

**Fall 2017**

<b>Meeting day:</b> TH	<b>Instructor:</b> Rachael Horn Langford
<b>Meeting times:</b> 1:30-4:15pm	<b>E-mail:</b> rhornlan@pointloma.edu
<b>Meeting location:</b> RH 112	Office hours by appointment
<b>Final Exam:</b> 12/14/18	

**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**

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**“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**

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- 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 topical issues through written essays.

## COURSE CREDIT HOUR INFORMATION

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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 the semester.

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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1. 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
2. Additional readings will be available free on Canvas

## ASSESSMENT AND GRADING

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Assignment Distribution by percentage:	Grade scale:												
<ul style="list-style-type: none"><li>• Participation 10%- 40 points</li><li>• Analytic Memos 25%- 100 points</li><li>• Discussion Facilitator 20%- 80 points</li><li>• Midterm 25%- 100 points</li><li>• Final Exam 20%- 80 points</li></ul>	<table><tbody><tr><td>A=93-100</td><td>C=73-76</td></tr><tr><td>A-=92-90</td><td>C-=70-72</td></tr><tr><td>B+=87-89</td><td>D+=67-69</td></tr><tr><td>B=83-86</td><td>D=63-66</td></tr><tr><td>B-=80-82</td><td>D-=60-62</td></tr><tr><td>C+=77-79</td><td>F=0-59</td></tr></tbody></table>	A=93-100	C=73-76	A-=92-90	C-=70-72	B+=87-89	D+=67-69	B=83-86	D=63-66	B-=80-82	D-=60-62	C+=77-79	F=0-59
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C+=77-79	F=0-59												
400 Total Points													

## PLNU ATTENDANCE AND PARTICIPATION

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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. 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.

## ANALYTIC MEMOS

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Your regular attendance and participation in the discussion sessions and in classroom activities is critical to your success and the success of the class. You should have read the material and be prepared to contribute to the discussion. Prior to each scheduled discussion (excepting when you are the 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 connect concepts to the “real world” and/or your experiences.
2. Substantive answers to “Applying Ideas” questions.
3. At least one aspect from the reading(s) that you found most interesting/challenging/confusing.

Analytical Memos should be completed before the class begins and I will generally collect these summaries at the beginning of the class period. Online Canvas submission also required by due date. Memos are worth 25% of the course grade.

### **DISCUSSION FACILITATOR**

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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. Bring in outside material to amplify and expand the material included in the reading. Prepare a detailed written outline of the day’s assigned readings. Prepare a minimum of five discussion questions you believe will encourage greater thinking about the theoretical ideas. Insure that group members have copies of your questions. Provide your instructor with a copy of your outline and questions.
2. Provide a brief oral summary and introduction of the topic for your discussion group. Students are encouraged to use multiple resources (Ryan Library!) and present outside material. The purpose of the summary and outside material is to demonstrate the significance of the subject matter, frame the discussion, relate course material to real life situations, and spark interest for group members.
3. Pose to the discussion group a series of questions exploring the topic.
4. Ask each participant to share their discussion questions. If the question is unclear, ask for clarification of their thinking and reframe it.
5. 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.
6. 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.
7. Summarize your group's discussion for the class as appropriate.
8. Evaluate group members’ Analytic Memo contributions within two business days. Refer to 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.

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### **EXAMINATION POLICY**

There are two exams in this course consisting of multiple-choice and written essay. 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.

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### **INCOMPLETES AND LATE ASSIGNMENTS**

All assignments are to be submitted on paper and on Canvas by the beginning of the class session when they are due. Late submissions are not accepted in this course. Partial credit (50%) for late Memos allowed within two days of due date. If you have a medical emergency, psychological crisis or death in the family, obviously I will work with you to find a way for you to make up your work. Documentation is required to do so *within two days* of missed work.

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### **PLNU ACADEMIC HONESTY**

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.

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### **PLNU ACADEMIC ACCOMMODATIONS**

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information.

On another note, if I am doing something that interferes with your learning, please e-mail me or come and see me on campus. If you need assistance with course material, want to continue a discussion or just talk, please connect with me. My door is always open.

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### **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.

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### **COURSE SCHEDULE AND ASSIGNMENTS**

DATE PRESENTED	CLASS CONTENT	Week
08/30/18	<b>Introduction to Course</b> Canvas, critical reading, civil dialogue, social capital, DF signup	1
09/06/18	<b>Foundations of Sociology and Sociological Theory</b> Read: <i>Intro to Sociology Review</i> (Canvas) Introduction in textbook <b>Practice Analytic Memo due</b>	2
09/13/18	<b>Foundations</b> Read: Chapter 2 in textbook Emile Durkheim <i>The Attraction of Solitude</i> (Canvas) Analytic Memo due	3
09/20/18	<b>Foundations</b> Read: Chapter 1 in textbook Karl Marx <i>Alienated Labor</i> (Canvas) <i>Despite Vows for Safety</i> (Canvas) Analytic Memo due	4
09/27/18	<b>Foundations</b> Read: Chapter 3 in textbook Max Weber <i>The Protestant Ethic</i> (Canvas) Analytic Memo due	5
10/04/18	<b>Structural-Functionalism</b> Read: Chapter 4 in textbook <i>The EpiPen, a Case Study</i> (Canvas) Analytic Memo due	6
10/11/18	<b>Critical Analysis</b> Read: Chapter 5 in textbook <i>How the Enlightenment Ends</i> (Canvas) Analytic Memo due	7
10/18/18	<b>Conflict Theory</b> Read: Chapter 6 in textbook <i>The Birth of a New American Aristocracy</i> (Canvas) Analytic Memo due	8
	<b>Midterm Exam available Oct 19nd - Oct 22nd</b>	

10/25/18	<b>Symbolic Interactionism</b> Read Chapter 8 in textbook <i>In Search of Respect</i> (Canvas) Analytic Memo due	9
11/01/18	<b>Social Construction of Reality</b> Read Chapter 9 in textbook Phenomenology <i>TBA</i> (Canvas) Analytic Memo due	<b>Last Day to Drop: 11/02/18</b>
11/08/18	<b>Contemporary Feminist Theories</b> Read Chapter 10 in textbook <i>The Myth of Male Decline</i> (Canvas) Analytic Memo due	11
11/15/18	<b>Postmodern Perspectives</b> Read Chapter 11 in textbook <i>Infinite Identities</i> (Canvas) Analytic Memo due	12
11/22/18	<b>Thanksgiving Break - No Class</b>	13
11/29/18	<b>Contemporary Theories of Race and Racism</b> Read Chapter 12 in textbook <i>Why Are People Still Racist?</i> (Canvas) Analytic Memo due	14
12/06/18	<b>Contemporary Theories of the Social Reproduction of Inequality</b> Read Chapter 13 in textbook <i>TBA</i> (Canvas) Analytic Memo due	15
12/14/18	Final Exam	<b>Final Exam</b>