

SOC 361: Historical Development of Sociological Theory

Spring 2021

Online, Asynchronous

Professor: Jessica Kim

Electronic Office Hours: M-F, 9:00 am - 5:00 pm via email

Synchronous Virtual Office Hours: W 1:00 pm - 3:00 pm and by appointment on Zoom
(Meeting ID: 907-572-545, password: 094503)

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Land Acknowledgement: *This statement is one small step in acknowledging the colonial history that brought settlers to reside on the traditional indigenous territories of Paumanauke-Long Island or Sewanhackey-Long Island, and to promote understanding of our place within that history and how it contributes to Native American hardship. Prior to settlement, Long Island was inhabited by thirteen native communities: the Canarsies, Rockaways, Merricks, Massapeguas, Matinecocks, Nissaquogues, Secatogues, Setaukets, Unkechaugs, Shinnecoaks, Corhaugs, Montauketts, and the Manhansets. Stony Brook University stands on land lived on and tended to by the Setaukets. Find out more about native Long Island history at <https://www.instagram.com/onthissite/>. Visit <https://native-land.ca> to find out whose land you reside on. I call upon myself and others to increase our awareness of these histories and commit to actively address and avoid reproducing these inequalities by supporting native sovereignty, culture, and identity in our own communities and nation.*

Black Body Acknowledgement: *As a nonwhite minority college professor and researcher, I recognize the ongoing violence – physical and otherwise – disproportionately committed against BIPOC within the American system of higher education and society at large. I recognize how conventional teaching and assessment strategies disadvantage the underprivileged by undervaluing their identities, histories, and experiences. I call upon both teachers and students to support ongoing social justice efforts and to imagine both together and individually ways to intervene in structures of oppression, perhaps, for example, by changing any negative or delimiting idea you have about other—especially Black—people’s linguistic varieties, Englishes, or accents that keep those varieties segregated from the mainstream. In short, I commit to work to end and call others to join me to end our complicity in violence against Black peoples that occurs in culture, education, and literacy to cultivate all students’ agency, authority, and authenticity in the pursuit of learning.*

Course Description

This course is designed to introduce students to key concepts in sociological theory and teach students how to utilize their sociological imagination. All sociological theorists ask the question, “how is the social world structured?” Throughout the semester, we will identify and discuss how different theorists have tackled this question. In doing so, you will read excerpts of theorists’ original writings and be asked to understand the key concepts and points they put forth, critically evaluate their merits, and apply them to a variety of real-life scenarios. Therefore, this course provides students with several different lenses through which they can analyze the world. It is my

hope that after taking this course, you will be sociological theorists in your own right! We will cultivate your ability to analyze current phenomena with a sociological eye, your capacity for sociological inquiry, and ability to identify the underlying assumptions of arguments and worldviews you encounter in your daily life.

On Writing: Please note that this course is an upper division, writing-intensive course, as it satisfies the WRTD requirement. Therefore, it is very important that you take advantage of the feedback I provide on your written assignments, as well as the resources made available to you through this course (Essay Writing Tips Handout) and the university Writing Center (<https://www.stonybrook.edu/writingcenter/>).

Learning Outcomes

Upon completion of this course, students should be able to:

1. Understand basic sociological theoretical concepts and ideas
2. Critically evaluate the strengths and weaknesses of major sociological theorists' ideas
3. Apply a sociological perspective to current events using the terms and concepts discussed in class
4. Engage in intersectional theorizing through the consideration of race, class, gender, and other axes of oppression
5. Cultivate and improve analytical writing skills through a combination of short, informal assignments and a final paper

Required Materials

There are NO required books for this course. All assigned readings are available on Blackboard (BB) and posted in their respective modules.

Technical Requirements:

- A Stony Brook email account to access course communication
- High speed internet connection to access lecture materials via YouTube and Blackboard
- Access to Microsoft Word to complete assignments
- Zoom account for synchronous virtual office hours
 - To get started with Zoom and to download the Zoom plug-in for your computer, please visit:
 - <https://it.stonybrook.edu/help/kb/getting-started-with-your-stony-brook-zoom-account>
 - Zoom ID: 907-572-545
 - Zoom Password: 094503

Course Structure

One of the best qualities of online coursework is the flexibility it offers learners. This course will therefore be delivered in a **biweekly, asynchronous fashion** – allowing you to access the material at a time that is most convenient for you. However, you must observe all scheduled deadlines as listed in the syllabus. Be sure to regularly check BB for announcements and amendments.

