

# SOCI 301: Contemporary Social Theory

Fall 2022

## Instructor

**Dr. Martín Jacinto**

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Preferred contact: Blackboard Messaging

Office Hours: 10:00 a.m. - 12:00 p.m. Wed

Office: TBD

Correspondence policy: Respond within 24-48 hours

## Class information

Classroom: Butte Hall 308

Class Hours: 2:00 pm - 3:15 pm TuTh

*Please be aware that the land on which our campus resides occupies the territory of the Mechoopda people. Without them, we would not have access to this campus or our education.*

## Course Description

We all construct and use social theories in our everyday lives. Theory is simply a means of understanding and explaining the social world around us. Social theory allows for seeing patterns, forces, and power relations, encouraging us to make sense of all kinds of social phenomena – ranging from everyday interactions between friends to decades of violent colonization. In this course, we will read theoretical texts every week, and then we will spend time understanding how they have been used to understand specific social phenomena. 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 favorites – more relevant to your everyday life and your own sociological interests than others.

The goal of this course is to deepen your understanding of sociological theories that motivate research and inquiry into our society. In this class, we explore the diversity of major theoretical orientations in sociological thought since the 1950s. Throughout the course of the semester, we will compare core concepts and ideas from these theorists on topics such as social interaction, identity, domination, freedom and perhaps most importantly, power.

This course requires you to read a lot of social theory, which will be abstract and difficult. I assign primary texts, meaning that they were written by the theorist him/herself. The textbook supplements primary texts by elaborating important notions and concepts across the multiple theoretical perspectives we will cover in the course. While we will contextualize the readings by learning about the theorist’s life, it is important that you learn to read with patience and diligence. I am here to help, as are your classmates. If you are struggling to understand course material on your

own, that's okay! No sociologist learns theory on their own. In this class we situate the readings within their historical and biographical contexts and in conversation with other readings. Through lectures, multiple readings of the material on your own, and class discussions, we will – together – arrive at a deeper understanding of our social world and of the history of sociological thought.

## Learning Objectives

### Course Learning Objectives

- Gain knowledge about some of the primary theoretical perspectives used within sociology in the 20th and 21st centuries.
- Understand how these perspectives have been shaped by the social context in which they arose.
- Explore how these perspectives have impacted sociological research and knowledge.
- Evaluate the strengths and weaknesses of each perspective.
- Apply the perspectives to our real lives and to the world around us.

### Sociology Program Student Learning Objectives

- Demonstrate critical thinking through verbal and written communication.
- Apply, critically interpret, and synthesize sociological theory.
- Display an understanding of and appreciation for cultural diversity.
- Identify processes of social control and how they shape our social institutions and lives.
- Recognize the relationship between personal agency, social responsibility, and social change (sociological imagination).
- Display knowledge of the impact of social institutions on everyday lives.

### Course Status

This course is a requirement for the sociology major. It has a prerequisite of SOCI 300, Classical Social Theory, though this prerequisite may be waived with permission of the instructor. *Note that if you take SOCI 301 prior to or concurrent with SOCI 300, you will not be able to repeat SOCI 300 for forgiveness.*

### Important Dates

- Sept. 2nd - Last day to drop without instructor's approval
- Oct. 24th - Last day to drop and receive financial credit for refund
- Nov. 10th - Last day to drop or withdraw
- See the [2022-2023 Academic Calendar](#) for more information.

## Course Readings

### Required Textbooks

- Dillon M (2020). *Introduction to Sociological Theory: Theorists, Concepts, and their Applicability to the Twenty-First Century*, 3 edition. Wiley-Blackwell, Hoboken, NJ. ISBN 978-1-119-41091-1.
- We will be using the 3rd edition which looks [this](#). Previous editions are not permitted.

## Additional Required Readings

- Primary texts and other required readings will be available electronically on the Blackboard course page and on Perusall. An **“E-Posting”** notation is made next to each of these readings in the syllabus. These readings will only be available to students enrolled in the course, and are to be used only for educational purposes.

## Structure and Character of a ChicoFlex Course

- Since this is a **ChicoFlex Course**, **ALL communications for this course will be conducted via Blackboard Learn**. At Chico State, “this class meets at set days/times in-person (requiring social distancing and face coverings) and is paired with another section taught simultaneously online by the same instructor.” **All times will use Pacific Standard Time (PST)**. This means that this class includes campus students who come to a physical class, online students who show up “live,” and online students who watch the archived lectures. Therefore, it is the student’s responsibility to check Blackboard Learn regularly and to check in with the professor or review the Syllabus re: any administrative questions. *Students are required to email the instructor from Blackboard Learn (this will ensure instructor access to emails).*
- Also, given the fact that we’re still in a global pandemic, the course will proceed fluidly. I want this class to work for all of us and will remain sensitive to the ongoing needs of students while adhering to public health standards and guidelines.

