

University of North Texas at Dallas

Spring 2012

SYLLABUS

SOCI 3200: Sociological Theory		3Hrs
Department of	Sociology & Psychology	Division of
		Liberal Arts & Life Sciences
Instructor Name:	Elizabeth (Beth) Fawcett, Ph.D., M.P.H.	
Office Location:	Building 2, Room 325	
Office Phone:	972-338-1379	
Email Address:	elizabeth.fawcett@unt.edu	
Office Hours:	Mon & Wed: 8-9:30am, 12-1pm, 2:30-3:30pm, 5:30-6:30pm; Fri: 9-11:30am and 1-3pm	
Classroom Location:	Dal2 Rm 308	
Class Meeting Days & Times:	Mondays & Wednesdays 1:00pm-2:20pm	
Course Catalog Description:	Survey of development of sociological theory; emphasizes nature and types of contemporary theory.	
Required Text:	<ol style="list-style-type: none"> 1. Dillon, Michele. 2010. Introduction to Sociological Theory. Wiley-Blackwell 2. Appelrouth, Scott and Laura Edles. 2006. Sociological Theory in the Contemporary Era: Text and Readings. Pine Forge Press 	
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com	
<p>Course Goals or Overview: This course provides an introduction to the central issues in sociological theory. We will draw from both the classical period and the more contemporary developments of sociology by examining major figures and ideas of sociological theory in their historical context. Sociological theorists set out to explain the broad contours of modern Western society, especially its defining characteristics and most pressing problems. Some theorists seek to understand the dangers and possibilities inherent in the major transformations of Western society in the modern era, including the rise of modern capitalism and the modern nation-state, the dissemination of democratic ideals, the increasing prominence of science and bureaucracy, and the origins of new forms of social cohesion and social disorder. Our goal will be to understand how these theorists conceptualize these social transformations through their analysis of society and the dilemmas confronting it: What do they consider to be the distinctive features of modern Western society? What are the prospects for human happiness and fulfillment in such a society? What is the proper role for the theorist who seeks to study and perhaps improve that society? In contrast to broad historically-situated analyses, some theorists focus on particular structures embedded in everyday interactions and experiences. Therefore our understanding will also include how these theorists approach the ongoing accomplishment of daily social life: How does the self emerge? How are individual lives shaped by their social contexts? What is the essence of human nature? Finally, some theorists attempt to comprehend both simultaneously.</p>		
Learning Objectives/Outcomes: At the end of this course, the student will		
1	Identify assumptions underlying theoretical arguments	
2	Identify limitations of theoretical arguments	
3	Understand alternative viewpoints on social scientific issues	

4	Describe how theory contributes to sociological knowledge.
5	Compare and contrast major theoretical orientations
6	Explain how theories reflect and affect the historical context in which they are developed.
7	Explain basic concepts such as culture, roles, norms, social structure, social institution, socialization, and stratification.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class. The student is responsible for keeping up with changes to the schedule. All readings are hereby assigned. Please make sure they are read before the date indicated in the schedule.

Week	Date	Reading/Assignment	Topic
1	1/18		Introduction to course
	1/23	Dillon, Introduction pp. 1-30 Applerouth, Introduction pp. 1-19	Foundations of sociological theory
2	1/25		Foundations, continued
	1/30		Comte
3	12/1	Dillon, Ch 1 Karl Marx pp. 31-76 Reading: <i>The Communist Manifesto</i> (Blackboard)	Marx: Development of Conflict Theory
	2/6		Marx, continued
4	2/8	Discussion questions due	Marx, continued
	2/13	Forum 1	Marx, continued
5	2/15	Dillon, Ch 2 Emile Durkheim pp. 77-114 Reading: <i>The Division of Labor in Society</i> (Blackboard)	Durkheim: Development of Functionalist Theory
	2/20		Durkheim, continued
6	2/22	Discussion questions due	Durkheim, continued
	2/27	Forum 2	Durkheim, continued
7	2/29	Ch. 3 Max Weber pp. 115-151 Reading: <i>The Protestant Ethic and the Spirit of Capitalism</i> (Blackboard)	Weber: Extending Conflict Theory
	3/5		Weber, continued
8	3/7	Discussion questions due	Weber, continued
	3/12	Forum 3	Weber, continued
9	3/14	Midterm	
10	3/19	Spring Break	
	3/21		
11	3/26	Paper 1 due Dillon, Ch 8 pp. 257-284 Applerouth, Ch 5, pp. 174-181; 194-206 Reading: <i>The Presentation of Self in Everyday Life</i> (Applerouth)	Symbolic Interaction
	3/28		Symbolic Interaction, continued
12	4/2	Dillon, Ch. 4 Talcott Parsons & Robert Merton Applerouth, Ch. 2, pp. 20-34;	Contemporary Structural Functionalism

