

Term Information

Effective Term Autumn 2022
Previous Value Autumn 2016

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Distance learning approval.

What is the rationale for the proposed change(s)?

Increased demand for online sections.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No significant programmatic implications.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Sociology
Fiscal Unit/Academic Org Sociology - D0777
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3488
Course Title Introduction to Sociological Theory
Transcript Abbreviation Intro Socio Theory
Course Description Introductory statement of the nature of sociological theory, its basic problems, assumptions, major types and orientations, and principal contributions to the discipline.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Greater or equal to 50% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 3 cr hrs taken at 2000-3000 level.
Exclusions	
<i>Previous Value</i>	Not open to students with credit for 488.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	45.1101
Subsidy Level	Baccalaureate Course
Intended Rank	Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students understand the dominant theoretical perspectives used in sociology.• Students compare and contrast various sub-theories of each theoretical perspective in sociology.• Students learn to apply sociological theories, discern different theoretical traditions in scholarly work, and critically evaluate social science research and theory more generally.
Content Topic List	<ul style="list-style-type: none">• Sociological theory• Sociological imagination• Functionalism• Conflict theory• Rationalization and Weber• Interactionist theory• Rational choice/exchange theory• Integrative theories• Feminist theory
Sought Concurrence	No

COURSE CHANGE REQUEST
3488 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/13/2022

Attachments

- 3488-DLSyllabus.docx: DL syllabus
(Syllabus. Owner: Downey, Douglas B)
- Bosley-Smith_Fall 19.pdf: Face-to-face syllabus
(Syllabus. Owner: Downey, Douglas B)
- 3488_DL_ASC_CoverSheet_Jeremie.docx
(Other Supporting Documentation. Owner: Downey, Douglas B)
- 3488-DLSyllabus Revision.docx: Revised DL syllabus
(Syllabus. Owner: Downey, Douglas B)

Comments

- Revised syllabus responds to the committee's requests: (1) the course schedule is now listed daily (rather than weekly) and it is clear when students deadlines are for students to view online video lectures, (2) the grade computation error is fixed, (3) the learning goals are explicitly included. Changes are highlighted in yellow. *(by Downey, Douglas B on 01/13/2022 09:48 AM)*
- Please see Panel feedback e-mail sent 10/01/21. *(by Cody, Emily Kathryn on 10/01/2021 02:31 PM)*
- For this one too, the signed off/reviewed document by Jeremie Smith has not been uploaded. Please make sure to upload the version of the syllabus that he approves and his signed off cover sheet indicating that the proposal is ready to be submitted. *(by Vankeerbergen, Bernadette Chantal on 09/04/2021 02:15 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	08/16/2021 11:07 AM	Submitted for Approval
Approved	Downey, Douglas B	08/16/2021 11:07 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/04/2021 02:16 PM	College Approval
Submitted	Downey, Douglas B	09/06/2021 02:22 PM	Submitted for Approval
Approved	Downey, Douglas B	09/06/2021 02:23 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/15/2021 12:22 PM	College Approval
Revision Requested	Cody, Emily Kathryn	10/01/2021 02:31 PM	ASCCAO Approval
Submitted	Downey, Douglas B	01/13/2022 09:48 AM	Submitted for Approval
Approved	Downey, Douglas B	01/13/2022 09:48 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/13/2022 10:54 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/13/2022 10:54 AM	ASCCAO Approval

SYLLABUS

SOC/3488

Introduction to Sociological Theory

Autumn 2020 (full term)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: To be determined.

Email address: (preferred contact method)

Phone number:

Office hours:

Course description

Our goal is to understand both classical and contemporary theories used by sociologists to explain and describe the social world. The main argument of this course is that sociological theories are indispensable because they help us interpret empirical research on human populations. They are the stories—the narratives—that provide an account of how social phenomena are related in both qualitative and quantitative research. Without these larger frameworks and sensitizing concepts, our investigations into the social world get stripped of any meaningful context. And that is why we will spend our time together learning to identify, evaluate, and apply a host of sociological theories, beginning with pioneering thinkers and ending with contemporary scholars.