## Technological Problems:

- Occasional problems with technology are a common part of the modern university experience. If you have any technical difficulties, you **should call IT Support Services (ITSS) at 530-898-6000**. After you call them, if they are not able to resolve the issue, please email me with a description of the problem, the name of the person you spoke to in that office, what they and/or you are doing to resolve the problem, and the expected timeline for its resolution. If you are having trouble with Blackboard Learn during a quiz or other assignment, take a screen shot or photo of the computer screen and the error message you receive and email it to me AND contact ITSS at 530-898-6000. If you experience technical difficulties while submitting an assignment, call ITSS at 1-800-898-6000 and send a copy of the assignment to me via Blackboard Learn. If any of these things happen when ITSS is closed, please follow up with them immediately the next business day. You **MUST** contact ITSS to resolve the issue if you are asking for any kind of leniency or extension.

## COVID policy

Per the California State University Chancellor’s Office policy, the Covid-19 vaccine and booster is required for students, faculty and staff, unless you obtain an exemption from the university. Currently, Chico State is requiring everyone on campus to wear an approved face covering in all indoor campus spaces. Accordingly, all students are required to wear an appropriate face mask covering the nose and mouth in order to participate in this course. Policies and requirements regarding COVID-19 are subject to change pursuant to campus, local, state and/or federal guidelines.

Please note that dishonesty relating to the vaccination policy and/or your failure to comply with any other COVID-19 related safety policy or mandate, including the face covering requirement, may result in disciplinary action against you through the office of Student Conduct, Rights and

Responsibilities, which can include suspension or expulsion from the California State University system.

Individuals unable to wear a face covering due to a medical condition should contact the [Accessibility Resource Center](#) by phone at 530-898-5959 or by email at [arcdept@csuchico.edu](mailto:arcdept@csuchico.edu).

*COVID policy re: attendance:*

Attendance in this class is mandatory; if you do not attend class, you will not pass. If, however, you are a campus student attending physical class and you are symptomatic, please contact me (via email), do not attend the in-person class, and contact the COVID hotline at (530)-898-2222 for additional direction. Also, make sure you keep me updated as you learn more about your health status.

## Attendance Policy

**Attendance and Ongoing Participation in Sociology Courses is mandatory in all sociology classes and is essential to your success in this course.** Only documented emergencies will constitute excused absences or assignments. Documentation will only be accepted within one week of your return to class. Please do not contact me about non-emergency absences. **You are allowed up to three (3) unexcused absences and anything more than that will affect your final grade. If you expect to miss class because of a religious observance, you will need to notify me beforehand. Finally, if you miss class, it is your responsibility to catch up.**

## Dropped From The Course

In accordance with the college drop policy, students who do not access the class web site or submit the designated “first assignments” by the due date may be dropped as a no show. Students who fail to turn in the weekly assignments and/or participate in the discussion boards will be considered “absent” and may be dropped from the class for “excessive absence.” Students are responsible for officially dropping the class or they will receive a letter grade based on their performance.

- **No Show Drop:** You must complete a designated discussion post, quiz, or practice activity by Thursday of the first week of class or you may be dropped as a no-show. Students who do not complete **any** work in the first two weeks will be dropped.
- **Excessive Absence Drop:** If more than two consecutive weeks of non-participation is observed by the instructor the student may be dropped. If you do not participate in each week’s participation activities (in class, online, or Perusall) and complete at least one quiz or practice activity, you will be considered “non-participating” and subject to being dropped from the course.

## Determination of Final Grade

Table 1 displays the grading scale that is used to determine a letter grade.

Table 2 displays how your final grade will be weighed according to the following components:

**Note regarding class workload:** This is a three (3) credit hour class. You should expect to spend two hours outside of class for every one hour in class. This time outside of class will be spent on reading, assignments, and studying. This means you should plan on devoting six hours of outside time per week to this course.

Table 1: Grading Scale

Grade	Range	Quality
A	93 - 100%	Excellent Work
A-	90 - 92%	Nearly Excellent Work
B+	87 - 89%	Very Good Work
B	83 - 86%	Good Work
B-	80 - 82%	Mostly Good Work
C+	77 - 79%	Above Average Work
C	73 - 76%	Average Work
C-	70 - 72%	Mostly Average Work
D+	67 - 69%	Below Average Work
D	60 - 66%	Poor Work
F	< 60%	Failing Work

Table 2: Course Requirements and Grading Policy

Item	% of Final Grade
Attendance & Participation	10 %
Weekly Perusall Participation & Discussion	10 %
Quizzes	20 %
Analytical Response Papers	60 %
TOTAL	100 %

### Attendance and Class Participation (10% of Final Grade)

The format of this course is an interactive, “live” hybrid lecture and discussion with the objective of collaborative learning and analysis. Participation in class discussion is necessary for your development as a critical scholar and for your understanding of the course material. Participation also includes consistent involvement in online interactive activities. These activities will occur periodically during class throughout the semester. This is a **required** course with difficult reading material and, therefore, it is crucial to establish an informed and critical discourse with each other over the material. Participation includes contributions to class discussions either in class or via class assignments. Participation also includes actively listening, as well as sharing your ideas, criticisms, and frustrations with course material. To ensure active participation, students must come to class having read and taken notes on all material. Furthermore, you are expected to contribute to discussions either in class or via class assignments. Grading of all work is done with the expectation that attendance and participation will be rewarded in the final grade. Also, see “COVID Policy” section above if you are symptomatic and an in-class student.

