SOCIAL THEORY
Sociology 3140-001
University of Utah, Spring 2020
Tuesday/Thursday, 12:25pm-1:45pm, BEHS 110

[THIS IS A TENTATIVE SYLLABUS. IT IS SUBJECT TO CHANGE.]

Instructor: Marcel Paret, BEHS 408-A, marcel.paret@soc.utah.edu
Office hours – Wednesdays, 2:00pm-3:00pm

Teaching assistant/grader: Shane Miller

Course Description
Social theory operates at multiple levels. This course primarily addresses grand theories, which examine broad structures and trends. These grand theories provide a foundation for the discipline of sociology. Throughout the course, we will compare and contrast different theories by consistently posing a series of questions: What is the division of labor, and what are its functions and consequences? Where do groups (classes, races, genders, etc.) come from? How do individuals fit within social structures? How is inequality produced and reproduced? What is the state and what role does it play? What are the driving forces of history and social change?

The objectives of the course include:
--to identify the concepts that social theorists deploy, and describe how the concepts relate to each other;
--to compare and contrast different social theories;
--to develop critical thinking, reading, and writing skills;
--to apply social theory to student lives and current events;
--to critically examine the contemporary world and consider possible alternatives.

The course includes twelve modules, with each one devoted to a different theorist or pair of theorists. After briefly addressing Adam Smith, we then turn to three different theoretical traditions: Marxism (Marx, Lenin, Gramsci, Fanon); sociology (Durkheim, Foucault, Weber, Du Bois); and feminism (MacKinnon, Collins, Mohanty, Anzaldua, Butler).
## Course schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Description</th>
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<tbody>
<tr>
<td>January 7</td>
<td></td>
<td>Introduction</td>
</tr>
<tr>
<td>January 9</td>
<td>1</td>
<td>Smith</td>
</tr>
<tr>
<td>January 14/16</td>
<td>2</td>
<td>Marx</td>
</tr>
<tr>
<td>January 21/23</td>
<td>3</td>
<td>Lenin</td>
</tr>
<tr>
<td>January 28/30</td>
<td>4</td>
<td>Gramsci</td>
</tr>
<tr>
<td>February 4/6</td>
<td>5</td>
<td>Fanon</td>
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<tr>
<td>February 11</td>
<td></td>
<td>Review session</td>
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<tr>
<td>February 13</td>
<td></td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>February 18/20</td>
<td>6</td>
<td>Durkheim</td>
</tr>
<tr>
<td>February 25/27</td>
<td>7</td>
<td>Foucault</td>
</tr>
<tr>
<td>March 3/5</td>
<td>8</td>
<td>Weber</td>
</tr>
<tr>
<td>March 10/12</td>
<td></td>
<td>Spring Break – NO CLASS</td>
</tr>
<tr>
<td>March 17/19</td>
<td>9</td>
<td>Du Bois</td>
</tr>
<tr>
<td>March 24/26</td>
<td>10</td>
<td>MacKinnon</td>
</tr>
<tr>
<td>March 27</td>
<td></td>
<td>Theory Debate Paper due</td>
</tr>
<tr>
<td>March 31/April 2</td>
<td>11</td>
<td>Collins/Mohanty</td>
</tr>
<tr>
<td>April 7/9</td>
<td>12</td>
<td>Anzaldua/Butler</td>
</tr>
<tr>
<td>April 16</td>
<td></td>
<td>Review session</td>
</tr>
<tr>
<td>April 21</td>
<td></td>
<td>Final Exam</td>
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Participation/attendance

The class meets two times each week. Beginning in the second week, we will have lecture on Tuesday and workshop on Thursday. The goal of the workshop is to critically evaluate the reading and lecture materials, and to consider how they apply to contemporary examples. Workshops will involve a wide range of activities, such as watching videos, working in small groups, giving presentations, discussing with the entire class, and reading news articles.

I expect you to participate through 1) regular attendance and 2) talking. I will take attendance in every class. Talking may involve, for example, reading out passages, participating verbally in small group activities, making a comment during class discussion, or giving a presentation.

This is NOT an invitation to dominate discussion. While some people are very comfortable speaking in class, for others it is terrifying. You do not get points for talking a lot. The goal is for everybody to have a chance to enrich the discussion by sharing their views. Showing respect and encouragement, and making space for others, are equally important as talking.

Reading

*Reading is central to this course.* Effective reading skills are crucial for your own personal, professional, and intellectual development, and reading is invaluable in terms of grasping the course material. It will be difficult to do well in the course if you do not read regularly.

I do NOT expect you to fully comprehend each reading on your own. I *do expect, however, that you will take the time to read fully and carefully, and that you will make a serious attempt to follow what you read.* Struggling through the readings will make the lectures more valuable.