Material Delivery:

This course is broken down into several self-contained modules. Each module operates for one week, **opening on Monday and closing on Sunday** (except for the final module, which is due on Saturday according to the University calendar). The modules are further divided into two parts. By **Thursday** of each week, you must take a short quiz on the assigned readings and compose one original Discussion Board post. You then have until **Sunday** to respond to **one** of your peers' Discussion Board posts. Modules become available to students as they are scheduled in the course – not before. All previous modules will remain open for the duration of the course for student review. Within each module, there are a series of activities and assignments you must complete, as listed on the Weekly Schedule at the end of this syllabus.

Tips:

To best succeed in this course, you should complete the course activities in the order they are listed on the syllabus and take notes on material to help you complete your assignments. A more detailed description of your assignments can be found under the Evaluation section of the syllabus. Each Module also has an included lecture that can help guide your learning and reinforce your reading. **You should view the lecture only after you complete the readings**, as it will make much more sense with the detailed context of the readings. These lectures serve to reinforce and summarize the important components of the readings, not replace them. Still, students should take care to view these lectures, as they help contextualize what you have read.

A note about the readings: This is an upper-division course, and therefore tackles many complex theoretical ideas. Your deepest understanding of these ideas will come from the assigned reading material. Although the number of readings may seem overwhelming, I have tried to limit the number of actual pages you are being asked to read. I do not expect that *anyone* understand every word on every page. I do expect that you engage in a careful, purposeful read in order to glean the readings' key takeaways.

Evaluation

Students are given a variety of opportunities to succeed in this class. It is my hope that with a wide variety of evaluation tools, no single assignment will tank your grade. Assignments, instructions, and any relevant rubrics will all be posted within each module. Grades will be posted on Blackboard throughout the semester, so you are responsible for keeping track of your own grade. Each portion of your grade is allocated a certain amount of points, and is then weighted according to the criteria listed below:

1. Introductions (3 @ 5 pts each):	5%
2. Quizzes (12 @ 3 pts each):	10%
3. Discussion Board Participation (13 @ 15 pts each)	20%
4. Paper Draft I (30 pts):	10%
5. Theory Application Worksheets (2 @ 50 pts each):	25%
6. Final Paper (100 pts):	25%
7. Pandemic Padding (5 pts)	5%

8. Extra Credit:

3 points

1. *Introductions, Icebreakers, and Individual Surveys:* Successful online learning is premised on the importance of community building and lively discussion, part of which includes getting to know one another! Therefore, I would like each of you to please **briefly introduce yourselves on BB**. You should also **complete the icebreaker survey**. These are graded only on completion. This is just a fun way to cultivate our community. I would also please like you all to **fill out an individual survey**. This is something that only I will see, and I will not share or distribute with anyone. Please include your year in school, major(s)/minor(s), why you are taking this class, and anything else you think is important for me to know in order for you to successfully complete this course but may not necessarily feel comfortable sharing with the class.

2. *Quizzes:* The quizzes are intended to help guide you as you progress through each module and ensure that you are staying up to date on the assigned material. Each quiz is comprised of three multiple choice questions evaluating your understanding of the basic concepts and ideas presented in the readings. They are not intended to trick you, nor are they testing on specific details. So long as you have a general understanding of the readings' main arguments, you should do well. Each quiz is worth three [3] points each. I will drop your lowest quiz grade of the semester (total 12 quizzes). For directions on how to view quiz grades, refer to "Viewing Quiz Grades Directions" on BB.

3. *Discussion Board Participation:* During each week of the course, you will actively participate in Discussion Boards on BB. Through these discussions, we will flesh out the ideas presented in the readings and PPTs to cultivate a deeper understanding of the arguments being made – their strengths, their weaknesses, how they relate to current events, etc. Each student must submit **one [1] original discussion** board post by Thursday (10 points) and **at least one [1] quality response** to a peer (5 points). See the **Classroom Policies** handout for full explanation of discussion board expectations. To view my feedback, go to "Tools" → "My Grades" and click on the blue speech bubble. The general grading criteria is as follows:

	No Credit	Partial Credit	Full Credit
Original post	Did not respond to the instructor's questions	Responded to some, but not all, of the instructor's questions, or did not give the discussion prompt full treatment	Responded to all questions in a meaningful and substantive manner
Response post	Did not reply to peers	Replied to one peer but did not contribute new insights to the discussion	Replied to one or more peers with a quality, value-added response

4. *Paper Draft I:* A majority of this class centers around the completion of a formal analytical research paper applying a number of sociological concepts to a chosen social phenomenon. In order to do so, you must first demonstrate a thorough and complex understanding of the phenomenon at hand. This aim will be achieved through the completion of Paper Draft I, where you will thoroughly explain and describe your selected topic by drawing upon meaningfully deployed, reputable sources. This paper will set up your analyses throughout the remainder of

the semester and is the foundation of your final paper. Specific Draft I instructions will be reviewed early on in the semester and will also be posted to BB under Assignments.