In addition to completing all of the assigned reading before each designated day of the week

(see reading schedule below and make sure you attend class for the ongoing reading deadlines), you must critically reflect on what is interesting/troubling/useful about what you have read. You are expected to do this work on your own. Be prepared to offer your questions, insights, and critique either via communication with me, writing assignments and/or in conversation with other students.

**REMEMBER! Attendance is mandatory in all sociology classes (see [Attendance Policy section](#) above). It is also crucial to doing well in this class. In the context of this class, attendance means COMPLETING ALL OF THE ASSIGNMENTS, QUIZZES, INDIVIDUAL WORK, etc.**

### Weekly Perusall Participation (10% of Final Grade)

For reading the primary texts (and not the textbook) we will use [Perusall](#), a social annotation tool that allows students and their instructors to collaboratively markup .pdf documents. Instead of only reading a document and discussing it, Perusall brings discussion to text.

To start, register for a free Perusall account and enter the course code: [Insert Code Here]

At the beginning of the semester, you will be assigned to groups in Perusall, each comprised of around 10-12 students. After week 2, you will be randomly placed into these groups and participate in asynchronous group reading and discussion, covering any major theme(s) or issue(s) from the reading and lecture. You will each read and discuss within your group forum. This means that you must not only do the reading and annotate on your own, but you must ask and respond to one or more questions within your group that are related to that week's readings assignment(s) and lecture. Thus, you must interact in your group forum with at least two (2) of your groupmate's posts. Your contribution and annotations will be graded on a scale of 1 – 3, with higher scores indicating higher quality annotations and responses. **Your annotations and responses to two or more groupmate's annotations and questions are due on Friday by 8:00 PM. Discussion posts and annotations will be given credit only if they are substantive and follow all instructions.**

For reading assignments in Perusall, you will be evaluated based on the following four criteria:

1. Quality: The more thoughtful the responses, the higher the score.
2. Quantity: Each student must submit at least seven (7) annotations in each reading document.
3. Timeliness: You must complete the reading assignment by Friday 11:30 p.m.
4. Distribution: Are annotations made throughout the document? If most annotations are made in a single area, it indicates the student did not engage with the entire document. If annotations are distributed throughout the entire document, it indicates the student did engage with the reading in entirety.
5. Asking/Answering Questions: Ask and respond to each other's comments and questions in their group forums.

**Common Question: What if I don't have any questions or comments?** Elaborate on a specific topic, connect to personal experience or perspective, extension to another topic or perspective, paraphrase part of the text.

### Quizzes (20% of Final Grade; 5% each)

Four quizzes are required in this class. The quizzes will cover theories, ideas, and concepts from the course readings and lectures. **All four required reading quizzes will be posted electronically on Thursday at 4:00 p.m. and must be completed by 11:59 p.m. on Friday.** Each quiz will contain several multiple choice questions based on course readings and lecture material. These quizzes

are designed to help you absorb the course readings and lectures, and to provide you with the opportunity to assess your mastery of the theories we are covering in the course.

**Important Note: Please keep in mind that your lowest quiz score will not be counted when computing final grades. Instead, your highest quiz score will be counted twice in replacement of your lowest quiz score. All quizzes will be posted on BlackBoard and you will be provided advanced notice.**

#### **Four (4) Analytical Response Papers (60% of Final Grade; 15% each)**

Four papers will be assigned for the semester. The required response papers will answer either one or two questions posed by the professor based on the course readings and lectures. These assignments will assess knowledge of the course material, critical thinking skills, and writing skills. The papers will require you to be analytical and to reflect deeply on the theoretical works we will cover. Additional instructions about the response papers will be distributed in class during the second week of instruction. **Each paper must be turned in no later than 11:59 p.m. on the day that it is due.** Moreover, please also note that you have options for each paper assignment; this means that for each paper assignment you can choose to write between two sets of theories. Moreover, you have the opportunity to re-write up to **two** of your first three lower-scored analytical response papers for a higher grade. If you decide to rewrite one or two lower-scored papers, these will be due in class on **Tuesday, December 13, 2022 (our “final exam” due date) no later than 11:59 p.m.**

**Due dates for all papers are listed below:**

<b>Paper</b>	<b>Focus</b>	<b>Due Date</b>
Paper #1	Structural Functionalist Theories	Sunday, Sept. 25
Paper #2	Symbolic Interactionism and the Work of Erving Goffman; <b>OR</b> , Elite, Neo-Marxist, and Critical Theories	Sunday, Oct. 23
Paper #3	Post-Structuralist Theory and the Work of Michel Foucault; <b>OR</b> , Pierre Bourdieu and Theories of Social/ Cultural Reproduction and Inequality	Sunday, Nov. 20
Paper #4	Theories of Race and Ethnicity; <b>OR</b> , Feminist, Queer, and Intersectionality Theories	Tuesday, Dec. 13
<b>[Optional]</b>	Up to <b>Two</b> Re-Written Lower-Scored Papers Chosen From The First Three Analytical Papers Written	Tuesday, Dec. 13



### *Guidelines for papers*

Papers have a word limit, approximately 1000 words (roughly 4 double-spaced pages); must be typed with 12-point font, 1-inch margins, and Times New Roman font (11-point Arial font is also appropriate). Proper grammar and APA citation of sources is expected. **No other format will be accepted.**

### *Tips and tricks for good writing*

Use a citation management software to organize your papers and create bibliographies. My personal preference is [Zotero](#) because it is free, open source, and works across multiple operating systems. For information about other citation management software that is available to CSU Chico students, visit the Meriam Library [“Sample Papers and Citation Tools”](#) page.