Our time together will focus on the following activities:

1. Read the assigned selections until you understand them.
2. Take online reading quizzes to assess your comprehension.
3. Listen to lectures that strongly emphasize the readings.
4. Participate in class discussions to solidify your understanding.
5. Study for the test by testing yourself beforehand.
6. Take the test to demonstrate what you have learned.
7. Repeat steps 1-6 three more times.

COURSE GOALS

1. Students understand the dominant theoretical perspectives used in sociology.
2. Students compare and contrast various sub-theories of each theoretical perspective in sociology.
3. Students learn to apply sociological theories, discern different theoretical traditions in scholarly work, and critically evaluate social science research and theory more generally.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Kivisto, Peter. 2013. *Social Theory: Roots and Branches*. 5th ed. New York, NY: Oxford University Press. ISBN: 0199937125
- Ritzer, George, and Jeff Stepnisky. 2014. *Sociological Theory*. 9th ed. New York, NY: McGraw-Hill. ISBN: 0078027012
- • Students who purchase editions other than those listed on this syllabus may NOT have access to material required to complete course assignments, such as reading quizzes.
- • The reading schedule below lists page numbers from the required editions. Students who purchase another edition may wonder what pages to read. They should consult the table of content for the correct edition on Carmen. They can match the page numbers from the course schedule with the table of content from the required edition to determine what pages to read in the text they have purchased.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)

- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
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Tests	4 @ 170 pts=680 pts
Discussions	12 @ 10 pts =120 pts
Quizzes	10 @ 20 pts=200 pts
Total	1000

See course schedule below for due dates.

Descriptions of major course assignments

Tests

Description: Each test consists of fifty objective questions—mainly multiple choice with some true/false—to be completed in about an hour. Test questions focus exclusively on the content found in the lecture slides. You will not need to study previous quizzes to prepare for upcoming tests.

Academic integrity and collaboration: Tests will be administered online through Carmen. Students may NOT access any outside help while taking tests. For example, you may NOT use books or notes or speak to anyone during the tests. Tests will become available 48 hours before they are due. Correct answers will be made available as soon as the test is completed.

To ensure academic integrity while taking tests, students will be required to use the online proctoring tool Proctorio. This tool offers you flexibility to take your exams in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. During the course of an exam, Proctorio will record the testing environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. To use Proctorio you must be over 18 years of age and have a valid BuckID available during the exam.

To use Proctorio you must use Google Chrome as your web browser. If you use any other web browser, you will not be able to complete tests using Proctorio. If you fail to set up Proctorio before the first test, you may receive a failing grade for that assignment. I highly recommend that you visit the following website as soon as possible for instructions on using this online tool: <https://resourcecenter.odee.osu.edu/carmencanvas/installing-proctorio>

It is possible that you will encounter a problem when attempting to install or use Proctorio. For example while attempting to access a test, you may be prompted to enter a code which you have not been given. When such issues arise, please remain calm. First check to make sure you are using the Google Chrome browser. Then contact Proctorio support at <https://proctorio.com/support>. Many students have reported receiving helpful solutions when accessing Proctorio support.

Quizzes

Description: Our quizzes are designed to test your ability to read, retain, and locate information from our course readings. You will be quizzed on the readings BEFORE the lectures are released. This approach encourages students to read closely before hearing the lecture content.

Each quiz consists of ten objective questions—mainly multiple choice with some true/false—to be completed in about twenty minutes. Quiz questions focus exclusively on the content found in the readings.

Academic integrity and collaboration: Quizzes must be taken by yourself on Carmen, and you MAY use course materials (e.g., books, notes), but you MAY NOT seek help from anyone while taking the quizzes. The use of Proctorio is not required for quizzes.

Each online quiz asks questions about readings listed in the course schedule on the same day as the quiz. Although no makeup quizzes will be given, two of the twelve quizzes will count as extra credit points. No quizzes will be dropped. Quizzes open online 48 hours before they are due. Correct answers will be made available during office hours.