5. Theory Application Worksheets (TAWs): TAWs are self-contained, mini writing assignments in which you apply **one** theoretical concept you learned in a given week to your selected phenomenon. The purpose of the TAW is twofold: 1) they help you to begin fleshing out the arguments you will employ in your final paper under relatively low stakes and while receiving personalized feedback; and 2) they familiarize you with the necessary components of a sound logical argument while cultivating your analytical writing skills. Each TAW is due at the module close on Sunday and **MUST utilize a term or idea presented within that specific module. Submissions drawing on concepts presented outside of the present module will not be accepted.** You must submit **two [2]** TAWs over the course of the semester applying **two different** sociologists' works. Otherwise, I give you the discretion to submit these when it is most convenient for you and relevant to your analysis. Therefore, it is your responsibility to make sure you submit all TAWs prior to the end of the semester (**final date for submitting a TAW is April 25**). I do not accept late submissions. Please see the Theory Application Worksheet on BB for complete directions. Note: you are required to submit two TAWs, however, you can submit up to three. I will keep your top two scores.

6. Final Paper: You will construct your final course paper by editing and revising the contents of your Paper Draft I *and* your TAWs to write a coherent, theoretically robust analytical paper in which you apply concepts from **at least two** separate theorists to your selected phenomenon. Though you will complete individual components of the paper throughout the semester, you should *not* simply copy-paste prior assignments into a single word document. Rather, you should revise and reorganize your earlier work as appropriate to compose a single, polished whole which engages with course material in a complex, thoughtful, and logical manner. To this end, students will be expected to demonstrate in this piece the theoretical gaps, tensions, and connections present in their analysis and address how an intersectional approach to theorizing improves our understanding of the topic at hand. Specific paper instructions will be distributed on March 1 and will be posted to BB under assignments. **Your final paper is due electronically to BB by 11:59 pm on 5/16** and will be subject to plagiarism checks through SafeAssign. **I do not accept late papers.**

7. Pandemic Padding: Each student will earn 5% of their grade simply by being enrolled in this course. Consider this my small gift to you, as a student taking a course shifted online during a global pandemic.

8. Extra Credit:

- There is one built-in extra credit assignment in this course. The assignment is *optional* and requires that you analyze a film/show using course theories and concepts. Students who successfully complete this assignment can earn up to three additional points on their final grade. For example, if you have an 89 in the course (a B+) but earn full points on the extra credit, your final grade will rise to a 92 (an A-). Details about this assignment to follow later in the semester.

- Additionally, students who submit their anonymous course evaluations will earn three points of extra credit, added to their final paper grade. You will receive a link in your Stony Brook email to complete this evaluation about halfway through the semester.
- **There will be no additional extra credit opportunities other than those listed above.** I will *not* create extra credit assignments for students falling behind, nor will I provide advantages to any one student I do not offer to others.

Grading Scale: Students will be assigned grades as listed below:

A : 94-100	A- : 91-93	B+ : 88-90	B : 84-87	B- : 81-83	C+ : 78-80
C: 74-77	C- : 71-73	D+ : 68-70	D : 64-67	D- : 61-63	F: 0-60

Classroom Policies:

Classroom decorum: Online spaces are wonderful for the freedom and accessibility they provide students. However, online settings also come with their own unique challenges and necessary etiquette. I have therefore created a Classroom Policies handout available on BB that I expect you to read and abide by. Violation of the classroom policies may be subject to penalty.

Emails: Emails to your professor are professional interactions and should be composed as such. Therefore, all emails must include 1) a relevant subject, 2) a polite greeting, 3) a formal body with a clearly defined question or issue, and 4) polite closing. **Emails that do not conform to this policy will not be answered.**

Office Hours: During my established office hours, my time is yours. Please feel free to reach out if you have questions, are struggling with the material, need clarification on something we discussed in class, want to talk about your paper, or if you just want to chat about the course! That being said, please do not come to office hours expecting me to repeat a lecture. **You should use office hours to ask specific questions, having read the relevant material.** Over the course of the semester, I will hold two types of office hours: electronic, and synchronous virtual. Please see below for a description of each.