All of the readings for the course are available, for free, on Canvas. The specific reading assignments (i.e. page numbers you should read) and guiding questions are available in the “Readings and Questions” document.

The guiding questions are crucial. They underpin both the lectures and the exams. One of the best ways to do well in the course is to follow these questions carefully, to develop answers to them, and to find passages in the text that support those answers. Reviewing the guiding questions and brainstorming answers to them is a great way to prepare for the exams.

To facilitate your reading, I hand-marked the important passages with underlines and lines along the side. *You only need to read the hand-marked passages.*

**SUMMARY OF POINTS ABOUT READING:**

1. Reading is important, make sure you do it.
2. Pay careful attention to the required page numbers and hand-marked passages.
3. Follow the guiding questions and attempt to answer them as you read.
Exams

There will be two exams: a Midterm Exam and a Final Exam. Both exams will be cumulative, covering all of the course material up to that point. The exams will require you to demonstrate a basic understanding of the theories, and to compare and contrast them.

Both exams will take place during a regularly scheduled class meeting. The Midterm Exam will take place on Thursday, February 13, and the Final Exam will take place on Tuesday, April 21. I will hold review sessions before each exam.

You may NOT bring notes or readings to the exam.

Theory Debate Paper

There is one short paper assignment of 500-600 words, which will require you to construct a debate between two of the theorists with regard to a current topic. I will distribute further details at the beginning of March. The paper will be due on Friday, March 27 at 11:59pm.

Application Essays

To make social theory relevant, we must examine how it relates to our own experiences and to the world around us. The Application Essay assignments require you to apply the theories to current events and personal experiences by writing short essays of 150-200 words.

There is one Application Essay assignment for each Module. You must complete any 7 of the 12 assignments. You may choose which essays to complete. Please keep in mind that we will only grade the first 7 essays that you complete. We will not grade additional essays.

Application Essays are due on Wednesday in the week after we cover the given Module in class. Here are the due dates for each of the Application Essay assignments:

Calculation of the final course grade

Your final grade will depend on your scores for participation/attendance, the application essays, the theory debate paper, and the two exams. Each component is worth the following points:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>200</td>
<td>20 percent</td>
</tr>
<tr>
<td>Application essays</td>
<td>250</td>
<td>25 percent</td>
</tr>
<tr>
<td>Theory debate paper</td>
<td>150</td>
<td>15 percent</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>200</td>
<td>20 percent</td>
</tr>
<tr>
<td>Final exam</td>
<td>200</td>
<td>20 percent</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,000</td>
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I will determine your final grade by the total number of points you earn out of 1,000 possible points. *Total points will translate into letter grades as follows:*

- **A** 900-1000 points
- **B-** 500-599 points
- **D+** 150-199 points
- **A-** 800-899 points
- **C+** 400-499 points
- **D** 100-149 points
- **B+** 700-799 points
- **C** 300-399 points
- **E** 0-99 points

To help you keep track of your progress through the course, below are two *hypothetical examples* of scores on the various items, leading to a final grade of either **A** or **B**.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>A grade</th>
<th>B grade</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>180</td>
<td>120</td>
</tr>
<tr>
<td>Application essays</td>
<td>225</td>
<td>150</td>
</tr>
<tr>
<td>Theory debate paper</td>
<td>135</td>
<td>90</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>175</td>
<td>110</td>
</tr>
<tr>
<td>Final exam</td>
<td>185</td>
<td>130</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td>900</td>
<td>600</td>
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You will receive a single point score for each of the following: participation; the theory debate paper; Midterm and Final exams.

On the Application Essays, you will receive one of three grades for each essay: check, check-plus, or check-minus. These grades translate into points as follows:

- Each “check-minus” essay: 10 points
- Each “check” essay: 20 points
- Each “check-plus” essay: 30 points

I will supplement these per-essay grades in two ways. First, for those students who earn 90 total points or less on the first four essays, you can earn a 7-point “improvement bump” for each “check-plus” grade you earn in the last three essays. You must complete all 7 essays to be eligible for any improvement bump points.

Second, you will earn a certain number of completion points, depending on how many of the 7 essays you complete:

- Completion of 0-3 essays: 0 points
- Completion of 4-6 essays: 20 points
- Completion of all 7 essays: 40 points
Disability services

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Academic misconduct

Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (http://regulations.utah.edu/academics/6-400.php).

Sexual misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Safety

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.
CSBS EMERGENCY ACTION PLAN

BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at http://emergencymanagement.utah.edu/eap.

CAMPUS RESOURCES

U Heads Up App: There’s an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- Emergency Response Guide: Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.

- See Something, Say Something: Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.

University of Utah Social and Behavioral Sciences