



Core Curriculum Supplement

Academic Unit / Office SOCIOLOGY

Catalog Year of Implementation 2019-2020

Course (Prefix / Number) SOC / 3330 Course Title Introduction to Sociological Theory

Core Proposal Request

Add to Core Curriculum

Revise course already in Core Curriculum

	Current Core Categorization (New additions: select N/A for this column)	Proposed Categorization for Upcoming Core
Foundational Component Area (required)	N/A (Not currently a Core course)	Social and Behavioral Sciences (80)
Component Area Option (optional)	N/A (No Component Area Option)	Writing in the Disciplines (81)
Category Listing: Single or Double?	N/A (Not currently a Core course)	List under the Component Area Option ONLY.

Core Proposal Rationale - Please provide a rationale for including, or continuing to include, this course in the UH Core Curriculum:

To meet core curriculum requirements associated with writing in the discipline.

Core Objectives (see [THECB Core objectives](#))

Critical Thinking

Teamwork

Communication

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Please explain how the Core Objectives selected above will be met:

Critical Thinking: This course builds students' critical thinking through engagement with various classical and contemporary sociological theories. Students are expected to read theoretical work. Then students engage in an analysis of theoretical works to identify arguments, critique and engage with competing theoretical ideas, and synthesize perspectives. Students learn to develop sound sociological arguments (e.g., claims with valid evidence) through engagement with a variety of classical and contemporary sociological theories. Students will be tested on these arguments through the course's writing assignments and on the exam(s).

Communication: Students develop written and oral communication skills in this course through in-class discussions of the theoretical ideas in large and small group discussion. Further, students develop written communication skills through short and long paper assignments and through writing-focused exams. These skills are developed through assignments such as a short or long paper that asks students to summarize theoretical ideas, then analyze those ideas, or compare theoretical ideas to other sociological concepts or theories.

Empirical and Quantitative Skills: In this course, students learn the core theoretical concepts that are the foundation or rationale for empirical research in sociology. The students read and discuss sociological research that uses both qualitative and quantitative research and theoretical perspectives.

Social Responsibility: Through a critical analysis of sociological theories (through reading, discussing, and writing), students use their sociological imaginations to engage with social problems and social issues. Sociological theory, at its core, is about understanding the social world better. Therefore, the course material and the learning objectives for the course all focus on issues of social responsibility and understanding social issues. Students will be expected to discuss

these social issues, write about them, and are tested on them in writing focused exams (such as through short answer or essay questions).

Syllabus and assignments attached.

When submitting this proposal form, please remember to attach a syllabus, learning objectives, and/or sample lesson(s).

INTRO TO SOCIOLOGICAL THEORY
SOC 3300 (20218)
SOCIOLOGY DEPARTMENT, UNIVERSITY OF HOUSTON
PROFESSOR SHEILA KATZ
SYLLABUS

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COURSE INFO

Days and Times:

Location:

Prerequisite: SOC 1300 or by consent of instructor

COURSE DESCRIPTION

Generating social theories is an act that many people engage in without realizing that they are “creating” theory. We theorize about the world around us in an attempt to make sense of it for our lives. Through this course, we critically analyze central sociological theories and assemble the tools necessary for understanding the development of social theory and its unique role in sociology. The primary focus of this course is an engagement with the sociological theorists who influenced the development of sociology, such as Karl Marx, Max Weber, Emile Durkheim, Herbert Mead, Erving Goffman, and contemporary theorists.

COURSE LEARNING OUTCOMES:

1. To master the main ideas of each theory.
2. To critique each theory.
3. To apply each theory to contemporary issues and research and evaluate its relative usefulness.
4. To compare and contrast theoretical approaches.
5. To provide students with a theoretical foundation for other courses in the major.
6. To learn the role of theory construction and the use of theory in original research.

COURSE ASSIGNMENTS AND BASIS FOR FINAL GRADES

Over the course of the semester, you are expected to critically engage with the material, express an informed opinion, and do further research on the topics. *In order to have informed discussions, each student is expected to be in class, on time, and fully prepared.*

Discussion Paper	15%
Exams	50%
Cumulative Paper	20%
Attendance and Participation	15%

Discussion Paper: 15% of final grade. Need to write a 1000 word response paper that engages with the primary documents of the theorists. Due date and instructions on page 8.