Discussion

Description: As our course is a distance learning environment, your participation in the online discussion forums is crucial for academic success. To keep the conversation manageable, you will be placed into a smaller group on Carmen. Please take the time to introduce yourself and reply to at least one other student during the first week of the semester. For each unit, you will be expected to respond to a provided prompt. If you are the first to post, click “Reply” to this prompt. Then write 300-400 words addressing the specific requirements of the prompt. If you are not the first to post, click “Reply” to the LAST post in this thread. Then write 150-200 words addressing the specific requirements of the prompt AND an additional 150-200 words explaining how your topic relates to the previous student’s concept. If, while you are typing, another student responds to the post you were intending to respond to, you must now respond to what has become the “new” last prompt. I intend to treat these discussions as a form of interactive class participation. As long as the quality and quantity of the posts remain high, students will receive full credit for each post. However, if the overall quality and quantity of the posts begin to diminish, points will be deducted.

Discussion Forum Guidelines:

1. Don't repeat a concept has already been addressed in a given thread. Come up with something new.
2. Stay positive when discussing other students' posts. Point out strengths, not weaknesses.
3. Avoid personal stories and political opinions. Instead focus on sociological concepts.
4. Write in complete sentences. Avoid abbreviations, emojis, slang, etc.

Academic integrity and collaboration: You are expected to do your own work. You don't work on your assignments with others, except where explicitly authorized and permitted. You don't copy & paste answers into your assignments.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

93-100%: A
90-92%: A-

87-89%: B+
 83-86%: B
 80-82%: B-
 77-79%: C+
 73-76%: C
 70-72%: C-
 67-69%: D+
 60-66%: D
 Less than 60%: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available

at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292- 5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1- 800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Date	Topic	Reading	Assignment
8/24	Syllabus and Intro		View syllabus lecture on Carmen
8/29			Discussion "Introduce Yourself" and Reply due on Carmen by 8pm
8/30	Early Years and Marx	Ritzer 1-42; Kivisto 136-145, 170-172, 179-189	Complete Quiz 1 and Quiz 2 on Carmen Discussion 1 due on Carmen
9/5	Early Years and Marx	Ritzer 43-75; Kivisto 3-38	View Marx lecture on Carmen
9/7	Durkheim	Ritzer 76-111;	Quiz 3 due on Carmen
9/12	Durkheim	Kivisto 39-67	Discussion 2 due on Carmen View Durkheim lecture on Carmen
9/14	Overview of Early Theorists		Discussion 3 due on Carmen
9/19	Overview of Early Theorists		Test 1 due on Carmen
9/21	Weber	Ritzer 112-157;	Complete Quiz 4 on Carmen Discussion 4 due on Carmen
9/26		Kivisto 68-103	View Weber lecture on Carmen
9/28	Simmel	Ritzer 158-187;	Quiz 5 due on Carmen
10/3	Simmel	Kivisto 104-135	Discussion 5 due on Carmen

			View Simmel lecture on Carmen
10/5	Later Years	Ritzer 189-236;	Quiz 6 due on Carmen Discussion 6 due on Carmen
10/10	Later Years	Kivisto 146-169	View "Later Years" lecture on Carmen
10/12	Overview and Functionalism/Conflict	Ritzer 237-277;	Complete Test 2 Quiz 7 due on Carmen
10/17	Functionalism/Conflict	Kivisto 195-220, 227-234	View functionalism/conflict lecture on Carmen
10/19	Symbolic Interactionism	Ritzer 332-376;	Complete Quiz 8 on Carmen Discussion 8 due on Carmen
10/24	Symbolic Interactionism	Kivisto 250-262	View symbolic interactionism video on Carmen
10/26	Ethnomethodology	Ritzer 377-401;	Complete Quiz 9 on Carmen Discussion 9 due on Carmen
10/31	Ethnomethodology	Kivisto 269-280	View Ethnomethodology lecture on Carmen
11/2	Overview and introduction to Rational Choice Theory	Ritzer 402-439;	Complete Quiz 10 on Carmen Discussion 10 due on Carmen
11/7	Rational Choice Theory	Kivisto 311-327	View Rational Choice Theory lecture on Carmen
11/9	Feminist Theory	Ritzer 440-485;	Complete Quiz 11 on Carmen

			Discussion 11 due on Carmen
11/15	Feminist Theory	Kivisto 350-370	View feminist theory lecture on Carmen
11/21	Micro-Macro Theory	Ritzer 487-538;	Complete Quiz 12 on Carmen Discussion 12 due on Carmen
11/22-11/28	No class, Thanksgiving Break		
11/29	Wrap Up	Kivisto 464-469, 494-501	View Micro-Macro lecture on Carmen
12/5	Final exam		Test 4 due on Carmen

SOC 3488: Introduction to Sociological Theory

Fall 2019

Wed and Fri 11:10 a.m.-12:30 a.m.

