

Fall 2019

Meeting days: Tuesday and Thursday	Instructor: Rachael Horn Langford
Meeting times: 1:30-2:45pm	E-mail: rhornlan@pointloma.edu
Meeting location: RH 112	Office hours by appointment in RH102
Final Exam: Tuesday, Dec 17 at 1:30pm	

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically evaluate social and cultural patterns, and constructively engage as agents of hope.

COURSE DESCRIPTION

“THEORY IS A MEANS, NOT AN END”

Sociological theory is valuable for the purpose of helping us to understand the social world...

PLNU's catalog indicates “Investigation and analysis of 19th century and more recent sociological thought, and philosophical and social issues surrounding it. The relation of sociological theory and Christian thought is considered.”

In particular, this course reviews major classical and contemporary sociological theories, especially structural-functionalism, conflict theory, interactionism, feminist theory, and postmodern thought. Special attention is given to leading figures representing the above schools of thought. This course is oriented toward several specific objectives: exposure to a wide range of theoretical perspectives, developing an ability to read closely, cultivating the competence to "discover" theory and learning to discuss it coherently.

COURSE LEARNING OUTCOMES

- 1) You will demonstrate comprehension of the major sociological theorist's ideas and concepts as measured through Analytic Memos, Discussion Facilitator, and Exams.
- 2) You will demonstrate the ability to apply sociological concepts and theories to a range of contemporary topical issues through written essays.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks.

COURSE SCHEDULE AND ASSIGNMENTS

DATE PRESENTED	CLASS CONTENT	Week
September 5	Introduction to Course Canvas, critical reading, civil dialogue, social capital, DF signup	1
September 10, September 12	Foundations of Sociology and Sociological Theory Read: <i>Intro to Sociology Review</i> (Canvas) Introduction in textbook Practice Analytic Memo due Tuesday	2
September 17, September 19	Foundations Read: Chapter 2 in textbook Emile Durkheim <i>The Attraction of Solitude</i> (Canvas) Analytic Memo due Tuesday	3
September 24, September 26	Foundations Read: Chapter 1 in textbook Karl Marx <i>Alienated Labor</i> (Canvas) <i>Despite Vows for Safety</i> (Canvas) Analytic Memo due Tuesday	4
October 1, October 3	Foundations Read: Chapter 3 in textbook Max Weber <i>The Protestant Ethic</i> (Canvas) Analytic Memo due Tuesday	5
October 8, October 10	Structural-Functionalism Read: Chapter 4 in textbook <i>The EpiPen, a Case Study</i> (Canvas) Analytic Memo due Tuesday	6
October 15, October 17	Critical Analysis Read: Chapter 5 in textbook <i>How the Enlightenment Ends</i> (Canvas) Analytic Memo due Tuesday	7

October 22, October 24	Conflict Theory Read: Chapter 6 in textbook <i>An Embarrassment of Riches</i> (Canvas) <i>For-Profit Prisons</i> (Canvas) Analytic Memo due Tuesday	8
October 29, October 31	Midterm Exam Tuesday, October 29	9
November 5, November 7	Symbolic Interactionism Read Chapter 8 in textbook <i>In Search of Respect</i> (Canvas) Analytic Memo due Tuesday	10
November 12, November 14	Social Construction of Reality Read Chapter 9 in textbook Phenomenology <i>Reality's End</i> (Canvas) Analytic Memo due Tuesday	Last Day to Drop: Nov 8
November 19, November 21	Contemporary Feminist Theories Read Chapter 10 in textbook <i>The Myth of Male Decline</i> (Canvas) Analytic Memo due Tuesday	12
November 26 November 28	Postmodern Perspectives Read Chapter 11 in textbook <i>Infinite Identities</i> (Canvas) Analytic Memo due Tuesday Thanksgiving Break - No Class Thursday	13
December 3, December 5	Contemporary Theories of Race and Racism Read Chapter 12 in textbook <i>Why Are People Still Racist?</i> (Canvas) Analytic Memo due Tuesday	14
December 10, December 12	Contemporary Theories of the Social Reproduction of Inequality Read Chapter 13 in textbook <i>Good Taste, Bad Taste?</i> (Canvas) Analytic Memo due Tuesday	15
December 17	Final Exam	16