Write and then revise. Ask for feedback from peers or wait until you have some distance from your writing and then revise.

Prompt yourself with questions that have short, concrete answers.

### **Extra-Credit (Film Reviews & Analyses) [Maximum of 10 Points/5 Points Per Analysis]**

Students will have the opportunity to earn extra credit in this course. If you would like to earn up to 10 extra points maximum toward your final course grade, you can write two 1-page (single-spaced) analytical reviews and critiques of two films. The film analyses need to provide a critical sociological review and analysis using one or more of the theories or theorists covered in the course. A list of suggested films/ documentaries will be posted on BlackBoard by the end of the third week of classes along with the guidelines for this assignment. **These extra credit critiques should be concise and well-organized and argued; the film analyses can be submitted at any time during the semester, but no later than Tuesday December 13 by 11:59 p.m.**

### **Late Work and Student Emergencies**

Generally, late papers, past due participation in Perusall or extra-credit work will *not* be accepted in this course. However, there are some important exceptions to this rule. Whenever unexpected life challenges/emergencies or an illness interrupts your academic work, other measures will apply. If you are ill or face an emergency, you are asked to please notify the instructor immediately (via email or in person), and provide documentation of what has occurred to justify making-up your work or turning it in beyond its due date. Moreover, given the current COVID-19 pandemic, I am aware that your situation can change dramatically unexpectedly. **If you are facing any personal, medical, financial or other challenges that impact your academic work, please inform me right away and we will work out a solution to your problem. I will do my best to accommodate your situation and allow you to complete your work at a later time if you missed a deadline. However, the longer you wait, the less likely I am to accept a late assignment. Furthermore, I reserve the right to refuse any late work thus, keeping the lines of communication open is your best bet if you fall a little behind on an assignment.**

The instructor's policy regarding late work is to give any student who is ill or has faced a **documented medical/personal emergency** the opportunity to make up his/her academic work **within one week of the absence**. Therefore, it is imperative that you discuss with the instructor any emergencies and/or problems in order to assist you in completing your coursework. **Please also note that if you foresee being absent due to a conflict with religious observance(s), you must notify the instructor of your prospective absence during the first week of classes.**



If you have any questions, do not hesitate to discuss these issues with the instructor in person or via BlackBoard.

## Getting Help And Communicating With Your Professor

Remember, your professor is here to help you gain a rich understanding of the material. So, it is important to be connected to your instructor and seek help whenever you need it. However, it is primarily your responsibility to seek help when you need it. Use the following methods to get in touch and/or ask questions.

### Communication policy

When contacting your about the course, please send message through “Message Your Professor” in BlackBoard. I check messages three times per day, Monday thru Friday, between 9:00 AM and 6:00 PM. Please allow up to 24-48 hours for a response during the week. If you contact on the weekend, expect a reply the following Monday.

- Requesting help: If you miss a class meeting, you should...
  1. First, look on the course website for material you missed.
  2. Second, if you need help understanding the material, you should contact your classmate via Beach. Board (direct email or discussion board).
  3. Third, if you still find it difficult, find some time to chat with me during office hours
- Requesting a 1-on-1, non-office-hour Zoom meeting:

If, after you’ve looked over the material yourself and reached out to classmates, you still need help but cannot attend office hours, you may email me to request a virtual Zoom meeting. For non-office-hour zoom meetings, I require at least a minimum of one-week’s notice.

- On-line communication

I require that all communication be done in a respectful, courteous, and professional manner. When in doubt, always err in these directions; for example, aim for being slightly more courteous than you may think you need to be. Nobody will object to an extra “please” or “thank you.” Always take a few minutes to read what you have written before posting a comment or sending an email – pause and think – could what you have written be construed as disrespectful, impolite, or snappy? When in doubt, re-think your words and tone, and re-calibrate your message. We may not always agree but disagreeing while simultaneously showing respect and courtesy toward someone is a skill that will serve you well throughout your life and in many contexts. Always make criticism constructive and not personal. If you disagree with someone, they should not feel personally attacked. Keep the ideas separate from the person. I will always keep these principles in mind when communicating with you – please do the same toward me and your fellow students.