Townshend Hall 247

Emma Bosley-Smith

Office: 161 Townshend

Email: bosley-smith.1@osu.edu

Office Hours: Wednesday 12:40 p.m.-2:00 p.m.

Friday 12:40 p.m.-2:00 p.m.

And by appointment

DESCRIPTION AND GOALS

There are many different definitions of social theory. One basic definition is a suggested relationship between two or more social concepts. Theory has been framed as “what we do when we find ourselves able to put into words what nobody seems to want to talk about. When we find those words, and say them, we begin to survive” (Lemert, 2013). Alternatively, theory gives us space to explore “the mundane and the concealed—those hidden aspects of social life we sometimes encounter in the ordinary course of daily life” (Lemert, 2013). In addition to thinking about the role of theory, this course seeks to address three primary questions: 1) What is sociological theory? 2) Why should we care? And 3) What theories can shape your own research? Through this course, students will learn to apply theory to demonstrate how theories are important in our current lives and societies. Additionally, we will think about how to test different theories.

The theories we learn are in no way absolute truth. Rather, we should think about to what extent theories reflect realities, and what aspect of life theories reflect. We should engage with each theory and theorists by asking: “What can I do with this theory?” and “To what extent does this theory seem true or in what ways can it be applied?” The goal is for you to understand these different sociological theories, but also to question them, and maybe reject them. My goal as an instructor is not to convince you of certain theories, but to give you the tools to engage with them soundly.

This course cannot by any means cover all sociological theory; it is merely an introduction to some important work. The course is divided into three sections: 1) Consensus/Functionalism Theories, 2) Conflict Theories, and 3) Symbolic Interactionist theories. The readings do not always fit neatly into these categories, but they make up a framework for engaging with many sociological works. By the end of this course, students should be able to state basic tenants of each of the three major sections, the debates within and between those sections, and the similarities and differences between each major type of theory. At the end of the course I will ask each student to state three theorists they responded to or whose ideas appeal to them (focusing on pros and cons of that theorist), along with three theorists whose ideas students responded to less or appealed to them less (again focusing on the pros and cons.) Please keep this debate in mind during the entire semester.

COURSE REQUIREMENTS

1. Active Participation: It is each student's job to do the course readings and come to class having thought about the readings so we can discuss them as a group. We will likely be discussing many topics that individuals may disagree on, but we must listen respectfully and engage with other ideas thoughtfully. We will cover sensitive topics and you must remember different opinions are valid. **Please do not text or use the internet or social media during class. It is disruptive to everyone's learning process, not just your own.** If this is something I notice throughout, it can affect your attendance grade.

2. Canvas Discussion: I will ask you to write a short discussion post on Canvas **nine times** during the semester. You must submit three canvas discussion posts for weeks 2-6, three for weeks 7-10, and three for weeks 11-14. You can choose which classes or readings within each section to do them on, as long as the class has a reading associated with that class day. Each post will be worth 2% of your grade for a total of 18%. You are required to **make your post on Canvas by an hour before class time (10:10 a.m.)** to give time for me to read over them prior to class.

This post will contain two parts. First, a brief summary of what you believe to be the main point of the reading. There are four choices for the second part. You can (a) write a comment, critique, application, comparison, or analysis of the reading (a good way to do this is to compare a point in the reading to a real world example or compare/contrast with another theory/theorist). Or you may (b) come up with at least one discussion question (though more are welcome). You may (c) respond to whatever questions I present in the Canvas discussion post. Finally, you could (d) respond to a question presented by another student in their discussion post. This is a chance to engage thoughtfully with the readings. **These posts should be, at minimum, 300 words. I will review these before class, so be prepared to discuss your post in class.** You can only post on days when readings are assigned, so keep that in mind as you plan when you will complete the nine Canvas posts. **You will not receive full credit if you do not meet the word count, if you submit it late, or if you only summarize the reading without adding your own question, critique, strength, or take on the reading.**

3. Take Home Exams: There will be three take home exams this semester, one for each unit we cover. The first two exams will be worth 20% each of your grade, for a total of 40%. The final exam will be worth 25% of your grade. The first two exams will ask you to synthesize and apply theories from that section. The last exam will test that third section AND will include questions asking students to synthesize the entire semester. I will upload the take home exam to Canvas on the day indicated on the semester schedule, and the completed exam is required to be uploaded to Canvas by midnight on the due date. Take Home Exams will be entirely students' own work, but students will be encouraged to make use of notes taken during class, notes regarding previous powerpoints, and also relevant reading materials to answer the questions fully.