- *Electronic Office Hours:* **My electronic office hours are M-F, 9:00 am – 5:00 pm.** This is the time during the week that I will read and respond to emails. Please allow for a 24-hour response window. On weekends, please allow for a 48-hour window. If I do not respond to your email within these timeframes, kindly send me a follow-up email.
- *Synchronous Virtual Office Hours:* In addition to being generally available via email, I will also hold weekly synchronous virtual office hours on **Wednesdays from 1:00 pm – 3:00 pm** using Zoom. During this time, I will be immediately available to respond to any questions you may have. Please send me an email to let me know that you will be attending, and when.
- *Note:* I do my best to be available as much as possible for my students. At the same time, I expect my students to plan ahead and take responsibility for their education. Therefore, **I will NOT respond to last-minute emails** or questions regarding assignments, so please

plan accordingly. Questions asked that are clearly addressed in the syllabus will not be answered.

Late submissions policy: All assignments should be submitted to BB. **I do NOT accept late assignments.** In the event that an unlikely condition or extenuating circumstance interferes with your ability to be successful in this class, contact Ellen Driscoll (ellen.driscoll@stonybrook.edu) or Jarvis Watson (jarvis.watson@stonybrook.edu) in the Office of the Dean of Students as soon as possible. After I receive verification from them, we can discuss how to best proceed.

Appealing Grades: Any grade appeals must be made within one week of being handed back. Any appeals received after this window will not be accepted.

Incompletes: I understand that sometimes life happens, which can make it difficult to complete your work during the established time frame of the course. Please keep me informed about any issues that arise as soon as you can. All requests for an incomplete will be assessed on a case-by-case basis.

Academic Integrity: All submitted assignments should be the honest product of a student's personal efforts. You are welcome and encouraged to discuss class material and assignments openly with your classmates, but the work you submit must be your own. Any submission containing the ideas of another scholar **MUST** cite those ideas according to standard accepted citation guidelines (MLA, APA, ASA, or Chicago are all acceptable formats). Please refer to the Writing Tips handout for further explanation of proper citation decorum. Failure to use proper citations is plagiarism and will be treated as such. Any suspicions of academic dishonesty will be reported to the Academic Judiciary. Any student found guilty of plagiarism will receive a failing grade for the course. For more information regarding academic dishonesty at Stony Brook University and associated policies, please refer to: http://www.stonybrook.edu/commcms/academic_integrity/.

Student Accessibility Support: If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, 128 ECC Building, (631) 632-6748, or at sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Critical Incident Management: Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook. Until/unless the [latest COVID guidance](#) is explicitly amended by SBU, during Fall 2021 "disruptive behavior" will include refusal to wear a mask during classes.

COVID-19 Statement: We are living in unprecedented times as many people, now more than ever, struggle to stay afloat. If as a result of coronavirus, you find your employment, finances, mental health, physical health, or any other aspect of your wellbeing is at stake, please prioritize yourself first. I will do my best to work with you to the extent that is reasonable.

Weekly Schedule*:

Course Activities:	Assessment:
<p>[1] 2/1 – 2/7: Introduction <i>What is sociological theory? How did it originate, what does it explain, and why should we study it? How can we use our sociological imagination to better understand the world?</i></p>	
<p>Activities:</p> <ul style="list-style-type: none"> ➤ Watch welcome video: Course and professor introduction, syllabus review, and Classroom Policies ➤ Review writing tips and discussion board guidelines 	<p>Due Friday 2/5, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Introductions ❖ Icebreaker survey ❖ Individual Report
<p>Readings:</p> <ul style="list-style-type: none"> ➤ Mills, “The Sociological Imagination.” ➤ Berger, “The Sociological Perspective.” (pg. 16-24) ➤ Calhoun et al., “General Introduction.” <p>Activities:</p> <ul style="list-style-type: none"> ➤ Video Lecture 	<p>Due Friday 2/5, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Quiz 1 ❖ Discussion 1 original post <p>Due Sunday 2/7, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Discussion 1 response post
<p>[2] 2/8 – 2/14: Race <i>What does it feel like to be a problem? How does the veil warp perceptions of the self and others? How does the veil manifest at various levels of society and reinforce inequality? What challenges do minorities face when seeking social change?</i></p>	
<p>Readings:</p> <ul style="list-style-type: none"> ➤ DuBois, “The Souls of Black Folk.” ➤ Fanon, “Black Skin, White Masks.” ➤ Young, “Should Writers Use They Own English?” ➤ Ritzer, “W.E. B. DuBois.” (Theoretical Contributions: pp. 337-342 only) ➤ King, “Letter from Birmingham Jail.” <p>Activities:</p> <ul style="list-style-type: none"> ➤ Video Lecture 	<p>Due Thursday 2/11, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Quiz 2 ❖ Discussion 2 original post <p>Due Sunday 2/14, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Discussion 2 response post
<p>[3] 2/15 – 2/21: Gender <i>What is the difference between sex and gender? How is gender a social construct and a performative act? How does gender ideology permeate social life and perpetuate Otherness?</i></p>	
<p>Readings:</p> <ul style="list-style-type: none"> ➤ De Beauvoir, “Introduction” in <i>The Second Sex</i>. ➤ West and Zimmerman, “Doing Gender.” <p>Activities:</p>	<p>Due Thursday 2/18, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Quiz 3 ❖ Discussion 3 original post <p>Due Sunday 2/21, 11:59 pm</p>