		54-60 Reading: Merton, <i>Manifest and Latent Functions</i> (Applerouth)	
	4/4		Contemporary Structural Functionalism, continued
13	4/9	Dillon, Ch 7 Exchange, Exchange Network and Rational Choice pp. 235-256 Applerouth, Ch. 4, pp. 120-135; 154-173 Reading: <i>Social Behavior as Exchange</i> (Applerouth) Discussion questions due	Rational Choice & Social Exchange Theories
	4/11	Forum 4	Rational choice, continued
14	4/16	Dillon, Ch. 5 The Frankfurt School, Technology, Culture and Politics pp. 187-214	Contemporary Conflict Theories
	4/18	Dillon Ch. 6 Conflict, Power, and Dependency in Macro-Societal Processes pp. 215-234	Contemporary Conflict Theories, continued
15	4/23	Dillon Ch. 10 Feminist Theories pp. 311-348 Applerouth Ch. 7, pp. 332-345; 372-380 Readings: Collins, <i>Black Feminist Thought</i> , Butler, <i>Subjects of Sex/Gender/Desire</i> (Applerouth) Discussion questions due	Feminist Theories
	4/25	Forum 5	Feminist Theories, continued
16	4/30	Paper 2 due Dillon, Ch. 14 pp.427-450 Applerouth, Ch.8 pp. 381-389; 413-427 Reading: Baudrillard, <i>Simulacra and Simulations</i> (Applerouth)	Postmodernity
	5/2		Postmodernity, continued
17	5/9	Final Exam 1:00-3:00pm	

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Forums/Seminars (250 points)— During class we will conduct “forums” or “seminars” for major sections of instruction. Prior to the forum, the student must submit 2 discussion questions and commentary to aid in class discussion. In these forums/seminars you will state your comments and questions concerning the relevant sections of the texts assigned and discuss them. You may also be given in-class assignments and projects during these forums. Attendance and participation will be recorded. You must be present to receive full credit. Students are required to participate in 5 forums for 50 points each.

Analytic Papers (200 points)—Students will be required to write 2 analytic papers in which they must

choose a theory that we have read about and/or discussed in class. Describe and explain the most important theoretical concepts and the major points of the theory to show how this theory can be used to explain a contemporary social phenomenon. What understandings of the phenomenon do we gain by using this theory to analyze it? Where does the theory fall short in analyzing it?

Your assignment must be written in grammatically-sound sentences, free of errors in spelling, grammar and punctuation. It should be typed, double-spaced, 12-point font. This assignment should be approximately 5-8 pages in length, with one-inch margins on all sides and page numbers. A cover page is not necessary. Please put your name, centered, at the top of the paper, skip a space, put the title of your paper, skip a space, then begin your paper.

How to write the paper:

- 1) Essentialize: What are the essential concepts, ideas, and thoughts of the theorist/theory and how are they connected?
- 2) Apply: Use the theory to explain a real world situation.
- 3) Critique: What are the implications that you see that the author does not or did not bring out in relation to other theorists as well as in relation to actually explaining the social world.
- 4) Format: All papers must use APA formatting for in-text citations and reference list and be free of spelling and grammatical errors. They must meet the formatting requirements listed above.
- 5) All papers must be submitted through Turnitin.

How your paper will be graded:

The purpose for writing theory papers is to provide an opportunity for you to demonstrate your understanding of the sociological theory of your choice and your ability to apply it. Furthermore, clear written expression is an essential component of a Bachelor's degree in Sociology. The grading rubric is as follows:

Content 60 points	Points earned:
All key elements of the paper are covered. <input type="checkbox"/> Intro, body, conclusion. <input type="checkbox"/> The content is comprehensive and accurate.	Comments:
Organization/Development 25	Points earned:
<input type="checkbox"/> Paper has structure that is clear, structured and easy to follow. <input type="checkbox"/> Paragraphs flow logically from thesis to conclusion	Comments:
Mechanics 15	Points earned:
<input type="checkbox"/> Rules of grammar, usage and punctuation are followed. Spelling is correct. <input type="checkbox"/> Proper use of APA writing style including proper references in text. <input type="checkbox"/> Properly formatted reference page.	Comments:
Total: 100	Total points earned:

Exams (200 points)—There will be 2 exams to assess the students' grasp of the concepts throughout the semester. Exams will consist of multiple choice, true false, short answer and essay questions.