4. Attendance: Attendance will make up 15% of your grade. Each class begins with a few minutes to respond to a question related to the reading or topic that day. I will collect these papers and use them as attendance as well as a chance to gauge where the class is at with comprehension of particular works or theorists. **Because this important part of our class**

interaction happens first, it is important that you arrive to class on time. An absence will only count as legitimate if you have a serious reason for missing class such as an illness that can be documented and you contact me as soon as you know you will miss class or as soon as is practical to do so. You are allowed to miss two classes without penalty; however a legitimate absence will be excused. When you miss more than 2 unexcused classes I will begin to take 1 point off your attendance grade for each class missed (attendance grade is out of 15 percentage points).

5. Documentary Assignment. In lieu of class meeting on September 13th, I have assigned a documentary assignment worth 2% (2 points total, equivalent to a Canvas discussion post). In this assignment, I ask that you watch one of the two documentaries indicated in the class schedule and reflect on what they say about class and class inequality within the United States. This assignment should be 500 words and I will give further details on this assignment as it approaches.

6. Three Pop-Assignments: During the semester I will assign three short assignments. I will give the assignment at the end of one class to be completed before the next. The assignments will be graded as follows: A failure to complete the assignment will result in 1 point being deducted from the final overall grade. An assignment that fails to show any effort to provide the work requested, will result in 0 points changed in the final grade. A satisfactory assignment will result in 1 point added to the total grade. **These assignments could be very valuable for improving students' overall course grade.** Therefore, I recommend that any student who is absent look at the powerpoint uploaded to Canvas, or email me or speak to a classmate to determine if I gave out an assignment. There is no reason anybody should get any points deducted from these assignments.

SUMMARY OF GRADING

- 1. Canvas Discussion Posts:** 18% (Nine responses, each scored 0-2)
- 2. Take Home Exam 1 and 2:** 40% (20% each)
- 3. Take Home Exam 3:** 25%
- 4. Attendance:** 15%
- 5. Documentary assignment:** 2%
- 6. Pop Assignments:** potential extra credit of 3% increase in grade

OSU Standard Grading Scheme:

Starting %	Grade
93	A
90	A-
87	B+
83	B
80	B-
77	C+
73	C
70	C-
67	D+
63	D
60	D-
0	E

ADMINISTRATIVE

Academic Integrity: Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

The Committee on Academic Misconduct web pages (<https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct>)

Eight Cardinal Rules of Academic Integrity (<https://www.northwestern.edu/provost/policies/academic-integrity/cardinal-rules.html>)

Disability Services Statement: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Basic Need Security Statement: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, is urged to explore resources provided by OSU including student services and benefits (<https://online.osu.edu/student-services-benefits>) and the food pantry provided by the Buckeye Food Alliance (<https://www.buckeyefoodalliance.org/>). Adopted from Sara Goldrick-Rab's medium post (<https://medium.com/@saragoldrickrab/basic-needs-security-and-the-syllabus-d24cc7afe8c9>).

Email: I will respond to all emails within one business day. Keep in mind this may mean that emails received on Friday are responded to by Monday. **Please write your emails in a professional manner. Include a proper greeting and closing and give attention to grammar and spelling (occasional typos are inevitable and perfectly understandable).** My email is bosley-smith.1@osu.edu.

Late Work: Late work can almost always be avoided, but I understand emergency situations can arise. However, emergencies are not an excuse for procrastination. Work is due at the beginning of class, unless otherwise stated on the syllabus. Late work will receive a 10% deduction per day. In the event of an emergency, please provide documentation ASAP.

Unpaid Fees: Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until: 1. your fees are paid, OR 2. you have met with a Sociology Advisor and a Financial Aid Counselor and are working to get your fees paid.