➤ Video Lecture	❖ Discussion 3 response post
[4] 2/22 – 2/28: Intersectionality <i>What is standpoint theory and how does it inform intersectionality? How do gender, race, and other identities intersect to produce unique standpoints? How does a relational, intersectional perspective influence our understanding of “objectivity”?</i>	
Readings: <ul style="list-style-type: none"> ➤ Calhoun et al., “Introduction to Part VII,” excerpt. ➤ Smith, “The Conceptual Practices of Power.” ➤ Collins, “Black Feminist Epistemology.” ➤ Collins and Bilge, “What is Intersectionality?” excerpts. Activities: <ul style="list-style-type: none"> ➤ Video Lecture 	Due Thursday 2/25, 11:59 pm <ul style="list-style-type: none"> ❖ Quiz 4 ❖ Discussion 4 original post Due Sunday 2/28, 11:59 pm <ul style="list-style-type: none"> ❖ Discussion 4 response post
2/28: Paper Draft I Due, 11:59 pm	
[5] 3/1 – 3/7: Marx I <i>What is Marx’s theory of human nature? How does Marx conceive of history? How does historical materialism explain to (re)production of unequal social relations over time?</i>	
Readings: <ul style="list-style-type: none"> ➤ Ritzer, “Karl Marx.” ** <i>**this is a summary chapter of Marx. Read to the extent that it is useful for Modules 5 and 6. (Marx can be quite dense).</i> ➤ Marx, “Manifesto of the Communist Party.” Activities: <ul style="list-style-type: none"> ➤ Video Lecture 	Due Thursday 3/4, 11:59 pm <ul style="list-style-type: none"> ❖ Quiz 5 ❖ Discussion 5 original post Due Sunday 3/7, 11:59 pm <ul style="list-style-type: none"> ❖ Discussion 5 response post ❖ Marx I TAW
<i>3/1: Final paper instructions distributed. Review as necessary.</i>	
[6] 3/8 – 3/14: Marx II <i>How does the capitalist system perpetuate inequality? How does capitalism exploit and alienate human beings? How do individuals internalize the culture of capitalism?</i>	
Readings: <ul style="list-style-type: none"> ➤ Marx, “Economic and Philosophic Manuscripts of 1844.” ➤ Marx, “Wage-Labour and Capital.” Activities: <ul style="list-style-type: none"> ➤ Video Lecture 	Due Thursday 3/11, 11:59 pm <ul style="list-style-type: none"> ❖ Quiz 6 ❖ Discussion 6 original post Due Sunday 3/14, 11:59 pm <ul style="list-style-type: none"> ❖ Discussion 6 response post ❖ Marx II TAW
[7] 3/15 – 3/21: Durkheim I <i>What is a social fact? How do social facts shape human behavior? What holds societies together?</i>	
Readings: <ul style="list-style-type: none"> ➤ Ritzer, “Emile Durkheim,” (pp. 183 – 203 only) ➤ Durkheim, “Rules of the Sociological Method.” 	Due Thursday 3/18, 11:59 pm <ul style="list-style-type: none"> ❖ Quiz 7 ❖ Discussion 7 original post

