NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

Sociological Theory Sociology 413

4 Credits

Instructor: Dr. Olga Custer
custero@oregonstate.edu
I will be teaching the course, but you will be using the lecture material created by Dr. Kristin Barker.

COURSE DESCRIPTION

SOC 413. SOCIOLOGICAL THEORY (4).
Historical and philosophical foundations of sociological theory; major schools of thought and their major contributors. PREREQS: (SOC 204 [D-] or SOC 204H [D-])

Along with research methods, theory is central to the discipline of sociology. In effect, theory and methods are the two tools that guide and inform the work of all sociologists. This course will introduce you to sociological theory and encourage you to think theoretically. It provides an overview of the major intellectual foundations leading to the historical development of the science of society and surveys the key schools of sociological thought. Prerequisites: Soc 204

COURSE CONTENT

The course covers classical, modern, and contemporary sociological theories. Students will read primary (i.e., original) theoretical works from each of these epochs. In order to increase scholarly mastery and enable class discussion, students will complete a primary reading worksheet for each assigned primary reading. Each week students will participate in class discussions about primary theoretical readings. Students will also take turns facilitating these class discussions. Students will write a mid-term essay wherein they describe, evaluate, and compare and contrast sociological theories. Students will write a final essay wherein they describe, apply and create sociological theory as it relates to a sociological puzzle or question.

MEASUREABLE STUDENT LEARNING OUTCOMES

Students should be able to do identify, summarize, and compare and contrast key theoretical traditions and theoretical concepts. Using material from the readings, supplemental resources, class discussions and lectures, students should be able to apply theoretical concepts to the social world and (conversely) analyze the social world using theoretical concepts. Students will create their own theoretical analysis of a sociological
Evidence of meeting these learning outcomes will be assessed through class participation, a mid-term paper, and a final paper.

**REQUIRED BOOKS** (Note: You must have the edition of the books listed below)

You can buy a customized and cheaper version of this book at the OSU bookstore (if it has any of two names of the instructors, Olga Rowe or Kristin Barker, it is OK) or an e-version at http://create.mcgraw-hill.com/shop/

Search for ISBN: 9781121029088

**NOTE to prospective students:** Please check with the OSU Bookstore for up-to-date textbook information for the term you enroll (http://osubeaverstore.com/ or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

**EVALUATION OF STUDENT PERFORMANCE**

1) **Primary Reading Worksheets:** This is course is intended to run as a seminar. A seminar is a meeting wherein information is given and discussed. Each of you will be required to give and discuss information about sociological theory on a regular basis. The success of this course as a learning experience, therefore, falls partly on your collective shoulders. To enable our collective engagement with and foster mastery of the course material, you are required to complete a worksheet for each assigned primary readings (denoted as PR). The worksheets are also designed to help you keep up with the heavy reading schedule. You cannot fall behind on the reading in this class and succeed. The content of your worksheets will not be graded but you will be graded based on how many of them you turn in ON TIME, which is before your first contribution to the weekly class discussion. NOTE: you will not receive credit for worksheets you turn in after you have participated in the week’s discussion or viewed the week’s lecture.

Worksheets must be typed. An electronic copy is available on Blackboard.

Worksheets will be graded as follows: 15=100; 14=95, 13=90; 12=85, 11=80; 10=75; 9=70; 8=65; 7=60; 6=55; 5=50; etc.

Worksheets count toward **15 percent** of your course grade.

2) **Participation in Online Group Discussion Forums.** This class requires regular and frequent participation. All students will be required to keep up with the reading and participate in the online discussion at least three times each week on at least three different days. Moreover, the three days cannot be Friday, Saturday and Sunday (i.e., you must post at least once before Thursday at 11:59PM). Discussion content should be grounded in the course material. Use your worksheet as a tool for participating in class discussion. Participation counts toward **15 percent** of your course grade.

Each week the class is structured as followed: First we read the assigned readings, then we discuss the assigned readings, then we review and evaluate the material. Here is how to proceed:

- Early in the week complete the assigned readings.
- Complete and turn in a worksheet for each primary reading (Note: you do not need to complete reading worksheets for the secondary readings).
• Using what you have learned from the readings and completing the worksheets, get involved in the discussion.