Copyright: The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

COURSE SCHEDULE AND REQUIRED READING

We will be reading primary material from many influential social theorists and analyses from third parties. Due to questions of affordability and accessibility of social theorists work, we will not be relying on a textbook, rather on excerpts from a variety of sources. All readings will be available as PDFs on the course Canvas page. If you have any questions about this, please let me know.

SYLLABUS CHANGES

I reserve the right to amend the contents of this syllabus. You are responsible for keeping up to date with any changes to the syllabus via in-class announcement, Canvas, or via e-mail. Please maintain your OSU e-mail account and consistently check the Canvas page.

SEMESTER SCHEDULE

Section 1: Consensus/Functionalism

Week 1 – Introduction to the Course

Wednesday 8/21: No reading. Introduction to the course and to theory.

Friday 8/23: Read through the syllabus. Introduction to the course and to theory.

Week 2 – The Work of Emile Durkheim

Wednesday 8/28: Excerpt from Durkheim's *The Division of Labor in Society* (1893) and Excerpt from Durkheim's *Suicide* (1897)

Friday 8/30: NO CLASS OR OFFICE HOURS

Week 3 Structural Functionalism

Wednesday 9/4: Robert K. Merton "Manifest and Latent Functions," (1949) and Robert K. Merton "Social Structure and Anomie" (1967).

Friday 9/6: Kingsley Davis and Wilbert Moore, "Some Principles of Stratification," (1945) and the critical response by Tumin "Some Principles of Stratification: A Critical Analysis"

First Take Home Exam Distributed Friday, September 6th

Section 2: Conflict theory

Week 4 – Class Inequality and Introduction of Karl Marx

Wednesday 9/11: Introduction to Conflict Theory. Choose one of the five podcasts from On The Media's "Busted: America's Poverty Myths" and listen:

<https://www.wnystudios.org/shows/otm/projects/busted-americas-poverty-myths>
and read Excerpt from Marx's Capital: Volume 1 (1867)

Friday 9/13: NO CLASS OR OFFICE HOURS: DOCUMENTARY ASSIGNMENT

Choose one of the following documentaries and then write a reaction paper on class and inequality in the chosen documentary and submit it by the following class (Wednesday 9/18):

Documentary Option 1: Class Divide (accessible for free at <https://www.hbo.com/video/documentaries/class-divide/videos/sampling>)

Documentary Option 2: Student Athlete (accessible at HBO with an HBO subscription or free trial)

*Note: I will upload a more detailed description of this assignment to the Canvas site

Week 5 – The Work and Application of Karl Marx

First Exam Due: Monday, September 16th

Wednesday 9/18: Excerpt from Marx's *The Manifesto of the Communist Party* (1848 w/ Friedrich Engels)

Friday 9/20: Excerpt from Herbert Marcuse's *One-Dimensional Man* (1964)

Week 6 – Marxism and Race and Marxist Feminism

Wednesday 9/25: Bonacich, *A Theory of Ethnic Antagonism: The Split Labor Market*

Friday 9/27: Heidi Hartmann, *The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union* (1979)

Note: should have posted on Canvas three separate times by this point

Week 7 – The Work of Weber(s)

Wednesday 10/2: Weber's *Class, Status, and Party* (1904)

Friday 10/4: Excerpt from Max Weber's *The Protestant Ethic and the Spirit of Capitalism* (1904) and Marianne Weber's Excerpt "On the Valuation of Housework"

Week 8 – The Work of W.E.B. Du Bois

Wednesday 10/9: Listen to podcast from "Office Hours" titled "Aldon Morris on 'The Scholar Denied.'" Found at <https://player.fm/series/office-hours/aldon-morris-on-the-scholar-denied> (duration: 1:03) and read excerpt from W.E.B. Du Bois' *The Souls of Black Folk* (1903)

Friday 10/11: NO CLASS OR OFFICE HOURS: AUTUMN BREAK

Week 9 – Race

Wednesday 10/16: Introduction to "The New Jim Crow" by Michele Alexander

Friday 10/18: Eduardo Bonilla-Silva, Rethinking Racism: Toward a Structural Interpretation

**Note: only read parts 1-3 (pages 1-33)*

Week 10 – Intersectionality: Race and Gender

Wednesday 10/23: Brief excerpts from “Ain’t I A Diva?: Beyoncé and the Power of Pop Culture Pedagogy” and Washington Post articles on Intersectionality.