Exam 1: 25% of final grade; short answer and essay exam, given at midpoint of semester.

Exam 2: 25% of final grade; short answer and essay exam, given the week after Thanksgiving.

Cumulative Paper: 20% of final grade. Need to revise and edit, then add to your discussion paper to create a 3500 word cumulative paper incorporating 3 theorists' work into an analysis of a topic of interest: such as race/ethnicity, gender, social class, religion, social inclusion, social psychology, etc. Compare and contrast theories, and make a clear argument about which theorist/theory best explains the issue of interest. Papers are due by November 21 at 4pm to BLACKBOARD. Instructions on page 9. You will receive a written evaluation of grammar, style, and content on this 3,500 word paper before the final exam in this course.

Class Participation and Attendance: 15% of final grade; students are expected to attend and participate in class regularly. This class includes significant in-class participation; you are expected to participate fully in discussion groups, in-class exercises, and small-group activities. Attendance will also be taken each class by the student signing the roll. **It is your responsibility to sign the sheet, if your signature is not present, you will be counted absent.** The *first or second absence* (excused or unexcused) will not count against your grade. If you have extenuating circumstances: visit, call, or email the instructor *as soon as possible*.

Course Grades: the grading scale for this course:

A	92.5 – 100	B	82.5 – 87.4	C	72.5 – 77	D	62.5 – 67.4
A-	89.5 – 92.4	B-	79.5 – 82.4	C-	69.5 – 72.4	D-	59.5 – 62.4
B+	87.5 – 89.4	C+	77.5 – 79.4	D+	67.5 – 69.4	F	< 59.5

Late Assignments: Any assignment turned in late will be accepted with a ten-point deduction for each 24 hrs that the assignment is late. For example, a paper of 94% quality will get an 84% for <24 hrs late, 74% for 24-48 hrs late, 64% for 48-72 hrs late, etc. If you have extenuating circumstances, please visit, call, or email the instructor before the assignment is due.

Make-up tests: If you know that you will not be able to take the exam on the date it is given, you must take it BEFORE the date. If you have extenuating circumstances, please visit, call, or email the instructor before the day of the test.

Disability Services for Students: In order to ensure reasonable accommodations for students with disabling conditions, *please discuss any accommodation you may need for this class with me as soon as possible*. You may be eligible to receive services or reasonable accommodations for classes at UH, contact Center for Students with Disabilities Services for more information. The University of Houston complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students who have a disability. In accordance with Section 504 and ADA guidelines, UH strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe you have a disability requiring an

adjustments/auxiliary aids, please contact the Center for Students with DisABILITIES at 713-743-5400 or <http://www.uh.edu/csd/>.

Required Email Communication: You are required to check your UH email address regularly (at least several times a week). I may send frequent messages to the class or from the course Blackboard site. These will include announcements, reminders, assignment updates, etc. Also, I may contact you individually if I have a question regarding your work, need to change an appointment, etc.

Incomplete (I) Grades: The grade of "I" (Incomplete) is a conditional and temporary grade assigned when students for non-academic reasons beyond their control have not completed a relatively small part of all requirements for a course. The student must:

- A. be currently passing the course or have a reasonable chance of passing the course, in the judgment of the instructor;
- B. contact the instructor immediately regarding the reasons that prevent the student from completing the course, final assignment and/or final examination;
- C. initiate the request for an "I" grade within 90 days of the posting of the course grade;
- D. make arrangements with the instructor to complete the course requirements, if assigned;
- E. understand the only way to have an "I" grade changed to a passing grade is to fulfill course requirement in accordance with the conditions specified by the instructor;
- F. not re-enroll (re-register) for the course in which their grade is currently recorded as an "I". Even when the conditions for fulfilling the course requirements include participation in all or part of the same course in another semester, the student must not re-enroll (re-register) for the course. As stated under Fulfillment of Grade Requirements for a Degree, all grades of "I" shall be computed as grades of "F" for the purposes of calculating a student's cumulative grade point average. After the course work is completed by the student, the instructor will submit a change of grade form to change the "I" grade to the grade earned. The grade of "W" is assigned to a course only after the last day to drop or withdraw without receiving a grade by the official census date (see Academic Calendar), and before the final day to drop or withdraw (generally four weeks prior to the last day of classes in a fall or spring semester). Students are responsible for initiating action to drop or withdraw from classes. Students who fail to do so will be retained on the class rolls even though they may be absent for the remainder of the semester. In such instances a grade of "F" (or "U" in S/U graded courses) will be awarded unless the conditions for a grade of "I" have been met.

