

SOC 310

DEVELOPMENT OF SOCIAL THEORY

MWF: 9:10 to 10:00 | Spring 2020

Class info:

Meetings: MWF 9:10-10:00

Location: Todd Hall 125

Catalog description:
Foundations of sociological theory; introduction to original works of early social theorists.

Instructor: (profile on p. 3)

Dr. Samuel C. Mindes

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office: Wilson-Short 150

office hours:

Monday, Wednesday, & Friday
10:30-11:30a

Teaching Assistant:

Liz Aust, M.A.

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office: Wilson-Short 147

office hours:

Tuesday 11:00a-1:30p

Textbook:

W. Longhofer and D. Winchester.
Social Theory Re-Wired, 2nd edition. Routledge, 2016.

Course Websites:

Textbook companion website:

routledgesoc.com

Blackboard Learn course site:

learn.wsu.edu



Why social theory?

Sociology is the systematic and scientific study of human social behavior, groups, and society. It requires *critical thinking*—objectively assessing ideas, statements, and information while asking questions and questioning answers. **Social theory** is a key tool for sociological study. Theories are our ways of explaining and conceptualizing the relationships between social and individual circumstances and characteristics. We develop and test theories through a research process that carefully identifies and defines concepts and their relationships. You will learn about and apply *theoretical paradigms*—perspectives or particular ways of viewing and analyzing phenomena.

These theories inform sociological investigation through the **macro-level** approach, which is concerned with society as a whole, social institutions, and organizations, and the **micro-level** approach, which is concerned with small groups and more personal interactions. As we think about these social theories, we will use our **sociological imagination**. C. Wright Mills described this concept as the quality of mind that provides an understanding of individuals in the context of larger society and distinguishes between personal troubles that affect individuals and social issues that affect society.



Brief Class Schedule

| Week of | Monday | Wednesday | Friday |
|---------|----------------------|-------------------|---------------|
| 1/13 | Course Introduction | | Unit Intro |
| 1/20 | No Class | Durkheim | Durkheim |
| 1/27 | Durkheim | | Merton |
| 2/3 | Garfinkel | Berger & Luckmann | Unit Test |
| 2/10 | Unit Intro | Marx & Engels | Marx & Engels |
| 2/17 | No Class | Marx | Wallerstein |
| 2/24 | Bourdieu | Harvey | Unit Test |
| 3/2 | Unit Intro | Weber | |
| 3/9 | Weber | Weber | Marcuse |
| 3/16 | Spring Break | | |
| 3/23 | Habermas | Foucault | Unit Test |
| 3/30 | Unit Intro | Du Bois | Beauvoir |
| 4/6 | Omi & Winant | Fanon | Smith |
| 4/13 | Collins | | Unit Test |
| 4/20 | Unit Intro | Mead | Simmel |
| 4/27 | Goffman | Butler | Giddens |
| 5/4 | Unit Test/Final Exam | | |

Grade Breakdown

| | |
|--------------------------|----------------|
| 'Writing Out Loud' (x15) | 75 pts |
| Reflective Essay | 30 pts |
| Unit Tests (x5) | 125 pts |
| Final Exam Essays | 20 pts |
| Total* | 250 pts |

*points will be lost for poor attendance

Grade Scale

| | | |
|-----------|---------|----------|
| A | 232-250 | 93-100% |
| A- | 225-231 | 90-92.5% |
| B+ | 217-224 | 87-89.5% |
| B | 207-216 | 83-86.5% |
| B- | 200-206 | 80-82.5% |
| C+ | 192-199 | 77-79.5% |
| C | 182-191 | 73-76.5% |
| C- | 175-181 | 70-72.5% |
| D+ | 167-174 | 67-69.5% |
| D | 150-166 | 60-66.5% |
| F | 0-149 | 0-59.5% |

Course Description

This course is an introduction to classical and contemporary social theory. This semester, we will draw connections from foundational sociological theorists—**Emile Durkheim**, **Karl Marx**, and **Max Weber**, among others—to thinkers from the mid-20th century to now. No course could ever fully encapsulate the entire breadth of social theory. But, in this course, we will focus on the original writings from many classical theorists and the more contemporary takes on similar ideas.

Thus, this course requires reading. It necessitates comprehending complex compositions and confronting confusing concepts. Many of our texts are old and written about unfamiliar societies. However, we, as a class, will succeed in critically reading and understanding these pieces. Together we will interpret and apply the many theories we encounter throughout the semester.

From this course, you will get a better understanding of how society works and how social theory developed. We will look at the roots of sociological theory and the path it took to shaping our modern understanding of society.