ANALYTIC MEMOS

Your regular attendance and participation in the discussion sessions and in classroom activities is critical to your success and the success of the class. **Eight** times during the semester you will be asked to turn in an Analytic Memo. Memos are worth 20% of the course grade. Memos encourage students to read the material and be prepared to contribute for class conversation. Prior to each scheduled discussion (excepting when you are the Discussion Facilitator) I will ask you to submit an **Analytic Memo** containing the following:

1. Five or more substantive paragraphs summarizing the major points of the readings for the day. See Weekly Outlines posted on Canvas for directive on concepts to include in summary. Memos should reframe theoretical ideas in your own words and list at least two pieces of evidence that contribute to the interpretation. Evidence connects concepts to the “real world” and/or personal experiences.
2. Substantive answers to “Applying Ideas” questions.
3. Reflective insight on at least one aspect from the readings that you found most interesting/challenging/confusing.
4. Soft copies of Analytical Memos to be uploaded to Canvas prior to due date and a hard copy will be handed in at beginning of each class.

DISCUSSION FACILITATOR

Beginning early in the semester, the class will divide into small groups during a portion of the class as scheduled. Over the course of the semester, each member of the class will be expected to serve as the discussion leader for their group on two occasions. Discussion Facilitation accounts for 20% of the final course grade. This will require that you:

1. Become an expert on the readings for the day. Prepare a detailed written outline of the day’s assigned readings. Provide your instructor with a copy of your outline prior to start.
2. Prepare a minimum of six unique discussion questions you believe will encourage greater thinking about the theoretical ideas. Ensure that group members have copies of your questions. Provide your instructor with a copy of your questions prior to start.
3. Provide a 1-2 minute oral summary and introduction of the topic for your discussion group then deep dive into theory by bringing in outside material to amplify and expand the material included in the readings. Students are encouraged to use **multiple** resources (Ryan Library!) to present outside material. The purpose of the summary and outside material is to demonstrate and clarify the significance of the subject matter, frame the discussion, relate course material to real life situations, and spark interest for group members.
4. Pose to the discussion group a series of questions exploring the topic.
5. Ask each participant to share their discussion questions. If the question is unclear, ask for clarification of their thinking and reframe it.
6. Facilitate and guide the discussion. You are required to keep the discussion going and on the topic for the time allotted. Glossing over material too quickly or ending early will result in deduction of points.
7. Actively solicit the participation of all members of the group. Call on individuals who are not participating. Actively work to ensure that each member has the opportunity and the expectation to participate in the discussion. Ask for differing opinions.

- Evaluate group members' Analytic Memo contributions within two business days. Use the Rubric and leave feedback for each student that clarifies, encourages, and augments learning.

The ability to organize and facilitate a group discussion is a critical skill in today's academic and business environment. Use your group facilitator's role as the opportunity to be creative. Incorporate thought-provoking outside resources: you can gather specific case examples, data/writings, handouts, videos, visual/graphic materials to expand, relate, and illustrate the readings. Resources may add to or critique the material we are discussing. Video clips must be emailed to professor 24 hours before class meeting.

REQUIRED TEXTS

- Dillon, Michele. Introduction to Sociological Theory: Theorists, Concepts, and their Applicability to the Twenty-First Century, 2nd Edition Wiley. ISBN: 978-1-118-47192-0
- Additional readings will be available free on Canvas

ASSESSMENT AND GRADING

Assignment Distribution by percentage:		Grade scale:	
• Participation	15%- 60 points	A=93-100	C=73-76
• Analytic Memos	20%- 80 points	A-=92-90	C-=70-72
• Discussion Facilitator	20%- 80 points	B+=87-89	D+=67-69
• Midterm	25%- 100 points	B=83-86	D=63-66
• Final Exam	20%- 80 points	B-=80-82	D-=60-62
		C+=77-79	F=0-59
400 Total Points			

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Work missed (e.g., an assignment) because of an *excused* absence (PLNU athletic participation, class trip) may be made up. Documentation required in advance. Work missed (e.g., submitting an assignment) because of an *unexcused* absence (doctor's appointment, course registration, job interviews, etc.) may NOT be made up. If you are absent from class, you are responsible for the material discussed in class and any assignments made in class. Ignorance is no excuse. Because of the importance attached to attendance and the resulting opportunity for participation, it is 15% of your grade.