



# Social Theory (SOC 101) Syllabus

CRN 25878, Spring 2023

<b>Instructor</b>	Dr. Tracy DeHaan
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<b>Text</b>	408.755.5446
<b>Virtual Office Hours</b>	Mondays 11:15-12:15pm and 2-3pm <a href="#">by appointment</a> on Zoom/Phone Wednesdays 4:15-5:15 drop-in (with waiting room) on <a href="#">Zoom</a>
<b>Office Location</b>	Online Only
<b>Class Days/Time</b>	Asynchronous – No scheduled meeting times
<b>Classroom</b>	Online Only
<b>Prerequisites</b>	SOCI 1 (or equivalent) and upper-division standing; SOCI 100W is a prerequisite or co-requisite for SOCI 101 for SOCI Majors

## COURSE DESCRIPTION

In this course, we will read theoretical texts every week, and we'll spend time understanding how they have been used to explain and understand specific social phenomenon. Theory must be relevant to real life "social facts" for it to survive, and we will work toward bridging the abstract concepts in our readings with the world around us. By the end of the class, you will likely find that some theories are your favorite; these are often those theories that are also most relevant to your everyday life.

This course covers both classical (the "founding fathers") and contemporary (1960s to present) social theories. We will read and discuss multiple theorists in order to gain perspective from diverse voices, and we will explore various approaches to understanding the social world. We will read and discuss original (often translated) text, which will provide a brief overview of the most important and well-known thinkers within the discipline. We will cover a wide array of topics, including capitalism, stratification (class/race/gender), criminality, suicide, development of the self, feminist theory, bureaucracies, work, deviance, social constructionism, critical race theory, structuralism, city life, globalization, and social control.

Social theory is amongst the most challenging and rewarding pursuits within sociology. ***This is a hard course. This class requires a significant amount of reading, writing, and thinking.*** Despite the challenges this course presents, if you do your work diligently and proactively you will succeed in this class and maybe even grow to love it. 😊

This course is delivered completely online. We will not meet synchronously (unless for virtual office hours), and Canvas will be the main platform for communication and course engagement. All assignments, activities, lectures, and assessments will be completed in Canvas by the corresponding due dates. You are expected to review the course site regularly to check due dates, access materials, and stay on top of all course-related communications. Please review the introductory module for detailed information on course expectations (the syllabus content), answers to common questions, and support resources.

## COURSE MATERIALS AND RESOURCES

### **Required Text/Readings**

I have taken the liberty of posting both required books to Canvas as .pdf files. If you'd prefer hard copies, here is the information you'll need to purchase them:

Kivisto, Peter (ed.). 2021. *Social Theory: Roots and Branches*, 6<sup>th</sup> Edition. New York: Oxford University Press.

Collins, Suzanne. 2008. *The Hunger Games*. New York: Scholastic.

Additional course materials, such as electronic readings outside the textbooks, videos, the syllabus, assignment instructions, etc. can be found on the Canvas learning management system course website at <https://sjsu.instructure.com/>.

Students will be expected to consume the assigned materials before participating in class assignments and quizzes.

### **Lectures**

*Each module contains lecture videos that **you are expected to watch**.* These videos explore the assigned chapters and help you to better understand the assigned materials. Treat the lecture videos as you would class attendance. Please pay attention, take notes, and ask me questions about the content! **You will only do well in the course if you watch them regularly.**

### **Internet/Computer Access**

All students will need consistent access to an electronic device with a strong Internet connection. Canvas runs best on a desktop/laptop. Please note, there are often glitches in the Canvas app for mobile devices. Therefore, *you should rely on something other than your cell phone or tablet to complete the work of the class.* [Computing services](#) are available on campus if you need access to an electronic device. If you are a low-income student, you may qualify for [discounted Internet through Xfinity](#).

### **Adobe Reader**

All students must have access to a program that can open .pdf files. [Adobe Reader](#) is a free software program that can open .pdf files, and it is available on Mac, PC, and most [mobile operating systems](#).

### **Free Copy of MS Word**

All students have free access to Microsoft Office products, including Word. All you need is a personal computer and your campus email address to [download the software for free](#).

### **Cloud Storage**

[Dropbox](#) is a free cloud storage application. It allows you to access your files from any Internet device. It also acts as a backup for your files in case your computer is lost, stolen, or damaged. I highly recommend using Dropbox or a similar program ([Google Drive](#)) to store your work in this class. ***I do not allow for makeups due to lost or damaged electronic files.***

### **The Writing Center**

The [SJSU Writing Center](#) is located on the second floor of the MLK Library. They accept both [in-person](#) and [online appointments](#). Our writing specialists are well-trained to assist all students at all levels within all disciplines to become better writers. I encourage you to consult them for all writing assignments in this course.