My Approach to the Course

We will use a variety of tools to understand and apply the complexities of social theory. I will regularly give original lectures, but you will also learn through activities, discussions, video and audio clips, and other processes and artifacts. This class will rely on active learning, so come to class prepared to be not just an observer but an active contributor to the course. We will also rely on experiential learning, through which you will use your own diverse experiences to help us understand the material.

Reading Expectations

You are expected to complete the selected readings **before coming to class** on the day listed on the schedule. We will spend class time discussing, analyzing, and interpreting the readings.





Instructor profile:

Dr. Mindes is a global sociologist trained in the areas of migration, globalization, and development. His research uses quantitative and qualitative methods to explore causes and consequences of human mobility in the modern age. His dissertation examined American emigration to Canada and Mexico. His current projects focus on ethnic economies and community development, chiefly where they overlap with migration studies. He splits his time between teaching sociology at Washington State University and conducting research at the University of Idaho, where he works in the Agricultural Economics and Rural Sociology Department on a USDA AFRI grant-supported project on minority entrepreneurship. Personally, Dr. Mindes enjoys cooking, playing tennis, hiking, and spending time with his wife and dog (see picture below; wife not shown).



Course Objectives

- *identify key social theories and contributions of social theorists
- *recognize, define, evaluate theoretical approaches to studying society from a sociological perspective
- *apply course concepts to personal experiences
- *demonstrate an openness toward alternative perspectives

Attendance, Participation, and Socrative

We will regularly check attendance and participation throughout the semester. To monitor attendance and participation, we will use a free student response system called Socrative. This tool encourages active participation and lively discussion. You will access the system through the website ([socrative.com](https://www.socrative.com)) or the Socrative app, using your WSU ID to log in. I will demonstrate Socrative at the start of the semester.

Absence policy: You may miss three classes with no penalty. For each *additional* absence, **you will lose 5 points** from your grade.

'Writing Out Loud' Assignments

15 at 5 points each

Throughout this course, you will regularly complete shorter writing assignments, called 'Writing Out Loud.' You are required to complete 3 of these assignments for each of our 5 units. These assignments will require you to react and respond to prompts directing you to key ideas in the text from our various social theorists. For each of the 29 excerpt you read this semester, you will be presented with one prompt. You will choose which 15 prompts to respond to with these restrictions: you must complete 3 per unit with at least one to a classical theorist and one to a contemporary theorist. These are due via Blackboard prior to the start of class on the day we discuss that reading.

Reflective Essay Assignment

30 points

You will write one longer essay later in the semester, which will require you to think more in-depth about several of our theorists. Details on this assignment will be provided later. Specific due dates for this assignment will be provided with the separate assignment sheet and will be added to the online course calendar.

Unit Tests

5 at 25 points each; 20 points for final essays

The course is divided into five topical units. At the end of each unit, you will take a test over unit readings that will include quote identification, concept definition, and short responses. The Unit V test (on Final Exam day) will also include cumulative essays.

