**SOCI 5301: SOCIOLOGICAL THEORY**

**Fall 2018**

Instructor: Professor David Arditi

Meets UH 432

Tuesday 5-8:20pm

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| --- | --- | --- | --- |
| Office | University Hall Room 423 | Email | darditi@uta.edu |
| Office Hours | By appointment andTuesdays and Thursdays 1pm-2pmand by appointment | WebPage | Course content on Blackboard  |

Description of Course Content

You study social theory everyday as a member of society. You may not realize it, but every time you think about why people act a certain way or what the underlying cause of some social phenomenon is, you are theorizing. Furthermore, academic texts that you read for your classes are informed by the author’s theoretical foundation. By taking this class, you will begin to harness your capacity to theorize about the world around you.

We will discuss the origins of social theory and move forward into the 20th and 21st centuries. All the major debates within social theory will be covered, especially between Marxism and its critics. Of central concern is whether sociology is, or should be, a science—and what this might mean for the practice of social science. Postmodern challenges to both Marxism and positivism will command attention. We will consider applications of theory to the world around us.

Student Learning Outcomes for Course

Students will demonstrate the ability to:

* Identify significant ideas in contemporary social/humanistic/cultural theory
* Critically examine the presentation of facts.
* Analyze the theoretical works in Sociology
* Show awareness of various theoretical threads of thought.

## Textbook and Other Course Materials Requirements

Books for purchase:

* Marx K, Engels F and Tucker RC (1978) *The Marx-Engels reader*. New York: Norton.
* Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism: And Other Writings*. edited by P. Baehr and G. C. Wells. New York, NY: Penguin Classics.
* Mills CW and Gitlin T (2000) *The Sociological Imagination*. 40th anniversary edition. Oxford England New York: Oxford University Press.
* Durkheim, Emile. *The Division of Labor in Society*. Edited by Steven Lukes. New York: Free Press, 2014.
* Foucault Michel – *Discipline and Punish*
* Said EW (1979) *Orientalism*. New York: Vintage Books.
* Du Bois WEB (2005) *The Souls of Black Folk*. annotated edition. New York: Simon Spotlight Entertainment.
* West, Cornel. *Race Matters, 25th Anniversary: With a New Introduction*. Anniversary edition. Boston: Beacon Press, 2017.
* Berlant, Lauren. *Cruel Optimism*. 29906th edition. Durham: Duke University Press Books, 2011.
* Other Readings on Blackboard

Grading Policy

The following scale will be applied to both individual assignments and to the course grade as a whole:

**A= 90-100** points. An “A” reflects consistent excellence in the course, strong initiative, and the student’s commitment to their own learning and success.

**B=80-89** points. A “B” reflects work that is consistently above the minimum.

**C=70-79** points. A “C” reflects minimum proficiency in the main objectives of the course needed to proceed to INTS 4391.

**D=60-69** points. A “D” reflects the fact that a student has not mastered material essential for success in INTS 4391 or has not given the instructor a sufficient basis for judgment because of unexcused failure to complete course work.

**F=<60** points. A failing grade will typically reflect missed assignments, academic honesty violations, and/or a lack of engagement with the course.

Grading rubrics will be made available for each assignment and will be posted in electronic form on the Blackboard page for each assignment. Students should consider the rubrics as guidelines for the expectations of the assignment and be aware that their grade will depend on fulfilling the criteria set forward in the rubric.

The student’s grade for the course will be based on the following:

|  |  |
| --- | --- |
| **Individual** | **Value** |
| Final Paper | 60 |
| Participation | 20 |
| Response Journals | 20 |
| **Total**  | **100** |

**Late Work Policy**

This course moves sequentially to build research skills; work cannot be made up late without compromising the research process. Therefore late work is strongly discouraged:

* All due dates on the syllabus are firm and are defined to the minute.
* **Written Assignments may be turned in up to one day after the due date with an automatic 10 percent deduction from total points available.** Late assignments reduce your margin for error to pass the course.
* **Exceptions may be made when students present documentation of an unforeseeable, significant, and unavoidable situation that prevented their completion of the assignment on time.**

**The Instructor reserves the right to modify assignments with due notice.**

**Expectations for Out-of-Class Study**: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc. A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class.