University Writing Center: The UH Writing Center offers, free of charge, one-on-one consultations where trained writing consultants assist students with their writing assignments. All consultations are by appointment. For more information, students should visit: <http://www.uh.edu/writingcenter/index.html>

Academic Honesty: This course uses Turnitin on Blackboard for course papers. This technology checks your paper against databases of student papers and published materials to reduce course plagiarism. The policy of the University of Houston is to discipline students who cheat or plagiarize. Cheating or plagiarism on any assignment will be taken very seriously

in this course. For more information about the Academic Honesty Policies at UH, please see: <http://catalog.uh.edu/content.php?catoid=6&navoid=1025> .

When writing a research paper or preparing a class presentation, it is sometimes difficult to figure out how to correctly cite the research that you are presenting. When in doubt, do not risk plagiarism, for help, talk to me, use the *Writing in Sociology* book, or go to: <http://www.dartmouth.edu/~sources/contents.html>.

CLASSROOM CULTURE

In order to provide an environment that is conducive to learning for all students, there are certain habits and behaviors that are expected of you as an active participant in this course. I request your participation in consciously creating a classroom culture that is respectful, engaged, and productive. This will increase the quality of your and your peers' education.

- Arrive in the classroom early enough that you will have your notebook, pen, reading for the day, and attention ready at the start of class.
- **Cell phones off and put away.**
- **This class can create intense opinions/perspectives about the subject matter, please be respectful of your fellow students at all times, especially during class discussion.**
- If you are using a laptop, refrain from internet use during class because not only does it severely inhibit your ability to absorb information, it will distract your peers.
- Direct your attention to the speaker, whether it is your professor or a classmate, and focus on absorbing what they are trying to say. Side conversations with your classmates will distract the professor as well as other students.
- Ask questions when you have not understood, or when one idea leads to another. If the speaker is going too fast, courteously request a repetition or general slowing down.
- Schedule all appointments around your class schedule. Doctors, dentists, therapists, and the like work for you, so they should be able to accommodate your scheduling needs. Practice this phrase, "I'm sorry; I have class then..."
- Oral and written communication should observe formal courtesies, e.g. "Dear Professor _____," and your own receipt of communications should be promptly acknowledged.
- **Pay attention to instructions so that they need not be repeated. This syllabus is a chief example of instructions into which considerable care has been put; you should therefore keep it, annotate it, and refer to it frequently.**

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the "Let's Talk" program, a drop-in consultation service at convenient locations and hours around campus. http://www.uh.edu/caps/outreach/lets_talk.html

CAMPUS CARRY

The Faculty of the University of Houston takes the position that deadly weapons have no place in the academic life of the University. The rules regarding concealed carry will be strictly enforced in this class. Any incident involving a firearm may result in immediate removal from the class

and may delay completion of the course for everyone. The relevant rules are here:
<http://www.uh.edu/police/campus-carry/faq.html>.

COURSE READINGS

This course has **1 book and may include online course resources on Blackboard**. Please purchase or acquire all necessary course materials, download online readings, and **bring the appropriate reading them with you to class to be able to discuss them fully**.

Course Books:

Appelrouth, Scott and Laura Desfor Edles. 2016. *Classical and Contemporary Sociological Theory, Text and Readings*, edition 3e. Sage Publications.
Available online and through the university bookstore.

Recommended Resource:

The faculty of the Department of Sociology recommends all students taking Sociology courses read **the following guide that provides essential information about writing sociology papers, citing sources, avoiding plagiarism, and writing style**:
Smith-Lovin, Lynn, and Cary Moskovitz. 2017. *Writing in Sociology: A Brief Guide*. New York: Oxford University Press.

CLASS SCHEDULE AND READING ASSIGNMENTS

The readings are to be done by the date listed for discussion in class that day. Bring the assigned reading or book with you to class.