Detailed Course Schedule

| Unit | Day & Date | Topic or Activity | Reading |
|--|----------------------|---|-----------------------|
| Introduction | M 1/13 | Introduction and syllabus | |
| | W 1/15 | What is social theory? The process of social theory | on BlackBoard |
| Unit I Emergence through Convergence: The Puzzles of Social Order | F 1/17 | Unit Intro: This Deserted Island is Out of Order | STR (pp. 1-7) |
| | M 1/20 | NO CLASS: MLK, Jr. Day | |
| | W 1/22 | Durkheim: <i>The Rules of the Sociological Method</i> | STR #1 (pp. 9-15) |
| | F 1/24 | Durkheim: <i>Suicide</i> | STR #3 (pp. 40-51) |
| | M 1/27 | Durkheim: <i>The Division of Labor in Society</i> | STR #2 (pp. 16-39) |
| | W 1/29 | <i>The Division of Labor... (continued)</i> | |
| | F 1/31 | Merton: "Manifest and Latent Functions" | STR #5 (pp. 68-84) |
| | M 2/3 | Garfinkel: <i>Studies in Ethnomethodology</i> | STR #6 (pp. 85-95) |
| | W 2/5 | Berger and Luckmann: <i>The Social Construction of Reality</i> | STR #8 (pp. 110-122) |
| | F 2/7 | Unit I Test | |
| Unit II Networks of Capital: Dimensions of Global Capitalism | M 2/10 | Unit Intro: Salvaging What Wall Street Left Behind | STR (pp. 123-128) |
| | W 2/12 | Marx & Engels: <i>The German Ideology</i> | STR #9 (pp. 131-135) |
| | F 2/14 | Marx & Engels: <i>Manifesto of the Communist Party</i> | STR #10 (pp. 136-144) |
| | M 2/17 | NO CLASS: Presidents' Day | |
| | W 2/19 | Marx: <i>Capital</i> | STR #11 (pp. 145-151) |
| | F 2/21 | Wallerstein: "The Rise and Future Demise of the..." | STR #13 (pp. 159-168) |
| | M 2/24 | Bourdieu: "The Forms of Capital" | STR #15 (pp. 184-197) |
| | W 2/26 | Harvey: "Capitalism: The Factory of Fragmentation" | STR #17 (pp. 216-220) |
| F 2/28 | Unit II Test | | |
| Unit III Pathway to Meltdown: Theorizing the Dark Side of Modernity | M 3/2 | Unit Intro: Your Smartphone Might Be an Evil Genius | STR (pp. 221-227) |
| | W 3/4 | Weber: <i>The Protestant Ethic and the Spirit of Capitalism</i> | STR #18 (pp. 229-256) |
| | F 3/6 | <i>The Protestant Ethic... (continued)</i> | |
| | M 3/9 | Weber: "Bureaucracy" | STR #21 (pp. 287-292) |
| | W 3/11 | Weber: "Class, Status, Party" | STR #22 (pp. 293-301) |
| | F 3/13 | Marcuse: <i>One-Dimensional Man</i> | STR #23 (pp. 303-311) |
| | 3/16 - 3/20 | NO CLASS: Spring Break | |
| | M 3/23 | Habermas: <i>Toward a Rational Society</i> | STR #24 (pp. 312-318) |
| | W 3/25 | Foucault: <i>Discipline and Punish</i> | STR #25 (pp. 319-329) |
| F 3/27 | Unit III Test | | |
| Unit IV Shifting the Paradigm: Excluded Voices, Alternative Knowledges | M 3/30 | Unit Intro: Webs of Knowledge in the Digital Divide | STR (pp. 353-359) |
| | W 4/1 | Du Bois: <i>The Souls of Black Folk</i> | STR #27 (pp. 361-366) |
| | F 4/3 | Beauvoir: <i>The Second Sex</i> | STR #28 (pp. 367-376) |
| | M 4/6 | Omi & Winant: <i>Racial Formation in the United States</i> | STR #29 (pp. 378-393) |
| | W 4/8 | Fanon: <i>Black Skin, White Masks</i> | STR #30 (pp. 394-401) |
| | F 4/10 | Smith: <i>The Conceptual Practice of Power</i> | STR #32 (pp. 418-424) |
| | M 4/13 | Collins: <i>Black Feminist Thought</i> | STR #33 (pp. 425-444) |
| | W 4/15 | <i>Black Feminist Thought (continued)</i> | |
| F 4/17 | Unit IV Test | | |
| Unit V Rise of the Avatar: Connecting Self and Society | M 4/20 | Unit Intro: Through the Looking Glass of Facebook | STR (pp. 445-451) |
| | W 4/22 | Mead: "Self" | STR #34 (pp. 453-468) |
| | F 4/24 | Simmel: "The Metropolis and Mental Life" | STR #35 (pp. 469-477) |
| | M 4/27 | Goffman: <i>The Presentation of Self in Everyday Life</i> | STR #37 (pp. 482-493) |
| | W 4/29 | Butler: <i>Gender Trouble</i> | STR #39 (pp. 501-511) |
| | F 5/1 | Giddens: <i>Modernity and Self-Identity</i> | STR #40 (pp. 512-520) |
| | M 5/4 | Unit V Test (Final Exam) @ 8am | |

University and Course Policies

WSU Reasonable Accommodation Statement

Students with Disabilities: Reasonable accommodations are available for students with documented disabilities or chronic medical conditions. If you have a disability and need accommodations to fully participate in this class, please visit the Access Center website to follow published procedures to request accommodations: <http://www.accesscenter.wsu.edu>. Students may also either call or visit the Access Center in person to schedule an appointment with an Access Advisor. Location: Washington Building 217; Phone: 509-335-3417. All disability related accommodations MUST be approved through the Access Center. Students with approved accommodations are strongly encouraged to visit with instructors early in the semester during office hours to discuss logistics.

Late Work and Extra Credit

I expect all assignments to be submitted by the established due date. Exceptions will be made only in extenuating circumstances when issues in meeting the original deadline are brought to the attention of the instructor or TA as early as possible. However, I am making no promises for accepting late work.

I may add extra credit assignments to the course but will do so at my own discretion. Extra credit is not an alternative to completing course assignments, excelling on tests, or attending all meetings. Do not count on extra credit to save your grade!

