedures:

1. The student should discuss his or her problems with the instructor of the course, unless extenuating circumstances prohibit this.
2. If that discussion does not resolve the grievance, the student should then discuss the problem with the Head of the Sociology Department.
3. If that discussion does not resolve the grievance to the student's satisfaction, the student may request the activation of the Human Rights Committee by submitting a letter to the Chair of the Human Rights Committee, Department of Sociology, University of Georgia.

The Human Rights Committee will have the responsibility of investigating all charges in accordance with the procedures on file in the Sociology office, copies of which are available to students. The Committee will also have the responsibility of making recommendations in writing to the Head, copies of which will be made available to the student complainant and the instructor involved. The Department Head will review the recommendations and make a decision in writing, with copies to the student complainant and the instructor of staff member involved. Any appeal of that decision must be to the Dean of the college of Arts and Sciences.

Time Table:

This timetable is subject to change, depending on how the class progresses, but I will announce in class any changes and post new syllabi on WebCT if need be. **The reading listed next to each class meeting is what we will discuss on that day, and thus should be completed before that class meeting.**

When page numbers are indicated, that refers to the Garner reader, our main text. Selections from the Sears book will be referred to by the name of the book and the chapters to be read. WebCT readings will be denoted by author, year, and their availability on WebCT.

TUESDAY	THURSDAY
Week 1 INTRODUCTION TO THE CLASS	
	Jan 8 Introduction and review of syllabus

Week 2 THEORETICAL THINKING AND THE SOCIOLOGICAL PERSPECTIVE	
<p>Jan 13</p> <p>Readings: 1. Sears Preface 2. Sears Chapter 1</p> <p>Last day to drop (Last day to add is Wednesday, January 14)</p>	<p>Jan 15</p> <p>Readings: 1. Sears Chapter 6 2. Mills (p.338-46)</p> <p>READING GROUPS ASSIGNED TODAY</p>
Week 3 MARX & ENGELS	
<p>Jan 20</p> <p>Readings: 1. Introduction to Marx & Engels (p.27-36) 2. Communist Manifesto (p.36-45)</p>	<p>Jan 22</p> <p>Readings: 1. The German Ideology (p.46-48) 2. Capital (p.48-52) 3. Aronowitz & DiFazio (p.53-59)</p>
Week 4 DURKHEIM	
<p>Jan 27</p> <p>Readings: 1. Introduction to Durkheim (p.72-77) 2. Rules of Sociological Method (p.78-81)</p> <p>READING GROUP MEETING #1</p>	<p>Jan 29</p> <p>Readings: 1. Merton (p.72-81) 2. Sears Chapter 2</p>
Week 5 WEBER	
<p>Feb 3</p> <p>Readings: 1. Introduction to Weber (p.97-101) 2. Bureaucracy (p.108-10) 3. Reich (p.133-43)</p>	<p>Feb 5</p> <p>Readings: 1. Class, Status, Party (p.102-08) 2. Goodwin and Skocpol (p.111-32)</p> <p>READING GROUP MEETING #2</p>
Week 6 SUMMARY OF THE CLASSICAL PERIOD	
<p>Feb 10</p> <p>Summary and review day</p>	<p>Feb 12</p> <p>EXAM ONE</p>