**I reserve the right to penalize individuals who do not demonstrate these basic principles in their communications.**

## Powerpoint Lecture Slides Availability:

Please note that course is taught in a “synchronous manner” which means that lectures will be delivered “live”. Whether you are an in-person or online student, you must be present in class. **Each week the powerpoint lecture slides used in each class meeting will be posted on Beachboard (in the ‘Content’ section’) on Friday.**

## Use of Lecture Material, PowerPoint Lecture Slides, and Electronic Readings:

It is most important that you know that **all course materials (i.e, the course syllabus, assignments, handouts, exams, etc.) are the instructor’s property. Course readings, on the other hand, are the property of their writers and editors, and together, should be used only by students enrolled in this course. These materials should not be distributed or used beyond the member of this course. If you do, this will constitute a major legal violation with serious penalties.** These materials are available to you to facilitate your own personal learning in this class. Sale of course or reproduction of course materials, including lecture content and information, are strictly prohibited. All class material, particularly lectures, cannot be further reproduced. Reproduction of audio or video of zoom lectures or powerpoint slides by students or anyone else is *strictly prohibited* under any circumstances. **Professor Jacinto reserves the right to take academic penalty measures and/or legal action if you are found in violation of any of the expectations stated here.**

## Creating a Safe and Inclusive Learning Environment

### Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am legally required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the [Counseling and Wellness Center](#) (530-898-6345) or [Safe Place](#) (530-898-3030). Information on campus reporting obligations and other Title IX related resources are available here: <https://www.csuchico.edu/title-ix/>

### Statement of Commitment to Diversity, Equity, and Inclusion

Education is transformative, and open intellectual inquiry is the foundation of a university education and a democratic society. In the spirit of shared humanity and concern for our community and world, the faculty of Chico State’s Sociology Department celebrate diversity as central to our mission and affirm our solidarity with those individuals and groups most at risk. In line with our departmental goals, we disavow all racism, xenophobia, homophobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others.

As educators, we affirm that language and texts, films and stories help us to understand the experiences of others whose lives are different from ours. We value critical reasoning, evidence-based arguments, self-reflection, and the imagination. Building on these capacities, we hope to inspire empathy, social and environmental justice, and an ethical framework for our actions. We advocate for a diverse campus, community, and nation inclusive of racial minorities, women, immigrants, the LGBTQ+ community, and people of all religious faiths.

## Statement of Respect for Diversity in Learning Styles, Perspectives, and Backgrounds

Each of us arrives in the classroom with a multitude of life experiences, and we all learn in different ways. In designing this class, my intent has been to provide many different methods to practice and learn to support these different learning styles. In addition, while learning social theory, we will use a variety of example to demonstrate their applicability. Some examples will be simple and often use ‘made-up’ scenarios, while others deal with real life events and experiences about important social issues. It is my hope that all materials in the class are respectful to people from all backgrounds including diversity in sex/gender, sexuality, disability, age, socioeconomic status, ethnicity/race, immigration status, veteran status, religion, and culture. I invite your feedback on this, and your suggestions are always welcome.

## Undocumented, DACA, or AB-540 Immigrant Students

As an educator, I strive to make courses accessible to all students regardless of immigration status. If your status presents obstacles to engaging in specific activities or fulfilling specific criteria, you may request confidential accommodations. You may consult with the [Office of Equity and Diversity](#) or the [Dream Center](#) for examples of possible accommodations. Such arrangements will not jeopardize your student status, your financial aid, or any other part of your residence. Please advise me if and when you feel comfortable during the semester so that I may make appropriate alterations as needed.

**Note:** For all students addressing undocumented immigration as a category of analysis in class, do not use the word “illegal(s)” in a discussion. The term “illegal(s)” promotes a culture of intolerance and violence toward foreign nationals and undocumented immigrants. A more accurate and non-offensive term is “undocumented immigrant(s).” The use of this language signifies respect to the population addressed and reflects our campus’s most basic values of diversity and civility in academic discourse.

## Statement on Eliminating Anti-Blackness

Faculty at CSU Chico strive to create an environment that supports meaningful dialogue grounded in research, academic inquiry, and mutually respectful relations. We also strive to remain conscious of and attentive to the damage that anti-Blackness does to the lives of our students, faculty, staff, administrators, and their related communities. As such, faculty at CSU Chico denounce anti-Blackness and racial violence in all forms and stand in solidarity with Black communities in the fight for racial justice, equality, and equity. We pledge to remake our institution as one that values, honors, and supports Black lives. We recognize the impact of anti-Blackness on our students, and we invite them to dialogue with their professors as we work to make our classrooms anti-racist and dignity-affirming spaces.

## LGBTQ+ Equality Statement

I am firmly committed to diversity and equality in all areas of campus life, including specifically members of the LGBTQ+ community. In this class I will work to promote an anti-discriminatory environment where everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. I unequivocally believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any and all discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind.

## Mental health

Being a university student is stressful and can negatively impact mental health. The [WildCat Counseling Center](#) offers free counseling services to regularly enrolled students at California State University, Chico. There are a wide variety of reasons students seek counseling:

- Resolving personal problems or conflicts.
- Seeking clarification and support in making important life decisions.
- Experiencing an emotional crisis due to a traumatic incident or a series of incidents.
- Help in developing personal survival skills necessary to achieve personal goals.

Absences for mental health reasons are excused but the professor should be notified immediately (within 48 - 72 hours of absence) to prevent any penalty on your final grade.