## COURSE REQUIREMENTS

Unless otherwise noted, assignments are due by 11:59pm (PDT/PST). **No extra credit will be provided under any circumstances.** Please take these assignment due dates seriously. More information about assignments may be found under the “Assignments” link on Canvas.

REQUIREMENT	DUE DATE	% OF TOTAL GRADE
Introductory Assignments	January 25	5%
Reading Annotations	Most Thursdays (see schedule)	30%
Mini-Assignments	See Schedule	24%
Book Analysis	April 27	21%
Final Project		
Padlet Creation	January 27	5%
Midterm Check-in	March 10	5%
Complete Submission	May 19	10%

### *Introductory Assignments*

There are three introductory assignments due the first week of class. The goals of these assignments include introducing you to the course and helping you get to know others in the class.

### *Module Annotations*

For each module, you will be asked to complete annotations in Hypothes.is for *one* assigned reading within your Canvas annotation group. You must take at least six actions per annotation assignment. Each action is worth 0.5 points for a total of 3 points possible.

There are 13 total annotations assigned. You must complete 10 for a chance at full credit, which means you may miss 3 quizzes without penalty to your course grade; your 3 lowest scores are dropped from Canvas as we move through the course. This flexibility is built into the course to accommodate for unforeseen circumstances. As such, **requests for extensions/makeups on annotations outside of the late policy period will not be granted.**

### *Mini Assignments*

Throughout the semester, I will offer four mini-assignments for you to complete. You must complete three of them for credit. This means you'll have some flexibility in terms of which mini-assignments you'd like to complete. In general, the mini-assignments will require you to consume supplemental materials, self-reflect, and apply what you've learned to your own lived experience.

### *Book Analysis*

For this portion of the course requirements, you will be required to read Suzanne Collins' fictional piece titled *The Hunger Games*. Please note, **there is no strict reading schedule for this book.** You must manage the reading on your own schedule *and* have it completed by the time the book analysis is due. You will analyze the book for social theoretical concepts and apply what you've learned in class to the plotline. This assignment serves as your final exam in the class.

### *Final Project*

The final is a “scaffolding” assignment, which means you’ll make progress on it throughout the semester. See the course schedule for details.

For your final project in this class, you will create a Padlet. Your Padlet will contain musings, thoughts, and reflections on 10 modules from class. It will also include a reflection video where you share with me your learning process throughout the semester. These are “bulletin board” digital spaces that help you create a visual collage of information and perspectives you’ve taken away from the class this semester.

### CLASSROOM PROTOCOLS

#### *Late Assignment Policy*

The introductory assignments cannot be submitted late. They serve as attendance for your first day, and students who do not submit these on time may be dropped from the course for non-attendance.

All other assignments may be submitted up to three days late without penalty; this is a **grace period** everyone receives. After the grace period, the following rules apply:

- No quizzes may be submitted past the three-day grace period.
- Annotations may be submitted up to three days past the grace period for up to half credit.
- All other assignments may be submitted up to five days past the grace period with a 10% per 24-hour period late penalty.

#### *Requesting an Exception*

Unless you already have accommodations through the [AEC on campus](#) granting you extra time on out-of-class assignments, ***please do not make requests for exceptions to the above-stated policies.*** If you do contact me and request an exception without a current accommodation from the AEC, your request ***will be denied.***

#### *Communication*

You are responsible for regularly checking your email associated with Canvas for any course updates and/or announcements. Be sure to [confirm your settings](#) so that you receive communication from the class.

The fastest/best way to reach me is by text (408.755.5446). Please identify yourself by name and tell me the class you are in the first time you text so I may save you as a contact. I usually respond to text messages daily, within a few hours, between the hours of 11am and 11pm, including weekends and holidays.

Email is another great option. When you email me, you can expect to receive a response from me within 48 hours (excluding breaks, holidays, and/or weekends). You may email me using Canvas Inbox (safest) or you may use my [SJSU email address](#). ***Please include the course number and section in the subject line of your email correspondence.***

Finally, I hold regular (virtual) office hours. See the bottom of our course homepage for more information.



Due to the Family Educational Rights to Privacy Act (FERPA), I am not allowed to discuss grades through email. If you have concerns over an assigned grade or would like more personal feedback, please reach out to me through Canvas Inbox or request a one-on-one virtual conference. Please note that ***I will not respond to emails about "improving your grade" or "extra credit opportunities" regardless of circumstance.*** Further, I do not change assigned grades unless I have made a legitimate error. Please note that I do not change assigned grades unless I have made a legitimate error.