• Each week 2-3 students will be in charge of facilitating discussions. Details about your role as discussion facilitator can be found in the document entitled Facilitator Guidelines in the Course Information folder.

• Students must make a minimum of 3 posts per week on three different days (one of which must be before 11:59PM Thursday) to get a passing (C) grade. Think of this as “going to class.”

• If your aspirations are higher than simply passing the course (getting a C) but doing good (getting a B) or excellent (getting an A) you need to be involved more than on a minimum level. This will start by posting more that three posts a week. Your posts also need to be substantive (see below).

• Discussions are not about sharing personal opinions.

• Discussions should be grounded in the course material and linked to specific content from the reading. Your comments must add/contribute to the discussion (i.e., do not merely repeat or restate someone else’s post). Your posts can ask questions, just be sure that your question is detailed and grounded in the readings. Do not just ask, “What did Durkheim mean by anomie?” Instead, provide a description of what you think Durkheim meant by anomie but note you are not sure, and ask if others think you are on the right path. Or, you could specifically explain what you find confusing about “anomie” in ways that reveal your substantive engagement with the readings. These reading materials are very difficult, so the discussion is designed to help us help each other get our heads around the content. The discussion is also a way for me to see that you are really trying to make sense of these difficult readings.

• After you have done the reading, completed your worksheets, and participated in the week’s discussion, view the week’s lecture or lectures. Think of lectures as a review or summary of the week’s materials. Lectures are found under in the Assignment folder organized by week. Once again, please remember that you will not receive the credit for the reading worksheet if you view the lectures prior to submitting the worksheets.

Ground Rules for Online Communication & Participation:

• Online Instructor Response Policy: I will check email frequently and will respond to course-related questions within 48 hours on weekdays. This policy may not apply when I am attending professional events. Please see Announcements for any professional travel I have scheduled during the Term. When you email me, please put Soc 413-400 in the subject heading of your email. Be sure to identify yourself.

• For the course related questions that are not private and that could be useful for other classmates, not only for you, please use the online General discussion board.

• Please check the Announcements area, the course syllabus, and General discussion board before you ask general course "housekeeping” questions (i.e. “who is the facilitator for week five?” “How many primary worksheets do I need to hand in to get a B?”). If you don't see your answer there, then please post your question on the General discussion board. If within 24 hours no one has responded, please contact me. Again be sure to identify yourself and the class in your email.
• Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class or assigned group members.
• Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
• Observation of "Netiquette": All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss
  o writing online: http://goto.intwg.com/
  o netiquette: http://www.albion.com/netiquette/corerules.html

3) Discussion Facilitator: Once during the term you will collaborate with one or more students to facilitate the week’s discussion. The facilitators will engage students in a discussion about the assigned primary readings. The facilitators are expected to work effectively with their co-facilitator(s). One person should not do most of the work nor should you simply divide up the labor and do your individual part. Collectively create a comprehensive plan that will result in the joint coverage of the assigned readings. In sum, you are graded based on how well the group discusses the content of the reading, how well the group facilitates class discussion, and how well you work together as a group. Each facilitator must turn in a copy of the worksheet, although you can turn in the exact same (or similar) material since it is my expectation that you completed the worksheet, more or less, together. Facilitators are responsible for initiating the discussion for the week. Specifically, facilitators should post an initial discussion prompt no later than 11:59 PM Wednesday. Facilitators are also responsible for keeping the discussion going, posting responses to other student's posts, and starting new threads as needed. Then, once your week comes to an end (the discussion forums run from 11:59 PM Wednesday until 11:59 PM Sunday in order to give folks plenty of time to post/discuss), the facilitators are required to collectively write and post a summary of the week's discussion. This summary should be posted no later than Monday at midnight (immediately following your facilitation week). Additional details about your role as discussion facilitator can be found in the Course Information folder in the document Discussion Facilitator Guidelines. Discussion Facilitator counts toward 10 percent of your course grade.

4) Mid-Term Paper: Answer both of the following essay questions. Cite your quotes and include a bibliography using ASA guidelines outlined in Chapter 5 “Citing Sources” from Writing in Sociology by Mark Edwards (PDF available on our course webpage). The mid-term counts toward 30 percent of your course grade.