## Other Course Policies

- Unless you have a documented emergency, there will be no substitutions for assignments, quizzes, or papers. A missed assignment, quiz, or paper will result in a zero. Incomplete grades (or an "I" grade) are rare, and will be given at the discretion of the professor.
- "Pet Peeves":
  1. Asking to be excused from rules that all classmates are following.
  2. **Inappropriate or disruptive behavior will not be tolerated. If this behavior persists, the student will be reported to the Dean's Office.**
- As mentioned in the **"Four (4) Analytical Response Papers"** section above, all papers must be 12-point Times New Roman font (or 11-point Arial font), double-spaced, and have 1" margins. Students' names are to be in the upper right hand corner with the date and student ID number included; also, include page numbers in the bottom right hand corner of the paper. Excessive spacing beyond this identification will result in the deduction of points. Finally, follow APA citation style, and give full references. For help with formatting citations and bibliographies, visit the "Citing Sources" page in Meriam Library's website: <https://libguides.csuchico.edu/cite>
- When there is evidence that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on a quiz, altered class material or scores, or has inappropriate possession of quizzes, or sensitive material, the incident will be investigated by Student Judicial Affairs. **The consequences for academic dishonesty are severe, including receiving an "F" in the course. No exceptions.**
- All written work will be assessed on content, depth, logic, and quality of written expression.
- Students are responsible for handling the necessary paperwork for adding or dropping this class. **If a student does not withdraw, and does not attend class or complete required work, an "F" or "WU" will be reported for the final grade. Instructors may drop a student who does not attend the first two classes.**

## University Policies and Campus Resources

### Academic Integrity

Academic honesty and integrity are core values in this class and at Chico State. Acts of plagiarism, dishonesty, and misrepresentation of work are just a few examples of inappropriate behavior in

this class. Breaches in academic honesty and integrity will be submitted to the Office of Student Conduct, Rights and Responsibilities for sanction. Additionally, breaches in academic honesty will result in a failing grade for the assignment to which the breach was committed, or, at the discretion of the instructor, a failing grade for the course. For more information about academic honesty and integrity, please visit <http://www.csuchico.edu/prs/EMs/2004/04-036.shtml>.

### **Student Services**

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found on the current students page of the [CSU Chico web site](#).

### **Student Learning Center**

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. I suggest you visit the [Student Learning Center web site](#).

### **Writing Center**

Over the course of this semester, seek help at the Writing Center if you would like additional guidance and critique. You can access the Writing Center at [at their website](#). During graduate school, I found workshops and writing groups at the Writing Center on campus to be helpful in building my motivation and teaching me new strategies for writing efficiently. While it is not a requirement, I nevertheless urge you to meet with a writing tutor to review a writing assignment at least once during the semester.

### **Americans with Disabilities Act**

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. See contact info below:

**Accessibility Resource Center**  
Student Services Center 170  
530-898-5959  
[arcdept@csuchico.edu](mailto:arcdept@csuchico.edu)  
<https://www.csuchico.edu/arc/>

## **Food insecurity**

CSU Chico recognizes food and housing insecurity as a concern for many people. Students who have difficulty securing adequate food or housing have long and short term resources available at Chico State. Students are encouraged to contact the [Center for Healthy Communities](#) or 530-898-5323 for assistance in applying for CalFresh benefits for long term assistance with food access. For emergency food supplies, CalFresh application help, and emergency housing information, students are encouraged to visit the [Wildcat Food Pantry](#).

## **Final thoughts**

This document is a roadmap for our semester. We learn about social theory together and its applicability towards understanding our environment. Like all your classes, you will get out what you put into this course. Asking for help from one another and your instructors is important, don't be afraid to ask a question about something you don't know or if you want to check your knowledge about something you think you know. Do not wait to ask for help! We are all here to learn; it is not a competition.

**If this document is updated, a copy will be supplied to you via Black Board and changes will be announced in class.**

## Course and Reading Schedule

The following is a tentative schedule for the Fall 2022 semester. It lists readings and due dates, and **may be subject to change**. Any changes will be announced in class and will be shown in Black Board immediately. Use this information to schedule accordingly. If you miss class, it is your responsibility to find out if any scheduling changes were made in class.

Table 4 displays the course schedule for the Fall 2022 semester. It lists the days and weeks we will meet for lecture. **We will not meet during Fall Break (Nov. 21-25).**

Table 4: Course Schedule.

Date	Weekday	Class	Week	Lecture
2022-08-23	Tuesday	1	1	1
2022-08-25	Thursday	2	1	2
2022-08-30	Tuesday	3	2	3
2022-09-01	Thursday	4	2	4
2022-09-06	Tuesday	5	3	5
2022-09-08	Thursday	6	3	6
2022-09-13	Tuesday	7	4	7
2022-09-15	Thursday	8	4	8
2022-09-20	Tuesday	9	5	9
2022-09-22	Thursday	10	5	10
2022-09-27	Tuesday	11	6	11
2022-09-29	Thursday	12	6	12
2022-10-04	Tuesday	13	7	13
2022-10-06	Thursday	14	7	14
2022-10-11	Tuesday	15	8	15
2022-10-13	Thursday	16	8	16
2022-10-18	Tuesday	17	9	17
2022-10-20	Thursday	18	9	18
2022-10-25	Tuesday	19	10	19
2022-10-27	Thursday	20	10	20
2022-11-01	Tuesday	21	11	21
2022-11-03	Thursday	22	11	22
2022-11-08	Tuesday	23	12	23
2022-11-10	Thursday	24	12	24
2022-11-15	Tuesday	25	13	25
2022-11-17	Thursday	26	13	26
2022-11-29	Tuesday	27	15	27
2022-12-01	Thursday	28	15	28
2022-12-06	Tuesday	29	16	29
2022-12-08	Thursday	30	16	30