#### *Netiquette Guidelines*

- **Avoid sarcasm.** People who don't know you may misinterpret your meaning.
- **Use appropriate language.** This includes avoiding "text talk."
- **Avoid "flaming"** (online "screaming") or sentences typed in all caps.
- **Be courteous** to the other students in the class. You might find it helpful to read your post out loud before you submit it. "Tone" is a very important part of online communication. When you read your message out loud, does it sound the way you would speak to another student in the classroom?
- **Never make derogatory comments** toward another person in the class.
- **You can disagree with ideas**, but do not make personal attacks.
- **Communicate professionally.** All communications in class should remain professional. This is an academic environment, so you should act appropriately for the context.

## COURSE GRADES

### *My Grading Philosophy*

I encourage you to separate yourself from mainstream ideologies about course grades. We are socialized to believe that grades reflect personal intelligence, abilities, and potential. In our class, grades are an evaluation of context-specific assignments measured against the course objectives. I view grades as a form of communication that leads to meaningful learning when combined with critical feedback. I encourage you to interpret them this way as well. Grades should serve as a reflection of your learning *process*, and act as motivation for improvement and/or continued effort.

### *Canvas as a Grading Tool*

Canvas is an online tool used to help you succeed in this class. All grades are posted to Canvas, and you should calculate your *current* course grade using that tool. While I post grades for individual assignments to Canvas, you should **not** rely on these automatic calculations for a full understanding of your position in the class. Large assignments carry much more weight and can rapidly raise/drop your grade. Further, missed assignments do not affect your grade until a "0" is entered; this can make your grade look inflated. Your "current" grade may not reflect your overall position/potential in the class.

All assignments will be given point scores. These scores will be turned into percentages, rounded to the nearest whole number, and weighted according to the table on page 3 to average your course grade.



The course percentages will be assigned a letter grade as follows:

Percentage	Letter Grade	Percentage	Letter Grade
94-100%	A	74-77%	C
90-93%	A minus	70-73%	C minus
88-89%	B plus	68-69%	D plus
84-87%	B	64-67%	D
80-83%	B minus	60-63%	D minus
78-79%	C plus	Below 60	F

*For example, if you receive an 89.3 your grade will be rounded to 89 as a B-plus. If you receive an 89.6 your grade will be rounded to 90 as an A-minus.*

## UNIVERSITY POLICIES

Per [University Policy S16-9](#), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for the recording of the class, etc. is available on the Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#). Make sure to review these university policies.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the semester for instruction, preparation/studying, or course-related activities, including but not limited to internships, labs, and clinical practica.

Per [University Policy S12-7](#), my lectures and slides are considered my legal, intellectual property. I will only allow students to audio or video record my lectures after first seeking written (email is acceptable) consent from me. Students can also not share my YouTube lecture videos or the files posted to Canvas without my written consent. The only exception to this rule is if you have a documented disability with audio/video-recording approval from the AEC (please send documentation ASAP). Infractions may be reported to the Office of Student Conduct and Ethical Development

## COURSE OBJECTIVES

### *Course Objectives*

At the conclusion of this course you should have:

- A deeper understanding of the most important social theorists and social theories
- Strengthened your reading, writing, and critical thinking skills
- A deeper understanding of contemporary social life
- A stronger foundation for taking more advanced courses in sociology
- Cultivated the competence to “discover” the theory within texts

## SOCI 101 Course Schedule – Spring 2023

The schedule is subject to change with fair notice. Changes will be announced on Canvas.

All assigned materials may be found under the “Modules” link on Canvas

All assignments are due by 11:59pm on the date assigned.

Week	Date	Topics, Readings, Assignments, Deadlines
1	MODULE 0 – INTRODUCTORY MODULE	
	January 25	<b>Introductory Discussion</b> <b>Headshot Assignment</b>
	January 27	<b>Padlet Creation and Prelude Video</b>
2	MODULE 1 – CLASSICAL THEORY – KARL MARX	
		Read: <i>Alienated Labor</i> (P. 3) Read: <i>Manifesto of the Communist Party</i> (P. 14) Read: <i>Marx on Suicide</i> Watch: Lecture Videos
	February 2	<b>Module 1 Annotation</b>
3	MODULE 2 – CLASSICAL THEORY – ÉMILE DURKHEIM	
		Read: <i>Suicide</i> Read: <i>What is a Social Fact?</i> (P. 32) Read: <i>The Normality of Crime</i> Watch: Lecture Videos
	February 9	<b>Module 2 Annotation</b>
	February 10	<b>Mini Assignment #1 (Submit 3 of 5)</b>
4	MODULE 3 – CLASSICAL THEORY – MAX WEBER	
		Read: <i>The Spirit of Capitalism</i> (P. 54) Read: <i>Bureaucracy</i> (P. 65) Read: <i>Class, Status, Party</i> (P. 78) Read: <i>Objectivity in Social Science and Social Policy</i> Watch: Lecture Videos
	February 16	<b>Module 3 Annotation</b>
5	MODULE 4 – CLASSICAL THEORY – GEORG SIMMEL	
		Read: <i>Fashion</i> (P. 84) Read: <i>Metropolis &amp; Mental Life</i> (P. 90) Read: <i>The Miser and the Spendthrift</i> Watch: Lecture Videos
	February 23	<b>Module 4 Annotation</b>
6	MODULE 5 – CLASSICAL THEORY – MARGINALIZED VOICES	