Grading:

A grade represents my best professional evaluation of a piece of work. It neither is, nor can be a judgment about the person who submitted the work.

The final course grade will be calculated as follows:

Forums/Seminars (5 @50 points each)	250
Analytic Papers (2 @ 100 points each)	200
<u>Exams (2 @ 100 Points each)</u>	<u>200</u>
Total	650 points

Final letter grade by points earned:

A	582+
B	517 – 581
C	452 – 516
D	387 – 451
F	<387

You are encouraged to work together in advance of the exam, sharing ideas on how to address particular questions. The exchange of insights and notes from readings and classroom discussions is a legitimate part of the learning experience for this course and will be useful in preparing for exams. However, I do not want you sharing complete answers before exams. If I suspect that this is taking place, I reserve the right to change the exam format as I see fit. During exams, you are individually responsible for writing your own answer and there will be no exchange of information between students. Cheating on exams will result in an F for the course.

You will need to bring a green (or blue) book to class for each exam.

Submitting Written Work

All analytic papers should be submitted through Turnitin on blackboard. Please familiarize yourself with blackboard ahead of due dates. Make sure that you submitted it correctly. Submission of papers is a two-step process.

All written work should be 12 point font, double spaced, with one-inch margins on all sides. It should be free of grammatical and spelling errors. It should use the APA format for in-text citations and bibliography. All work must be your own (i.e. no collaboration allowed).

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Classroom Policies

1. Do not interrupt the class with electronic devices. Cell phones should be muted and put away before class begins unless approved in advance by the instructor. If a cell phone is in a student's hand or on her/his desk during an exam, it will be assumed the student is cheating. Use of a laptop computer in class must have my approval first.
2. Since I will give you my full attention in class and during appointments, I expect your full attention, as well. Therefore, I respectfully request that you do not sleep, read newspapers, books for other classes, or other outside reading material; or engage in personal discussions or texting during class (See #1 above).
3. In-person communication is almost always better than email communication. I therefore ask that you do the following: 1) Before sending an email, consider if you can instead ask a question in class or in my office. 2) before sending an email, proof read carefully to fix grammar and tone issues. Emails should reflect well on your professionalism; 3) Do not expect a rapid response. A number of days may go by before I get a chance to answer your email.
4. The instructor maintains academic freedom to set the agenda for the class.

Readings and Class Participation: Each student is responsible for attending class, being prepared for class, and contributing to the activities in class. For almost every session there will be a reading assignment from the required texts and/or handouts for which all students will be responsible. Topics and assigned readings are listed in the syllabus. If you don't fully understand what you read, that's okay, just bring your questions to class and let me know what is unclear, even if your question is, "What's the point?" I strongly encourage you to bring your questions and comments to class because (1) your participation in class enhances your learning and the learning of those around you; (2) your participation makes class more fun; and (3) you will be expected to understand the material by the time the next test rolls around, so you may as well ask.

I know some people are comfortable interacting in groups and speaking up in class, and others are more reserved. I understand that feeling because I was much the same as a student. If you are reluctant to

speak in class, but have questions or want to communicate, please feel free to email me your questions or comments or make an appointment to come see me. Let's encourage everyone to participate in class discussions and activities by being respectful of our classmates, the instructor, and guests.

Missed classes: My lecture notes and power points are not available to you. Students who contact me and ask what they missed in class will be referred to this section of the syllabus. I encourage you to make contact with a class colleague in case you miss class and need to borrow notes. If you miss class, you must acquire an "excused absence" from Student Life in order to make up any missed assignments or tests. Class participation grades (earned during the forums) cannot be made up. All assignments are due on Blackboard on their due dates. I do not accept late work and I do not accept assignments sent to me over email. Handouts will be given out only once.

Exam Policy: Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity: No form of cheating will be tolerated in this class. Cheating includes copying another student's work. If you cheat on any assignment (or if you help others to cheat), you will receive an **"F" FOR THE COURSE**. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code. With that said, I encourage working together and sharing ideas, but when the writing begins, you must do it yourself.

Bad Weather Policy: On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center of Student Rights and Responsibilities as the instructor deems appropriate.

Extra credit: There will be no individual extra credit given in this class. Opportunities for extra-credit will be given to the whole class and may be dependent upon class attendance.

If you need help: Please know that I care about your progress in this course. If you are having any problems this semester (for example, if you are having difficulty understanding the material, or if you find you do not do well on assignments or exams), contact me before it's too late. I'm likely to be understanding if you are having problems despite doing all the readings and attending class regularly, and also if you have special circumstances, and I am kept apprised of the situation. I'll be much less sympathetic if you do not attend class, do not complete the readings, or if you come to me after things have gotten out of control—nor will there be much I can do about it. I aim to be available and accommodating to you. Please email to make an appointment. I want you to do well in this class.