1. Refer to the ‘Classical Sociological Theory’ chart. It is said that classical sociological theory provides an account of the transition from traditional to modern society. With this as a premise, address the different accounts of this transition according to Marx, Durkheim, and Weber. Refer to the primary and secondary readings to avoid making overly vague and general statements (approximately 4-5 pages typed).

2. Compare and contrast the claims of Du Bois and Gilman regarding the character and experience of inequality in the United States. Refer to primary and secondary
readings to avoid making overly vague and general statements (approximately 3 pages typed).

5) **Final Paper:** The final paper requires you to summarize, apply, and create sociological theory as it relates to a sociological puzzle or question. There is no single correct sociological theory. Rather we select theory to help us make sense of the social world based on the type of research questions we are interested in asking or the types of data we are trying to explain. The primary reading worksheet asks you to specify one research question you could pursue to test the theoretical assertions and claims being advanced in the reading (item IV. 2). Once you have done this task for each reading it’s time to turn the task around. If you could study anything about the social world, what would it be? Set up your research question (perhaps stated as a hypothesis). This must be a testable research question. Then, select one classical, one modern, and one “beyond” modern theorist that can speak to some aspect of your research question. The task is to select theories that offer you the best tools for making sense of your question. In your paper, briefly summarize the main/general theoretical ideas associated with the theorists you have selected. Then describe the particular theoretical claims or concepts advanced by these theorists that are most relevant to your research. In other words, why are these theorists likely to be helpful in making sense of your research question? This requires that you actively theorize yourself since in most cases the specific question you are interested in will not be one that was of a specific concern of your selected theorists. The trick is to take one theoretical concept from each of your theorists and use it to theorize about your sociological puzzle. Be sure to refer to, and quote from, the readings to avoid making overly vague and general statements. The final paper is to be 7-10 pages (typed and double-spaced). You should read Chapters 2, 5 and 16 from *Writing in Sociology* by Mark Edwards. These chapters are available as PDF files on our course webpage. There is a quick guide for citing sources and constructing bibliographies on the course Blackboard page (*Writing Sociology Papers*). The final paper counts toward 30 percent of your course grade.

**GRADING POLICIES**

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**Late Work:** PLEASE NOTE THAT LATE WORK IS ACCEPTED ONLY IN THE CASE OF DOCUMENTED FAMILY AND MEDICAL EMERGENCIES. Providing false information to the Office of the Dean of Student Life or me is a violation of the student conduct policy regarding academic dishonesty and can result in sanctions ranging...
from failing this course to being expelled from the University (See Oregon Administrative Rule 576-015-0020.

There will be no extra credit allowed in this course.

EXPECTATIONS FOR STUDENT CONDUCT

Conduct in This Online Classroom: Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations. (Adapted from statements provided by Becky Warner, SOC)

Academic Dishonesty: Students are expected to comply with all regulations pertaining to academic honesty. Academic dishonesty will not be tolerated. Therefore, students are expected to be honest and ethical in their academic work.

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously
submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

For more information about academic integrity and the University's policies and procedures in this area, please refer to the Student Conduct web site at:

http://oregonstate.edu/studentconduct/code/index.php#acdis

STATEMENT REGARDING STUDENTS WITH DISABILITIES

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS) with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

STUDENT EVALUATION OF TEACHING

We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

TECHNICAL ASSISTANCE:

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

• COURSE DEMO
• GETTING STARTED

COURSE SITE LOGIN INFORMATION

Information on how to login to your course site can be found HERE.

REFUND POLICY INFORMATION

Please see the Ecampus website for policy information on refunds and late fees.
COURSE OUTLINE

I. CLASSICAL SOCIOLOGICAL THEORY

WEEK ONE: Origins of Sociological Theory & Karl Marx

Reading:
1. Chapter 1 in Ritzer
2. Introduction (Pp: 1-25) in Farganis
3. Pp: 29-31 in Farganis
4. Marx and Engels, Reading: *The Manifesto of the Communist Party* in Farganis [PR#0]

Note: you do NOT have to fill out a primary reading worksheet for [PR#0]. Please look at the primary reading worksheet I completed for this reading. This will give you an idea of how to complete a worksheet.