Week 7 CRITICAL PERSPECTIVES ON RACE AND ETHNICITY	
Feb 17 Readings: 1. Introduction to the middle years (p.181-86) 2. Introduction to DuBois (p.208-12) 3. Souls of Black Folk (p.212-18)	Feb 19 Readings: 1. Introduction to the Chicago School (p.219-21) 2. Black Metropolis (p.221-35) 3. Introduction to Wilson (p.236-38) 4. When Work Disappears (p.238-56) READING GROUP MEETING #3
Week 8 NEO-MARXISTS	
Feb 24 Readings: 1. Introduction (p.257-58) 2. Introduction to Benjamin (p.259-62) 3. Art in an Age of Mechanical Reproduction (p.262-78) 4. Sears Chapter 4	Feb 26 Readings: 1. Introduction to Gramsci (p.279-84) 2. The Prison Notebooks (p.285-93) PAPER ONE DUE TODAY
Week 9 SYMBOLIC INTERACTIONISM	
March 3 Readings: 1. Introduction to Cooley and Mead (p.187-90) 2. Mind, Self, and Society (p.190-93) 3. Adler and Adler (p.194) 4. The Glorified Self (p.195-207)	March 5 Readings: 1. Introduction to postwar perspectives (p.323-27) 2. Introduction to Symbolic Interactionism and Becker (p.347-51) 3. Introduction to Goffman (p.364-67) 4. Presentation of Self in Everyday Life (p.368-80) READING GROUP MEETING #4
Week 10 SPRING BREAK	
March 10 <p style="text-align: center;">NO CLASS</p>	March 12 <p style="text-align: center;">NO CLASS</p>
Week 11 SUMMARY OF THE MIDDLE YEARS	
March 17 Summary and review day	March 19 <p style="text-align: center;">EXAM TWO</p>

Week 12 GENDER, SEXUALITY, AND THE BODY	
<p>March 24</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Introduction to Gender and Sexuality (p.437-46) 2. Introduction to D'Emilio (p.447-49) 3. Making Trouble (p.449-61) 4. Introduction to Smith (p.520) 5. The Conceptual Practices of Power: A Feminist Sociology of Knowledge (p.520-27) <p>READING GROUP MEETING #5 MIDPOINT WITHDRAWAL DEADLINE TODAY</p>	<p>March 26</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Introduction to Modern Theorists (p.397-404) 2. Introduction to Foucault (p.405-10) 3. Body of the Condemned (p.410-14) 4. Panopticon (p.414-22) 5. Sears Chapter 5
Week 13 BOURDIEU	
<p>March 31</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Introduction to Bourdieu (p.426-428) 2. Sociology in Question (p.428-435) 	<p>April 2</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Bourdieu - Distinction (WebCT) <p>PAPER TWO DUE TODAY</p>
Week 14 MEDIA AND POSTMODERNISM	
<p>April 7</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Introduction to Media and Culture (p.529-32) 2. Introduction to Debord (p.558-60) 3. Society of the Spectacle (p.560-67) 4. Introduction to Hall (p.568-69) 5. Encoding, Decoding (p.569-72) <p>READING GROUP MEETING #6</p>	<p>April 9</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Introduction to Willis (p.573-74) 2. Symbolic Creativity (p.575-94)
Week 15 GLOBALIZATION AND POSTCOLONIALISM	
<p>April 14</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Introduction to Global Views (p.617-18) 2. Intro to Wallerstein (p.619-20) 3. The Modern World-System (p.621-26) 4. Intro to Hall (p.627-28) 5. Cultural Identity and Diaspora (p.629-41) <p>READING GROUP MEETING #7</p>	<p>April 16</p> <p>Readings:</p> <p>To be announced and posted to WebCT</p> <p>BRING DRAFT OF FINAL PAPER FOR PEER REVIEW</p>

Week 16 MODERN-DAY APPLICATIONS	
<p>April 21</p> <p>Assignment: Bring your comments on your classmates' papers to class and we will complete the peer review.</p> <p>READING GROUP MEETING #8</p>	<p>April 23</p> <p>Readings: Popular articles to be posted to WebCT</p> <p>READING GROUP MEETING #9</p>
Week 17 MODERN-DAY APPLICATIONS AND CONCLUSIONS	
<p>April 28</p> <p>Readings: Popular articles to be posted to WebCT</p> <p>READING GROUP MEETING #10</p> <p>LAST DAY OF CLASS FINAL PAPER DUE TODAY</p>	
<p>FINAL EXAMS 9:30 - 10:45 class: Thursday, May 7, 8:00 - 11:00am 12:30 - 1:45 class: Thursday, May 7, 12:00 - 3:00pm</p> <p>READING PORTFOLIOS DUE AT YOUR FINAL EXAM ON MAY 7TH</p>	