DATE	TOPIC AND ITEM DUE	READING TO BE COMPLETED
Tuesday, August 22 Week 1	Course Introduction: How to learn and study sociological theory	
Thursday, August 24 Week 1.2	What is social theory?	Textbook: Introduction, pg 1-22
Tues., Aug. 29 Week 2	Karl Marx	Textbook: Karl Marx, pg 24-37
Thurs., Aug. 31 Week 2.2	Karl Marx	Textbook: Karl Marx, pg 38-69
Tues., Sept. 5 Week 3	Emile Durkheim	Textbook: Durkheim, pg 83-107
Thurs., Sept. 7 Week 3.2	Emile Durkheim	Textbook: Durkheim, read EITHER Suicide: pg 108-121 OR Elementary Forms of Religious Life: pg 121-137
Tues., Sept. 12 Week 4	Max Weber	Textbook: Weber, pg 139-151
Thurs., Sept. 14 Week 4.2	Max Weber	Textbook: Weber, pg 152-165
Tues., Sept. 19 Week 5	Max Weber	Textbook: Weber, pg 175-199

Thurs., Sept. 21 Week 5.2	Harriett Martineau and Charlotte Perkins Gilman	Textbook: Gilman, pg 202-237
Tues., Sept. 26 Week 6	Writing Workshop for Discussion Papers	Bring your discussion paper (printed) to class for workshop.
Thurs., Sept. 28 Week 6.2	Georg Simmel	Textbook: Simmel, pg 239-266
Tues., Oct. 3 Week 7	**Discussion Paper #1 DUE**	Turn in your paper on Blackboard by 4pm.
Thurs., Oct. 5 Week 7.2	WEB Du Bois	Textbook: Du Bois, pg 277- 289
Tues., Oct. 10 Week 8	WEB Du Bois	Textbook: Du Bois, pg 289-311
Thurs., Oct. 12 Week 8.2	EXAM REVIEW	
Tues., Oct. 17 Week 9	EXAM #1	
Thurs., Oct. 19 Week 9.2	Mead	Textbook: Mead, pg 312-344
Tues., Oct. 24 Week 10	Robert K. Merton and Parsons	Textbook: Structural Functionalism, pg 346- 373, 377-395
Thurs., Oct. 26 Week 10.2	Critical Theory	Textbook: Critical Theory, pg 396-435
Tues., Oct. 31 Week 11	Critical Theory and Feminist Theory	Textbook: Critical Theory, pg 435-482
Thurs., Nov. 2 Week 11.2	Exchange and Rational Choice Theory	Textbook: Exchange and Rational Choice Theories, pg 483-532
Tues., Nov. 7 Week 12	Goffman and Symbolic Interaction	Textbook: Symbolic Interaction, pg 533-562
Thurs., Nov. 9 Week 12.2	Symbolic Interaction	Textbook: Symbolic Interaction, pg 562-588
Tues., Nov. 14 Week 13	Poststructuralism: Foucault	Textbook: Poststructuralism, pg 640-687
Thurs., Nov. 16 Week 13.2	Poststructuralism: Bourdieu	Textbook: Poststructuralism, pg 664-687
Tues., Nov. 21 Week 14	Cumulative Paper Due	Turn in your paper on Blackboard by 4pm.
Thurs., Nov. 23 Week 14.2	NO Class! Happy Thanksgiving!	
Tues., Nov. 28 Week 15	Review for Exam 2	
Thurs., Nov. 30	EXAM #2 LAST DAY OF CLASS	

****The class schedule is subject to adjustment as needed. Students will be informed of any changes before it takes effect. Any changes to the syllabus will be announced in class and via Blackboard.****

Theory Studying Suggestions

1. Read the assigned pages in the textbook. Slowly. Take notes as you read it. Focus on a section at a time to make sure you are not missing anything.
2. Take extensive notes in class—both from the presentations and from examples given.
3. After class, *but on the same day*, read over your notes slowly to reinforce what you learned in class.
 - a. If something is unclear, go back to textbook or primary document to try to clarify the point.
 - b. To further clarify points and reinforce what you are learning, look over the sections of the primary document that we focused on in class that day and review the main points from class.
4. When reading the primary documents (Marx, Weber, Durkheim, Mead, etc.):
 - a. Take your time. Tackle the reading one section at a time.
 - b. While reading, take notes on the reading, underline important passages, and make margin notes when necessary.
 - c. At the end of each section, take a moment to reflect on the main point of the section. Make some notes about the main point. Write down any questions you might have from the section or points that you want to bring up in your discussion paper or in class.
 - d. Refer to class notes to clarify and to confirm the main points from the reading.
 - e. At the end of the piece, take a few minutes to make notes about the meaning of the whole reading. Try to write an abstract for what you just read (100-200 word summary). If you can't summarize the piece easily, then you need to go back and spend more time with it.
5. When studying for the exam:
 - a. Write out each answer for the review sheet fully. Refer to class notes, the textbook or the primary document when composing your answers.
 - b. Study with friends and compare your answers to theirs to make sure you have covered all the main points. Quiz each other.