Class Discussion:
NOTE: I will facilitate class discussion on [PR#0]. This will give you an idea of how to facilitate class discussion when it’s your turn.

Videos and Lectures: View the following videos and lectures:
1. Welcome Video:
2. Lecture One: An Overview of Sociology 413
3. Lecture Two: A Brief Overview of Sociological Theory

NOTE: Unlike the rest of the Term, you can view all of these before you participate in class discussion.

WEEK TWO: Karl Marx and Fredrick Engels

Reading:
1. Marx *Economic and Philosophic Manuscripts of 1844* [PR#1]
   Available through Blackboard or directly at
2. *The Fetishism of Commodities & the Secret Thereof* in Farganis [PR#2].
3. Chapter 2 Ritzer

Assignment:
Complete a Primary Reading Worksheet for PR#1 and PR#2. In order to receive credit, this must be turned in before you can participate in class discussion or access the lecture.

Class Discussion:
Group One facilitates a class discussion on [PR#1] and [PR#2]. Use the reading from Ritzer as needed.

Lecture: View the following lecture:
1. Lecture Three: Marx and Engels

WEEK THREE: Emile Durkheim

Reading:
1. Pp: 51-54 in Farganis,
2. “On Mechanical and Organic Solidarity” (Blackboard PDF) [PR#4]
3. “Egoistic Suicide and Anomic Suicide” in Farganis [PR#3]
4. The Elementary Forms of Religious Life in Farganis [PR#5]
5. Chapter 3 in Ritzer

Assignment:
Complete a Primary Reading Worksheet for PR#3, PR#4, PR#5. In order to receive credit, this must be turned in before you can participate in class discussion or access the lecture. Use the reading from Ritzer as needed.

Class Discussion:
Group Two facilitates a class discussion on [PR#3, PR#4, and PR#5]. Use the reading from Ritzer as needed.

Lecture: View the following lecture:
1. Lecture Four: Emile Durkheim

WEEK FOUR: Max Weber
Reading:
1. Pp: 73-77 in Farganis
2. The Protestant Ethic and the Spirit of Capitalism, Chapters 2 and 5 [PR#6] Available through Blackboard (Ch 2) and (Ch 5).

NOTE: This is NOT the very short excerpt from The Protestant Ethic in Farganis.
3. “Bureaucracy” in Farganis [PR#7]
4. “Power, Domination and Types of Authority” in Farganis [PR#8].
5. Chapter 4 in Ritzer

Assignment:
Complete a Primary Reading Worksheet for PR#6, PR#7, PR#8. In order to receive credit, this must be turned in before you can participate in class discussion or access the lecture. Use the reading from Ritzer as needed.

Class Discussion:
Group Three facilitates a class discussion on [PR#6, PR#7, and PR#8]. Use the reading from Ritzer as needed.

Lecture: View the following lecture:
1. Lecture Five: Weber and the Iron Cage of Rationality

WEEK FIVE: Other Classical Voices
Reading:
1. pp: 139-141 in Farganis
2. Du Bois, The Souls of Black Folk in Farganis [PR#9]
4. Gilman, Women and Economics (Blackboard PDF) [PR#11]
5. Selected page from Chapter 6 in Ritzer (Pp: 205-206, 208-209).

Assignment:
Complete a Primary Reading Worksheet for PR#9, PR#10, PR#11. In order to receive credit, this must be turned in before you can participate in class discussion or access the lecture. Use the reading from Ritzer and other secondary sources as needed.

Class Discussion:
Group Four facilitates a class discussion on [PR#9, PR#10, and PR#11]. Use the reading from Ritzer and other secondary sources as needed.

Lecture: View the following lecture:
1. Lecture Six: Writing Your Mid-Term Paper

MID-TERM PAPER DUE DATE. -- TBA

II. MODERN SOCIOLOGICAL THEORY

WEEK SIX: Modern Functionalist and Conflict Theories
Reading:
1. pp. 157-159 in Farganis
2. Parsons, “Age & Sex in the Social Structure of the US” (Blackboard PDF) [PR#12]
3. pp: 193-195 in Farganis
5. Select pages from Chapter 6 in Ritzer (Pp: 207-217).