## Tentative Reading and Assignments Schedule

Readings we will cover are listed below. **Note that the professor reserves the right to change the readings and assignment due dates below based on new and developing information about what would best serve my students.** Changes in the syllabus will be highlighted in **cyan**. In the event that a reading has not been made available in a way that you can access it on Black Board or Perusall, please email me immediately so the professor may repost the reading/assignment in time for you to complete it before the next class period. You will also be immediately notified when there the due date of an assignment has changed.

*These are questions you should consider as you complete each reading:* What are the authors' main objectives/research questions? What methods, if any, did the author use to explore this question? What are the author's main conclusions? How do the readings build upon or challenge other works we have read thus far? Answering these questions on your own will better prepare you for quizzes, writing assignments, and the final project.

## COURSE SCHEDULE

### WEEK 01, 08/23 - 08/25: Introduction and Overview of Course

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### WEEK 02, 08/30 - 09/01: Structural Functionalist Theories, I

#### Required Readings:

- Dillon M (2020). *Introduction to Sociological Theory: Theorists, Concepts, and their Applicability to the Twenty-First Century*, 3 edition. Wiley-Blackwell, Hoboken, NJ. ISBN 978-1-119-41091-1. **[Read: Chapter 4]**
- Parsons T (2017). "The school class as a social system: Some of its functions in American society." In *Exploring Education*, 151-164. Routledge. **[E-Posting]**

#### Assignments Due:

- Weekly Perusall Participation
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### WEEK 03, 09/06 - 09/08: Structural Functionalist Theories, II

#### Required Readings:

- Merton RK (1938). "Social Structure and Anomie." *American Sociological Review*, 3, 672-682. **[E-Posting]**
- Davis K, Moore WE (1945). "Some Principles of Stratification." *American Sociological Review*, 10(2), 242-249. **[E-Posting]**

#### Assignments Due:

- Weekly Perusall Participation
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## WEEK 04, 09/13 - 09/15: Symbolic Interactionism & the Work of Erving Goffman, I

### Required Readings:

- Dillon M (2020). *Introduction to Sociological Theory: Theorists, Concepts, and their Applicability to the Twenty-First Century*, 3 edition. Wiley-Blackwell, Hoboken, NJ. ISBN 978-1-119-41091-1. **[Read: Chapter 8]**
- Goffman E (2018). "Stigma And Social Identity." In *Deviance & Liberty*, 1 edition, 24-31. Routledge. ISBN 978-0-203-79334-3, doi: 10.4324/9780203793343-4 (URL: <https://doi.org/10.4324/9780203793343-4>), <URL: <https://www.taylorfrancis.com/books/9781351522373/chapters/10.4324/9780203793343-4>>. **[E-Posting]**

### Assignments Due:

- Weekly Perusall Participation
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## WEEK 05, 09/20 - 09/22: The Work of Erving Goffman, II

### Required Readings:

- Goffman E (1959). *The Presentation of Self in Everyday Life*. Anchor Books. ISBN 0-385-09402-7. **[E-Posting: Read: Introduction and Chapter 1 Only]**

### Assignments Due:

- Weekly Perusall Participation
  - **Paper #1 due by Sunday 11:59 p.m.**
  - **Quiz #1 must be completed by Friday 11:59 p.m.**
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## WEEK 06, 09/27 - 09/29: Power Elite Theories

### Required Readings:

- Mills CW (1956). "The Power Elite." In *The Power Elite*, New edition. Oxford University Press, New York. ISBN 0-19-513354-4. **[E-Posting]**
- Molotch H (1976). "The City as a Growth Machine: Toward a Political Economy of Place." *American Journal of Sociology*, 82(2), 309-332. **[E-Posting]**

### Assignments Due:

- Weekly Perusall Participation
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## WEEK 07, 10/04 - 10/06: Neo-Marxism and Critical Theories

### Required Readings:

- Gramsci A (1971). "Selections From The Prison Notebooks." In Hoare Q, Smith GN (eds.), *Selections From The Prison Notebooks*, 1 edition. International Publishers, New York. **[E-Posting: Read: 238-276 only]**
- Horkheimer M, Adorno TW (2017). "The Culture Industry: Enlightenment as Mass Deception." In *Karl Marx*. Routledge. **[E-Posting]**

**Assignments Due:**

- Weekly Perusal Participation
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**WEEK 08, 10/11 - 10/13 Post-Structuralism & the Work of Michel Foucault, I**

**Required Readings:**

- Dillon M (2020). *Introduction to Sociological Theory: Theorists, Concepts, and their Applicability to the Twenty-First Century*, 3 edition. Wiley-Blackwell, Hoboken, NJ. ISBN 978-1-119-41091-1. **[Read: Chapter 11: 343-352 only]**
- Foucault M (1982). "The Subject and Power." *Critical Inquiry*, 8(4), 777-795. **[E-Posting]**