Discussion Paper Guidelines

The Discussion Paper is 15% of the final grade. You need to write a 1000 word discussion paper that asks a critical question with supporting points about one or more of the readings covered in class.

Discussion paper is due on Tuesday, October 3 at 4pm to BLACKBOARD.

Guidelines:

- This discussion paper is a forum for you to critically engage the material that we cover in class and the theoretical readings done outside of class. Use your discussion paper to question, critique, comment on, disagree with, or otherwise share your view on an aspect of the theoretical works of Marx, Weber, or Durkheim. **Critically engage the materials and do not merely summarize content.**
- I will make extensive comments on your papers for you to consider for future writings. The purpose of this paper is to improve writing skills and encourage a deeper consideration of the topics. The course exams are short answer and essay focused, so use this paper to practice.
- This paper will also be used as a basis for your cumulative paper in this class. Based on instructor feedback, you will edit and revise and then build on the ideas that you started in this paper. You are encouraged to meet with the instructor with a rough draft of your edits to encourage further development of your writing skills.
- **This paper must be 1000 words, typed, in 12 point font, and includes citations in ASA style. Single-spaced is fine. All assignments must be turned in online in Blackboard.**
- Paper Topics: **The paper should be about Marx, Durkheim, or Weber.**
- Basic outline of your paper should be:
 1. Introduction including central argument/statement/question/thesis/hypothesis
 2. Supporting points (3-5)
 3. Conclusions/discussion
 4. Works cited

Cumulative Paper Guidelines

The cumulative paper in this course is a 3500-word paper incorporating 3 theorists' work into an analysis of a topic of interest. Compare and contrast theories, and make a clear argument about which theorist/theory most explains the issue of interest. Topics could include issues in race/ethnicity, gender, social class, religion, social inclusion, social psychology, the election, immigration, LGBTQ rights, etc.

Cumulative Papers are 20% of the final grade.

Guidelines:

- The cumulative paper is a forum for you to critically engage the material that we cover in class and the readings done outside of class. Use your paper to question, critique, comment on, disagree with, or otherwise share your view on the issue and the theorists that you choose. **Papers need to be well thought out, engage the materials with analytic depth, and include citations.** Please make sure you are critically engaging the materials and not giving them a “surface” read. Do not merely summarize content, but use the theories to critique or explain the social issue you selected.
- The cumulative paper should be approximately 3500 words, typed, in 12-point font. Include a list of citations at the end, in ASA style.
- Your paper should take the same basic structure as the discussion papers—but with more depth and at least 10 scholarly citations.
- Your discussion paper will be used as a basis for your cumulative paper. Based on instructor feedback, you will edit and significantly revise and then build on the ideas that you started in this paper.
- You will receive additional edits and revision suggestions at the rough draft stage during office hours. All students will be strongly encouraged to bring rough drafts of their papers to office hours to improve and build their writing skills.
- The papers in this course help build your writing and analytic skills for the exams. Use your work on your papers to build comfort and skill in writing about sociological theory. The exams include essays that should be modeled off the type of writing you are doing in your papers. You will receive a written evaluation of grammar, style, and content on this 3500 word paper before the final exam in this course. As a required course for Sociology majors, learning to write about sociological theories is an important goal of this course.
- The paper should follow this basic structure:
 1. **Introduction** including central argument/statement/question/thesis/hypothesis
 - Open your paper with a brief summary of the main argument or issue that you will discuss and briefly describe the 3 theorists that you will use to make your point.
 2. **Main body** with supporting points (3-5)

- Main body of your paper should critically engage your topic and the 3 theories. Frame your discussion within its contribution to sociology, what other theorists' perspectives are on this idea, and relevant controversies or contentions.
3. **Conclusion**
 - Conclude with a clear argument about which theorist/theory most explains the issue of interest. Also include in your conclusions/discussion ideas about further research, policy change suggestions, or applied elements.
 4. **Works cited** (not included in word count, use ASA style)