



Sociology 310: Social Theory

MW 2-3:20, 115 LA

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Office Hours: 9-11W, 632 PLC

*I regard as sociologists those who assume this title
- of honor or disgrace, as you will. - Raymond Aron*

Course Description: Sociology is a set of theories and methods that facilitate the analysis of society and the individuals, organizations, institutions, and so forth that comprise it. This is both a simplifying statement - "Oh, sociology is just two things!" - and a complicating one because sociological theories and methods are varied and often times at odds with one another. It is also an explanatory statement: This is why theory and methods are required for sociology majors at the University of Oregon and at nearly every other college and university. Theory and methods interlock to form the cornerstone of sociological labor.

Despite the privileged place of theory and methods, required courses can often feel like a burden (In this course, we will actually discuss some of the reasons why this may be the case to help you articulate your frustration). This course offers the additional burden of containing dense required reading often written in an unfamiliar, dated language that is also occasionally insensitive to issues of difference including the pervasive use of masculine pronouns and identifiers. We will discuss and criticize these conventions, but we will also plow forward. Why? Our hard work has some sizable potential payoffs: First, classical theory is the foundation of sociological thought. As we learn more about these classical statements, we will have greater dexterity when playing with more recent sociological ideas in our other classes. In other words, we become better sociologists. Second, classical theory touches upon core contemporary debates that affect our everyday lives. A greater understanding of these issues may make us better thinkers, critics, and citizens.

Learning Objectives:

At the completion of this course, students will be able to:

1. Recognize and evaluate classic works in the sociological tradition
2. Thoughtfully engage, discuss, and write about challenging material
3. Use sociological theory as a lens for understanding contemporary issues

Grade Distribution:

Participation	5%
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Quizzes	20%
Essays	25%
Midterm Exam	25%
Final Exam	25%

Requirements:

Participation In-class participation consists of engaging in course discussion, asking questions, and engaging in-class exercises.

Quizzes Six pop quizzes will keep us on our toes throughout the term. The lowest 2 scores, including 0s due to absence, will be dropped. The remaining 4 quizzes will be scored at 5% each. Each quiz will address reading material assigned for that date. In other words, you should come to class having familiarized yourself with the course material. The quizzes will be short answer and will typically engage key concepts from the reading.

Essays You will write two relatively short essays for this course (about 1,000 words). The essays – I call them “Theory Explained” – ask that you dissect a concept from one of the theorists. A rubric will be distributed a week in advance and will help structure your essay.

- **5%/day deduction for late assignments.** This include weekend days.

Midterm Exam The midterm exam consists of 8-10 short answer questions and will draw from any and all course material discussed and/or assigned prior to the start of the exam. You will be able to bring handwritten notes on one-side of one-half of one sheet of paper for this exam.

Final Exam The final exam will consist of short answer and essay questions. The exam will be cumulative and cover all course material (e.g. readings, discussions, films, etc.). The exam is open book and you can bring handwritten notes on one side of one full piece of 8.5 by 11 paper. The exam takes place on the date assigned by the university.

Attendance and Absences

- **Attendance Bonus:** 2% bonus for missing 1 or fewer classes.
- **Minimum Attendance Requirement:** If you miss more than 6 classes, you will receive a failing grade for this course.

Grades

A	93+	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	<60

Encouraging Inclusive Learning Environments:

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoac@uoregon.edu.

Required Text: Edles, Laura Desfor and Scott Appelrouth. 2015. *Sociological Theory in the Classical Era*. Sage. (Earlier editions likely to work for this course as well)

Course Outline:

The schedule is subject to change with appropriate notice in class or through email. Note that E&A2 indicates the 2nd (Brown) edition of Edles & Appelrouth, E&A3 indicates the 3rd (Silver) edition and CV indicates that the reading is available on the Canvas course page.