**Assignments Due:**

- Weekly Perusal Participation
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**WEEK 09, 10/18 - 10/20: The Work of Michel Foucault, II**

**Required Readings:**

- Foucault M (2022). "'Panopticism' from 'Discipline & Punish: The Birth of the Prison'." *MICHEL FOUCAULT*, 13. **[E-Posting]**
- Foucault M (1978). *The history of sexuality*, 1st American ed edition. Pantheon Books, New York. ISBN 978-0-394-41775-2. **[E-Posting: Read: 15-73 only]**

**Assignments Due:**

- Weekly Perusal Participation
  - **Paper #2 due by Sunday 11:59 p.m.**
  - **Quiz #2 must be completed by Friday 11:59 p.m.**
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**WEEK 10, 10/25 - 10/27: Theories of Social/Cultural Reproduction & Inequality: The Work of Pierre Bourdieu, I**

**Required Readings:**

- Dillon M (2020). *Introduction to Sociological Theory: Theorists, Concepts, and their Applicability to the Twenty-First Century*, 3 edition. Wiley-Blackwell, Hoboken, NJ. ISBN 978-1-119-41091-1. **[Read: Chapter 13]**
- Bourdieu P (1994). "Structures, Habitus, Power: Basis for a Theory of Symbolic Power." In Dirks NB, Eley G, Ortner SB (eds.), *Culture/Power/History: A Reader in Contemporary Social Theory*, volume 12, 155-199. Princeton University Press. <URL: <https://doi.org/10.2307/j.ctv1ddd17k>>. **[E-Posting]**

**Assignments Due:**

- Weekly Perusal Participation
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### WEEK 11, 11/01 - 11/03: The Work of Pierre Bourdieu, II

- Bourdieu P (1991). *Language and symbolic power*, 1 edition. Polity Press, Cambridge. ISBN 978-0-7456-0097-0 978-0-7456-1034-4. [E-Posting: Read: pp. 43-65 and 163-170]

#### Assignments Due:

- Weekly Perusall Participation
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### WEEK 12, 11/08 - 11/10: Theories of Race & Ethnicity, I

#### Required Readings:

- Omi M, Winant H (2020). "Racial Formation." In *The New Social Theory Reader*, 405-415. Routledge. [E-Posting]
- Feagin J, Elias S (2013). "Rethinking Racial Formation Theory: A Systemic Racism Critique." *Ethnic and Racial Studies*, 36(6), 931-960. doi: 10.1080/01419870.2012.669839 (URL: <https://doi.org/10.1080/01419870.2012.669839>). [E-Posting]
- Winant H (2000). "Race and Race Theory." *Annual Review of Sociology*, 26(1), 169-185. ISSN 0360-0572, 1545-2115, doi: 10.1146/annurev.soc.26.1.169 (URL: <https://doi.org/10.1146/annurev.soc.26.1.169>), <URL: <https://www.annualreviews.org/doi/10.1146/annurev.soc.26.1.169>>. [E-Posting]

#### Assignments Due:

- Weekly Perusall Participation
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### WEEK 13, 11/15 - 11/17: Theories of Race & Ethnicity, II

#### Required Readings:

- Lee J, Bean FD (2004). "America's Changing Color Lines: Immigration, Race/Ethnicity, and Multiracial Identification." *Annual Review of Sociology*, 30(1), 221-242. ISSN 0360-0572, 1545-2115, doi: 10.1146/annurev.soc.30.012703.110519 (URL: <https://doi.org/10.1146/annurev.soc.30.012703.110519>), <URL: <https://www.annualreviews.org/doi/10.1146/annurev.soc.30.012703.110519>>. [E-Posting]
- Wilson WJ (2011). "The Declining Significance of Race: Revisited & Revised." *Daedalus*, 140(2), 55-69. ISSN 0011-5266, doi: 10.1162/DAED\_a\_00077 (URL: [https://doi.org/10.1162/DAED\\_a\\_00077](https://doi.org/10.1162/DAED_a_00077)), <URL: [https://doi.org/10.1162/DAED\\_a\\_00077](https://doi.org/10.1162/DAED_a_00077)>. [E-Posting]
- Bonilla-Silva E (2022). "Color-Blind Racism in Pandemic Times." *Sociology of Race and Ethnicity*, 8(3), 343-354. ISSN 2332-6492, 2332-6506, doi: 10.1177/2332649220941024 (URL: <https://doi.org/10.1177/2332649220941024>), <URL: <http://journals.sagepub.com/doi/10.1177/2332649220941024>>. [E-Posting]

#### Assignments Due:

- Weekly Perusall Participation
  - Paper #3 due on Sunday by 11:59 p.m.
  - Quiz #3 must be completed by Friday 11:59 p.m.
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**WEEK 14, 11/22 - 11/24: FALL BREAK - NO CLASSES - ENJOY YOUR BREAK!**

- **No required readings or assignments due this week.**
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**WEEK 15, 11/29 - 12/01: Feminist Theories, I**

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**WEEK 16, 12/06 - 12/08: Feminist Theories II**

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