Assignment:
Complete a Primary Reading Worksheet for PR#12 and PR#13. In order to receive credit, this must be turned in before you can participate in class discussion or access the lecture. Use the reading from Ritzer as needed.

Class Discussion:
Group Five facilitates a class discussion on [PR#12 and PR#13]. Use the reading from Ritzer as needed.

WEEK SEVEN: Symbolic Interactionist Theory & Summing Up Modern Theory
Reading:
1. pp. 297-299 in Farganis
2. Goffman, The Presentation of Self in Everyday Life in Farganis [PR#14].
3. Chapter 7 & 10 in Ritzer, emphasize relevant pages

Assignment:
Complete a Primary Reading Worksheet for PR#14. In order to receive credit, this must be turned in before you can participate in class discussion or access the lecture. Use the reading from Ritzer as needed.

Class Discussion:
Group Six facilitates a class discussion on [PR#12 and PR#13]. Use the reading from Ritzer as needed.

Lecture: View the following lecture:
1. Lecture Seven: Three Sociological Traditions
III. BEYOND MODERN SOCIOLOGICAL THEORY

WEEK EIGHT: Gender & Feminist Theory

Reading:
1. pp: 385-389 in Farganis
2. Smith, “Women’s Experience as a Radical Critique of Sociology” in Farganis [PR#15]
3. Collins, Black Feminist Thought (Blackboard PDF; NOTE: This is an excerpt on Blackboard and not the excerpt in Farganis) [PR#16]
4. OPTIONAL Chapter 13 in Ritzer (By Lengermann and Niebrugge),

Assignment:
Complete a Primary Reading Worksheet for PR#15 and PR#16. In order to receive credit, this must be turned in before you can participate in class discussion or access the lecture. Use the reading from Ritzer as needed.

Class Discussion:
Group Seven facilitates a class discussion on [PR#15 and PR#16]. Use the reading from Ritzer as needed.

WEEK NINE: Foucault & Postmodernism (POMO)

Reading:
1. pp: 357-358 in Farganis
2. Foucault, “The Carceral” in Farganis [PR#17]
3. Chapter 17 Ritzer, emphasize relevant pages

Assignment:
Complete a Primary Reading Worksheet for PR#17. In order to receive credit, this must be turned in before you can participate in class discussion or access the lecture. Use the reading from Ritzer as needed.

Class Discussion:
Group Eight facilitates a class discussion on [PR#17]. Use the reading from Ritzer as needed.

Class Discussion:
In a separate thread of class discussion, you will briefly state the research question you plan to use in your final paper. In addition to briefly stating your sociological question or puzzle, list the three theorists you plan to use to theorize about your puzzle. Provide at least two of your peers with targeted, thoughtful feedback about their proposed research question and theorists.

Lectures: View the following lectures:
1. Lecture Eight: Feminism and Postmodernism (POMO)
2. Lecture Nine: Sociological Theory in Review and Writing Your Final Paper

WEEK TEN: Creating Sociological Theory
Class Discussion:
Continue to discuss the plans for your final papers as a group. Provide your peers with a narrative update about the progress you have made on your paper no later than 8PM Tuesday. Address some of these questions: What has gone well in the development of your final paper? What has not gone well in the development of your final paper? Where are you struggling to put the pieces together? Help each other problem solve in a discussion format. Provide at least two of your peers with targeted, thoughtful feedback about their paper’s progress.

Assignments:

1. Draft of Final Paper. Complete a draft of your final paper by 10PM Friday to exchange with a peer.

2. Peer Review. Sign up in groups of two by 10PM Friday. Exchange papers with your group member and complete a review of each other’s final paper using the Peer Review Form provided. You should also mark/type on your peer’s paper. You can do this in a number of different ways (e.g., highlight your typed remarks, use Track Changes to highlight your type remarks, insert comments, use different colored font to denote your comments, etc.). Return your peer’s paper with your comments and the completed Peer Review Form by 10PM Saturday.

FINAL’S WEEK: FINAL PAPER DUE DATE -- TBA