Week	Content
Week 1	<ul style="list-style-type: none">• 9/24 Intro to Theory 1• 9/26 Intro to Theory 2<ul style="list-style-type: none">- Reading: E&A2: Chapter 1 or E&A3: Chapter 1
Week 2	<ul style="list-style-type: none">• 10/1 Marx 1: German Ideology<ul style="list-style-type: none">- Reading: E&A2: Pages 33-41 or E&A3: Pages 39-47• 10/3 Marx 2: Economic and Philosophic Manuscripts (In-class Movie)<ul style="list-style-type: none">- Reading: E&A2: Pages 42-51 or E&A3: Pages 48-57
Week 3	<ul style="list-style-type: none">• 10/8 Marx 3: Communist Manifesto<ul style="list-style-type: none">- Reading: E&A3: Pages 54-65 or E&A3: Pages 60-71• 10/10 Durkheim 1: Division of Labor and Suicide<ul style="list-style-type: none">- Reading: E&A2: Pages 105-111 or E&A3: Pages 113-119- Reading: E&A2: 126-134 or E&A3: Pages 135-144.
Week 4	<ul style="list-style-type: none">• 10/15 Durkheim 2: Elementary Forms of Religious Life<ul style="list-style-type: none">- Reading: E&A2: Pages 137-152 or E&A3: Pages 148-162- ESSAY #1 – THEORY EXPLAINED – DUE• 10/17 Weber 1: Class, Status, Party<ul style="list-style-type: none">- Reading: E&A2: Pages 193-201 or E&A3: Pages 206-214
Week 5	<ul style="list-style-type: none">• 10/22 Weber 2: Legitimate Domination and Bureaucracy<ul style="list-style-type: none">- Reading: E&A2: Pages 205-210 & 212-219 E&A3: Pages 217-223 & 225-233• 10/24 MIDTERM EXAM
Week 6	<ul style="list-style-type: none">• 10/29 Du Bois: Modern Methods and Theory<ul style="list-style-type: none">- Reading: E&A2: Pages 340-345 & 350-355 E&A3: Pages 359-365 & 371-376• 10/31 Mead: The Self and Society<ul style="list-style-type: none">- Reading: E&A2: Pages 393-405 (especially 400-405) E&A3: Pages 415-427 (especially 422-427)

Week 7	<ul style="list-style-type: none"> • 11/5 Identity, Power, Justice 1: Goffman's Presentation of Self • Reading: CV: Goffman "Presentation of Self" • 11/7 Identity, Power, Justice 2: Goffman's Stigma • - Reading: CV: Goffman "Stigma"
Week 8	<ul style="list-style-type: none"> • 11/12 Identity, Power, Justice 3: Foucault - CV: Foucault Excerpt • 11/14 Theory Explained #2 - ESSAY #2 – THEORY EXPLAINED – DUE
Week 9	<ul style="list-style-type: none"> • 11/19 Contemporary Theories of Gender and Race 1: Doing Gender - Reading: CV: West & Zimmerman "Doing Gender" • 11/21 Thanksgiving Eve
Week 10	<ul style="list-style-type: none"> • 11/26 Contemporary Theories of Gender and Race 2: Gender and Organizations - Reading: CV: Acker "Hierarchies, Jobs, Bodies..." • 11/28 Contemporary Theories of Gender and Race 3: Race and Racism - Reading: CV: Collins: "Black Feminist Thought"; CV: Bonilla-Silva "Racism without Racists" -
Final Exam	<ul style="list-style-type: none"> • 12/5 FINAL EXAM at 2:45pm

Being A Good Academic Citizen:

What it means to be a good academic citizen is changing at a rapid pace. Classroom norms differ between departments and professors. Technology and our relationship to it have much to do with these ambiguities. So, being a good academic citizen means following traditional norms of good academic behavior: don't plagiarize, including non-appropriated paraphrasing and quotation (see full statement below), be respectful of others ideas, and so forth. But, it is also worth considering newer norms. For my class your phones should be put away. It is distracting to others to have people fidgeting with their text messages. You can use a laptop, but you should stay on task and respectful of others around you. If someone is being distracting, please contact me or a GTF. Last, you may NOT sell material for this class (notes, study guides, etc.). If you are caught selling material for this class, you will be given a failing grade for the term. Any student who needs help with note-taking should talk to me.

Academic Misconduct:

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic

misconduct, it is the student's obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at www.libweb.uoregon.edu/guides/plagiarism/students.