How to Recognize Plagiarism

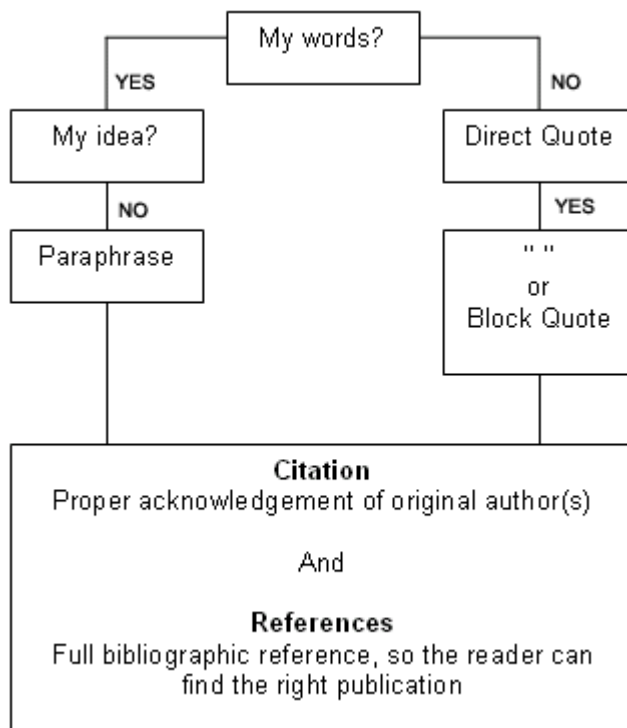
Indiana University: Understanding Plagiarism <http://www.education.indiana.edu/~frick/plagiarism>

In order to avoid plagiarism, you must give credit when

1. You use another person's ideas, opinions, or theories.
2. You use facts, statistics, graphics, drawings, music, etc. or any other type of information that does not comprise common knowledge.
3. You use quotations from another person's spoken or written word.
4. You paraphrase another person's spoken or written word.

Recommendations

5. Begin the writing process by stating your ideas; then go back to the author's original work.
6. Use quotation marks and credit the source (author) when you copy exact wording.
7. Use your own words (paraphrase) instead of copying directly when possible.
8. Even when you paraphrase another author's writings, you must give credit to that author. If the form of citation and reference are not correct, the attribution to the original author is likely to be incomplete. Therefore, improper use of style can result in plagiarism. Get a style manual and use it.
9. The figure below may help to guide your decisions.



Citing other People's Work

From the American Sociological Association, 1996. American Sociological Association Style Guide. Washington, DC: American Sociological Association.

Citations within the body of the paper

10. If the author's name is in the text, follow it with the publication year:
...**according to McIntyre (2002)**...
11. If the author's name is not in the text but you are using her/his direct ideas, enclose the last name and publication year in parentheses:
...**social theory is essential to research (Babbie 1995)**.
12. Cite direct quotes in two ways. If the author's name is in the text, follow it with the publication year, and follow the quote with the page number where the quote was found:
Starfield (1992) found that "the most common measure of health status is life expectancy" (p. 15).
13. If the author's name is not in the text, follow the quote with the author's name, publication date, and page number:
One study found that "the most common measure of health status is life expectancy" (Starfield 1992:15).

Citations on the works cited page

14. List all references in alphabetical order by author's last names.
15. For multiple authorship, only the first author's name is inverted:
Jones, Arthur B., Colin D. Smith, and Stacey Oliker
16. For two or more listings by the same author(s), list in the order of the year of publication with the earliest year first. Use six hyphens and a period (-----.) in place of the names for repeated authorship.
Mechanic, David. 1989.
-----, 1994.
17. To cite books list author(s), date of publication, title, city and state or country where published, and name of publisher; underline or italicize the name of the book:
Mason, Karen O. 1974. *Women's Labor Force Participation and Fertility*. New York: Ford Foundation.
18. To cite articles from newspapers and magazines list author(s), date, name of article (in quotes), publication name (underlined or italicized), month and day of publication, and page numbers:
Dobrzynski, Judith H. 1997. "Divorce Executive Style, Revisited." *New York Times*, August 24, pp. C1, C6.
19. To cite Internet sources: List author(s) (if known, last name first), date of document, title of document, site address, and date you last accessed the site:
U.S. Census Bureau. June 28, 2005 (last revised.) "American Community Survey: 2003 Data Profile: <<http://www.census.gov.htm>>. (Accessed August 7, 2005)