Week	Date	Topics, Readings, Assignments, Deadlines
		Read: <i>DuBois Selected Excerpts</i> Read: <i>If Men Were Seeking the Franchise</i> Read: <i>The Dependence of Women</i> (P. 116) Watch: Lecture Videos
	March 2	<b>Module 5 Annotation</b>
	March 3	<b>Mini-Assignment #2 (Submit 3 of 5)</b>
7	MODULE 6 – CLASSICAL THEORY – THE CHICAGO SCHOOL	
		Read: <i>Society as Symbolic Interactionism</i> (P. 169) Read: <i>The Looking-Glass Self</i> Read: <i>The Fusion of the 'I' and the 'Me'</i> Watch: Lecture Videos
	March 9	<b>Module 6 Annotation</b>
	March 10	<b>Midterm Padlet Review</b>
8	MODULE 7 – CLASSICAL THEORY – INFLUENTIAL VOICES OUTSIDE THE DISCIPLINE	
		Read: <i>Conspicuous Consumption</i> (P. 120) Read: <i>The Madman</i> Read: <i>Civilization and Its Discontents</i> Watch: Lecture Videos
	March 16	<b>Module 7 Annotation</b>
9	MODULE 8 – CONTEMPORARY THEORY – NEO-CLASSICAL THEORY (Part I)	
		Read: <i>Social Structure and Anomie</i> Read: <i>Marx as a Food Theorist</i> Read: <i>The McDonaldization of Society</i> Watch: Lecture Videos
	March 23	<b>Module 8 Annotation</b>
	March 24	<b>Mini-Assignment #3 (Submit 3 of 5)</b>
10	<b>Spring Break – No New Material – No Office Hours</b>	
11	MODULE 9 – CONTEMPORARY THEORY – NEO-CLASSICAL THEORY (Part II)	
		Read: <i>Unanticipated Consequences of Social Action</i> (P. 145) Read: <i>The Power Elite</i> Read: <i>Dying to Succeed</i> Watch: Lecture Videos
	April 6	<b>Module 9 Annotation</b>
12	MODULE 10 – CONTEMPORARY THEORY – MICRO SOCIOLOGY	
		Read: <i>Performances</i> Read: <i>The Gloried Self</i>



Week	Date	Topics, Readings, Assignments, Deadlines
		Read: <i>Outsiders: Becoming a Marijuana User</i> Watch: Lecture Videos
	April 13	<b>Module 10 Annotation</b>
	April 14	<b>Mini-Assignment #4 (Submit 3 of 5)</b>
13	Module 11– CONTEMPORARY THEORY – POSTSTRUCTURALISM	
		Read: <i>Panopticism</i> (P. 486) Read: <i>Distinction</i> Read: <i>Food, The Body, and the Self</i> Watch: Lecture Videos
	April 20	<b>Module 11 Annotation</b>
14	April 27	<b>Book Review</b>
15	Module 12 – CONTEMPORARY THEORY – GENDER THEORY	
		Read: <i>Doing Gender</i> (P. 241) Read: <i>Femininity and Masculinity</i> (P. 270) Read: <i>Sexuality and Capitalism</i> Watch: Lecture Videos
	May 4	<b>Module 12 Annotation</b>
16	MODULE 13 – CONTEMPORARY THEORY – CRITICAL RACE THEORY	
		Read: <i>The Theoretical Status of the Concept of Race</i> (P. 316) Read: <i>Mascaras, Trenzas, y Greñas</i> Read: <i>Wages of Whiteness</i> Watch: Lecture Videos
	May 11	<b>Module 13 Annotation</b>
	May 12	<b>Mini-Assignment #5 (Submit 3 of 5)</b>
Finals	May 19	<b>Final Padlet Submission</b>