

Fall 2017

Meeting day: TH	Instructor: Rachael Horn Langford
Meeting times: 1:30-4:00	E-mail: rhornlan@pointloma.edu
Meeting location: RH112	Office hours by appointment
Final Exam: 12/14/17	

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 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 the semester.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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

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

PLNU ATTENDANCE AND PARTICIPATION

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

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. Three or more substantive paragraphs summarizing what you consider to be the major points of the readings for the day. See Weekly Outlines posted on Canvas for directive on what concepts to include in summary. Strong Memos will connect concepts to the “real world” and/or your experiences.
2. One sentence selected from each of the assigned readings that you found most interesting/challenging/confusing. You will share these in class.
3. Three (3) substantive questions directly related to the readings. You will discuss in your small group.

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 required by due date.

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 (and perhaps more) occasions. Discussion Facilitation accounts for 25% 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 to frame the discussion for your group. Present outside material, research, news, handouts, visual/graphic materials to expand and illustrate the readings. The purpose of the outside material is to bring ideas to life and clarify concepts that will engage and inform your group members. Videos must be emailed to professor 24 hours in advance.
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 insure 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.

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. I strongly encourage you to bring in outside material. You can gather other data or writings that add to or critique the material we are discussing in class. You may find data that provides specific case examples.

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.

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.

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.

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. 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.

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.

COURSE SCHEDULE AND ASSIGNMENTS

DATE PRESENTED	CLASS CONTENT	Week
08/31/17	Introduction to Course Canvas, critical reading, civil dialogue, and social capital.	1
09/07/17	Foundations of Sociology and Sociological Theory Read: <i>Intro to Sociology Review</i> (Canvas) Introduction in textbook Course contracts due Practice Analytic Memo due	2
09/14/17	Foundations Read: Chapter 2 in textbook Emile Durkheim <i>The Attraction of Solitude</i> (Canvas) Analytic Memo due	3
09/21/17	Foundations Read: Chapter 1 in textbook Karl Marx <i>Alienated Labor</i> (Canvas) <i>Despite Vows for Safety</i> (Canvas) Analytic Memo due	4
09/28/17	Foundations Read: Chapter 3 in textbook Max Weber <i>The Protestant Ethic</i> (Canvas) Analytic Memo due	5
10/05/17	Structural-Functionalism Read: Chapter 4 in textbook <i>The EpiPen, a Case Study</i> (Canvas) Analytic Memo due	6
10/12/17	Conflict and Critical Analysis Read: Chapter 5 and Chapter 6 in textbook Analytic Memo due	7
10/19/17	Symbolic Interactionism Read Chapter 8 in textbook <i>In Search of Respect</i> (Canvas) Analytic Memo due	8
10/26/17	Midterm	Midterm

11/02/17	Social Construction of Reality Read Chapter 9 in textbook Phenomenology Film TBA Analytic Memo due	Last Day to Drop: 11/03/17
11/09/17	Contemporary Feminist Theories Read Chapter 10 in textbook <i>The Myth of Male Decline</i> (Canvas) Analytic Memo due	11
11/16/17	Postmodern Perspectives Read Chapter 11 in textbook <i>Infinite Identities</i> (Canvas) Analytic Memo due	12
11/23/17	Thanksgiving Break - No Class	13
11/30/17	Contemporary Theories of Race and Racism Read Chapter 12 in textbook <i>Why Are People Still Racist?</i> (Canvas) Analytic Memo due	14
12/07/17	Contemporary Theories of the Social Reproduction of Inequality Read Chapter 13 in textbook <i>When Families Lead Themselves Out of Poverty</i> (Canvas) Analytic Memo due	15
12/14/17	Final Exam	Final Exam