Attendance Policy

Attendance at class meetings is vital to student success and attendance at every session is the default expectation for the course. Attending and participating in class discussions are important to the learning process. You may miss one class during the semester – more than that will result in reduction of one letter grade for class participation. Please try not to be late to class.

**COURSE CALENDAR—Fall 2018**

\*Note – Reading assignments should be completed by the day that they are listed on the syllabus

8/24 Thursday

**Introductions**

8/31 Thursday

Theory as Methodology

* Clifford Geertz – “Thick Description”
* Robert Antonio – “Immanent Critique as the Core of Critical Theory”

Recommended

* Clifford Geertz – “Deep Play: Notes on the Balinese Cockfight.”
* Theodor Adorno – Introduction to *Negative Dialectics*

**CLASSICAL THEORY**

9/7 Thursday

Karl Marx

* “Economic and Philosophic Manuscripts” (p.66-101)
* “The German Ideology” (p.145-200)

Recommended

* “On the Jewish Question”
* “Eighteenth Brumaire of Louis Bonaparte”

9/14 Thursday

Karl Marx

* “Wage Labour and Capital” (p.203-218)
* Capital, Volume One (p.294-438)

Recommended

* The Grundrisse
* “Manifesto”

Further Reading

* Karl Marx – *Capital Vol. I*
* David Harvey – *A Companion to Marx’s Capital*

9/21 Thursday

Max Weber

* Protestant Work Ethic
	+ Part I (p.1-36); Part II (p.67-122).

Further Reading

* “[Definition of Sociology](https://www.marxists.org/reference/subject/philosophy/works/ge/weber.htm)”
* “Class, Status, Party”
* “Three types of Legitimate Authority”

9/28 Thursday

Emile Durkheim

* *The Division of Labor in Society*

Further Reading

* *Suicide: A study in Sociology*

10/5 Thursday

W.E.B. du Bois

* *The Souls of Black Folk*
* **FIRST JOURNAL PACKAGE DUE**

**CONTEMPORARY THEORY**

10/12 Thursday

**Why Sociological Theory?**

* C. Wright Mills
	+ *Sociological Imagination*

10/19 Thursday

**Status and Taste**

* Pierre Bourdieu
	+ *Distinction*
	+ p.1-125, 169-230, 260-267, 283-295

10/26 Thursday

**Power and Knowledge**

* Michel Foucault
	+ *Discipline and Punish*

11/2 Thursday

**Social Significance of Race**

* Cornel West
	+ *Race Matters*

Recommended

* *The Signifying Monkey: A Theory of African-American Literary Criticism* – Henry Louis Gates
* *The New Jim Crow* – Michelle Alexander

11/9 Thursday

**Identity and Intersectionality**

* Rubin, Gayle. 1975. “The Traffic in Women: Notes on the ‘Political Economy’ of Sex.” Pp. 157-210 in *Toward an Anthropology of Women*, edited by Rayna Reiter. New York: Monthly Review.
* “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color” Kimberlee Crenshaw, *Stanford Law Review,* Vol. 43, No. 6 (Jul., 1991), pp. 1241-1299

Recommended

* *Black Feminist Thought* – Patricia Hill Collins

11/16 Thursday

**Affect Theory**

* Berlant, Lauren. *Cruel Optimism*. 29906th edition. Durham: Duke University Press Books, 2011.

11/24 Thursday

THANKSGIVING – NO CLASS

11/31 Thursday

Last Day of Class

**The Other**

* Edward Said
	+ *Orientalism*
* **SECOND JOURNAL PACKAGE DUE**

Recommended

* Spivak “Can the Subaltern Speak?”

12/14

**FINAL PAPER DUE**

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Academic Integrity:** students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

To create a safe environment, I personally extend the non-discrimination policy to include: gender-identity or expression, low-income, generation-related education opportunities, marital status, parental status and/or criminal record.

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C%3A%5CUsers%5Carditi%5CAppData%5CLocal%5CTemp%5Cjmhood%40uta.edu).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Surveys**: At the end of each term, students will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located as discussed in class. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.