Academic Integrity

Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU's Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will receive academic sanctions appropriate to the severity of the violation, will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at conduct.wsu.edu.

Plagiarism

Plagiarism is defined as presenting another's work or ideas as one's own. You are expected to do your own work on all assignments. Students who plagiarize will receive a 0.0 in the course.

SafeAssign: This course will utilize SafeAssign for the submission and evaluation of some assignments. This is a feature on Blackboard that automatically investigates the originality of the text. This is done solely for the purpose of detecting plagiarism in such documents and ensures others do not use your thoughts and ideas without proper citations. Any assignment submitted outside of SafeAssign will still go through this process but will be submitted to SafeAssign by the instructor. When non-original text is detected, it does not identify plagiarism necessarily, as verbatim text can be used with proper citation.

More details on the process of submitting through SafeAssign will be provided during the course.

Undergraduate Writing Center

The Writing Center provides free, walk-in peer consultation services. The use of the face-to-face services of both the Writing Center (CUE 303) and the Writing Commons (CUE 402) is strongly encouraged. Online tutoring is available through eTutoring.org. Additionally, an extensive list of resources is available on The Writing Center's website (<https://writingprogram.wsu.edu/undergraduate-writing-center/>), covering style, grammar, proper citation, and much more.

Respect for Others

I expect all members of our class, including the instructor, to demonstrate respect for one another in all aspects. This course incorporates diverse perspectives and practices. Everyone in the course is expected to demonstrate respect for each other's thoughts in class. To meet this expectation, we will all aim to not interrupt one another and not belittle anyone for their comments. If a hurtful or inappropriate comment is made, the instructor will handle it according to class, departmental, and university policy.

A part of your respect for the class is respecting the classroom as a learning environment. Students shall not begin packing up while someone is talking or finishing a point before the end of class, as doing so is extremely disruptive to the class. The class will end no later than its scheduled end time. Likewise, students must turn off or silence all modes of electronic communication—such as phones, tablets, and computers—prior to the start of class. Furthermore, the use of these devices is for purposes unrelated to the class is a distraction to you, your classmates, and the instructor. Please do not use class time for other purposes. We should all make an effort to keep the classroom a distraction-free environment where every student's learning needs can be accommodated.

Attendance Policy

Students are expected to attend all classes to succeed in the course. In circumstances where this is not possible, it is incumbent upon that student to find out from a classmate what he or she may have missed in class. Attendance will be regularly taken. Exceptions for missed classes will only be granted with proper University approved documentation. Following an absence from class, students should not e-mail the instructor to ask whether they have missed something important. All material covered during class meetings is essential to achieving the course objectives and vital to earning a strong grade.

University Policy on Attendance

Students who have not attended class and laboratory meetings during the first week of the semester may be dropped from the course by the department. Students should not assume that they have been dropped without verifying their class schedules on myWSU. Students having extenuating circumstances which prevent their attendance during the first week should notify the Office of the Dean of Students. Valid reasons for missing classes do not relieve the student of making up the work missed. See Appendix, Rule 72.

Limits to Confidentiality

Materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of WSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve WSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports will trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with WSU Counseling and Psychological Services personnel.

Incomplete Grade Policy (Academic Rule 90b)

Incompletes are granted only with permission of the instructor and are subject to the following guidelines:

1. Students must request an incomplete in writing or by e-mail from the instructor before the end of the semester.
2. The request must be signed and dated by the student (or identified by student's e-mail address), and must explain the reasons behind the request for the incomplete.
3. In order to be considered for an incomplete, there are two main conditions:
 1. A student must complete a minimum amount of the assigned course work. Specifically, a student must complete 75 percent of the course work.
 2. A student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.
4. If extraordinary circumstances (e.g., family emergency, serious illness) are involved and are documented to the instructor's satisfaction, the professor/ instructor retains the discretion to grant an incomplete even if the minimum conditions outlined in item 3 above are not met.

If an incomplete is granted, the standard WSU policy applies (i.e., ALL work must be completed within one full year from the end of the enrollment semester at issue, unless a shorter time is specified by the instructor. Otherwise, an automatic grade of "F," or failing, will be entered on the student's transcript).

Dropping the Class

Students are encouraged to contact the Registrar's office for guidance on dropping the class this semester. The Registrar can be contacted at 509-335-5346 or registrar@wsu.edu.

Safety and Emergency Notification

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the "Alert, Assess, Act," protocol for all types of emergencies and the "[Run, Hide, Fight](#)" response for an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the [FBI's Run, Hide, Fight video](#) and visit the [WSU safety portal](#).