*Friday 10/25: Excerpts from Risman, Barbara. 2004. “Gender as Social Structure: Theory Wrestling with Social Transformation.” *Gender & Society*. 18: 429-450.*

Note: should have posted on Canvas six separate times by this point

Week 11 – Gender

*Wednesday 10/30: Read pages 125-137 of West, Candace and Don H. Zimmerman. 1987. “Doing Gender.” *Gender & Society*, 1:125-137.*

Friday 11/1: Excerpt from Hochschild’s “Working on Feeling” and Excerpt from The Managed Heart (1983)

Week 12 – Foucault and Conclusion of Conflict Theory

*Wednesday 11/6: Excerpt from Michel Foucault’s *Discipline and Punish* (1975)*

Friday 11/8: No reading: Wrap up of conflict theory and introduction of next section

Second take home exam distributed Friday, November 8th

Section 3: Symbolic Interactionism

Week 13: Symbolic Interactionism

Wednesday 11/13: Excerpt from Blumer’s “The Methodological Position of Symbolic Interactionism”

*Friday 11/15: Excerpt from Erving Goffman’s *The Presentation of Self of Everyday Life* (1959) and excerpt from Erving Goffman’s *Asylums* (1961)*

Second take home exam due Friday, November 15th

Week 14: Symbolic Interactionism Continued

Wednesday 11/20: Excerpt from Bourdieu’s “Social Space and the Genesis of Groups” (1982)

*Friday 11/22: Excerpt from Peter Berger and Thomas Luckmann’s *The Social Construction of Reality* (1966)*

Note: should have posted on Canvas nine separate times by this point

Week 15: Symbolic Interactionism Continued

Wednesday 11/27: NO CLASS OR OFFICE HOURS: BREAK

Friday 11/29: NO CLASS OR OFFICE HOURS: BREAK

Week 16: Conclusions

Wednesday 12/4: Last day: Wrap Up

Final Take Home Exam Distributed Wednesday, December 4th

THE THIRD EXAM IS DUE THURSDAY DECEMBER 12th BY 1:45 P.M. IN CANVAS DROP-BOX. IF YOU ARE A GRADUATING SENIOR YOU MUST WRITE THIS ON THE PAPER'S HEADING.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: Soc 3488, Introduction to Sociological Theory

Carmen Use

Please consider using [ASC's distance learning course template](https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. Yes

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. Yes

Syllabus is consistent and is easy to understand from the student perspective. Yes

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. Yes

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. Yes

Additional comments (optional):
The course is completely asynchronous.

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):
The students will hear from the instructor in a variety of ways: recorded lecture videos, post in Canvas announcements, or through office hours or email.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. **Yes**

Course tools promote learner engagement and active learning. **Yes**

Technologies required in the course are current and readily obtainable. **Yes**

Links are provided to privacy policies for all external tools required in the course. **Yes**

Additional technology comments:

Enter any additional comments about course technology...

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

All mandatory components of the course are asynchronous, with optional synchronous sessions such as office hours.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Enter comments...

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. **Yes**

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. **Yes**

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

A week will typically include watching instructor recorded content (1-2 hours), completing assigned readings (2-3 hours), and completing a discussion board post and a quiz (2-3 hours). There are additional assignments such as exams indicated in the syllabus.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. **Yes**

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **Yes**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **Yes**

Description of any anticipated accommodation requests and how they have been/will be addressed. **The asynchronous nature of the course will minimize accommodation requests. However, all accommodation requests will be met, and if the instructor has any questions they will contact SLDS.**

Additional comments:

Enter any additional comments about accessibility...

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **Yes**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **Yes**

Additional comments:

Enter additional comments about academic integrity...

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Students will be able to complete a variety of assignments and assessments, including: discussion board posts, quizzes, and exams.

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>



Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):
Students will be able to interact through discussion board posts as well as the Course Q & A thread.

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):
All assignments will be provided context on the learning goals and objectives. Additionally, discussion board posts will provide opportunities to link course content with students' experiences.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
Enter any additional considerations...

Syllabus and cover sheet reviewed by Jeremie Smith on 7/26/2021.

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.