<p>Activities:</p> <ul style="list-style-type: none"> ➤ Video Lecture 	<p>Due Sunday 3/21, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Discussion 7 response post ❖ Durkheim I TAW
<p>[8] 3/22 – 3/28: Durkheim II <i>How do societies evolve? How does anomie occur and what are its effects?</i></p>	
<p>Readings:</p> <ul style="list-style-type: none"> ➤ Durkheim, "The Division of Labor in Society." ➤ Durkheim, "Suicide." <p>Activities:</p> <ul style="list-style-type: none"> ➤ Video Lecture 	<p>Due Thursday 3/25, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Quiz 8 ❖ Discussion 8 original post <p>Due Sunday 3/28, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Discussion 8 response post ❖ Durkheim II TAW
<p>3/29 – 4/4: BREAK <i>Enjoy a week off of coursework. Take this time to recharge and step away from the academic obligations of this course.</i></p>	
<p>[9] 4/5 – 4/11: Weber I <i>What explains the rise of capitalism? How does Weber understand stratification?</i></p>	
<p>Readings:</p> <ul style="list-style-type: none"> ➤ Weber, "The Protestant Ethic and the Spirit of Capitalism." ➤ Weber, "Class, Status, Party." <p>Activities:</p> <ul style="list-style-type: none"> ➤ Video Lecture 	<p>Due Thursday 4/8, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Quiz 9 ❖ Discussion 9 original post <p>Due Sunday 4/11, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Discussion 9 response post ❖ Weber I TAW
<p>[10] 4/12 – 4/18: Weber II <i>How is political legitimacy and authority established? What is the role of rationality in society?</i></p>	
<p>Readings:</p> <ul style="list-style-type: none"> ➤ Weber, "The Types of Legitimate Domination." ➤ Weber, "Bureaucracy." ➤ <p>Activities:</p> <ul style="list-style-type: none"> ➤ Video Lecture 	<p>Due Thursday 4/15, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Quiz 10 ❖ Discussion 10 original post <p>Due Sunday 4/18, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Discussion 10 response post ❖ Weber II TAW
<p>[11] 4/19 – 4/25: Symbolic Interactionism <i>How do socialization and interactions shape the self among individuals and small groups?</i></p>	
<p>Readings:</p> <ul style="list-style-type: none"> ➤ Mead, "The Self." ➤ Goffman, "The Presentation of Self in Everyday Life." <p>Activities:</p>	<p>Due Thursday 4/22, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Quiz 11 ❖ Discussion 11 original post

<ul style="list-style-type: none"> ➤ Video Lecture 	<p>Due Sunday 4/25, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Discussion 11 response post ❖ SI TAW <p>NOTE: Final TAW Opportunity</p>
<p>[12] 4/26 – 5/2: Comparing Perspectives</p> <p><i>How do our various theoretical perspectives relate? How are they similar? How are they different? What are the strengths and weaknesses of each theoretical approach? How does combining ideas across theoretical perspectives improve our understanding of the social world?</i></p>	
<p>Readings:</p> <ul style="list-style-type: none"> ➤ Royce, “Three Perspectives.” ➤ Other readings TBD. <p>Activities:</p> <ul style="list-style-type: none"> ➤ Video Lecture 	<p>Due Thursday 4/29, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Quiz 12 ❖ Discussion 12 original post <p>Due Sunday 5/2, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Discussion 12 response post
<p>5/2: OPTIONAL: Rough Draft Due, 11:59 pm</p>	
<p>[13] 5/3 – 5/8: Wrap Up</p> <p><i>How can we employ sociological theory beyond the classroom? How does theory lay the foundation for effective activism seeking to enact social change?</i></p>	
<p>Readings:</p> <ul style="list-style-type: none"> ➤ Burawoy, “For Public Sociology.” ➤ Johnson, “What Can We Do? Becoming Part of the Solution.” <p>Activities:</p> <ul style="list-style-type: none"> ➤ Video Lecture 	<p>Due Thursday 5/6, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Quiz 13 ❖ Discussion 13 original post <p>Due Sunday 5/9, 11:59 pm</p> <ul style="list-style-type: none"> ❖ Discussion 13 response post
<p>5/16: FINAL PAPER DUE, 11:59 pm</p>	
<p>ENJOY YOUR SUMMERS!!!!</p>	

**Note about the Syllabus and the Course Schedule:* This syllabus is created to provide guidance through the learning process. Please be aware, however, there are times when we may run out of time to cover everything, or there are times when we may choose to discuss and engage newsworthy events. If this occurs, some minor changes to the syllabus may take place. For example, a movie may be moved to a different lecture period, or lecture topics may be moved around or shortened.