

COURSE OUTLINE

Note: *You are required to complete the readings before class on the day they are due.*

Unit 1 *The Sociological Imagination*

T 4 Jan

- Carefully read syllabus including all assignment guidelines and policies

R 6 Jan

- Mills, C. Wright. 1959. "The Promise." *The Sociological Imagination* pp. 3-24. (shared as pdf)
- Miner, Horace. 1956. "Body Ritual among the Nacirema." *American Anthropologist* 58.3:503-507. (shared as pdf)

Foundations of Sociological Theory

T 11 Jan

- Conley, ch. 1

R 13 Jan

- Lecture

F 14 Jan

- Reflection 1 due by 11:59 PM

Methods

T 18 Jan

- Conley, ch. 2

R 20 Jan

- Collins, Patricia Hill. 1986. "Learning from the outsider within: The sociological significance of Black feminist thought." *Social problems* 33(6): s14-s32. (shared as pdf)

Culture & Media

T 25 Jan

- Conley, ch. 3

R 27 Jan

- Lecture

F 28 Jan

- Reflection 2 due by 11:59 PM

Socialization

T 1 Feb

- Conley, ch. 4

R 3 Feb

- MIDTERM EXAM

Unit 2 *Social Control & Deviance*

T 8 Feb

- Conley, ch. 6

R 10 Feb

- Lecture

F 11 Feb

- Reflection 3 due by 11:59 PM

Stratification

T 15 Feb

- Conley, ch. 7

R 17 Feb

- Wright, Erik Olin. 2015. "How to Be an Anticapitalist Today"
<https://www.jacobinmag.com/2015/12/erik-olin-wright-real-utopias-anticapitalism-democracy/>

Race & Racism

T 22 Feb

- Conley, ch. 9

R 24 Feb

- Film screening: *13th*

F 25 Feb

- Reflection 4 due by 11:59 PM

Gender & Sexualities

T 1 Mar

- Conley, ch. 8

R 3 Mar

- hooks, bell. 2010. "Understanding Patriarchy." (shared as pdf)

The Family + Social Change

T 8 Mar

- Conley, ch. 10

R 10 Mar

- Final class meeting—lecture: possible futures

F 11 Mar

- Reflection 5 due by 11:59 PM

Final Exam

Monday 14 March 10:15-12:05

INSTRUCTOR POLICIES

Classroom requirements for COVID-19: We will work through this pandemic with competence and compassion to center community needs and goals for holistic well-being individually and societally. Our safety depends on one another.

Required COVID-19 Precautions

- [Be vaccinated against COVID-19 and complete the COVID-19 vaccination attestation form.](#)

- [Wear a mask or face covering indoors at all times.](#) Your mask or face covering must be properly worn (fully covering nose and mouth and tight fitting). Mesh masks, face shields, or face covering that incorporates a valve designed to facilitate easy exhalation are not acceptable.
- Because a mask must be worn in the classroom, there will be no eating or drinking in the classroom.

*Missing Class due to Illness

- If you are feeling sick, have been exposed to COVID-19 do not come to campus. If you test positive for COVID-19, [report your result to SHAC](#) and do not come to campus. SHAC will advise you on quarantine, notification of close contacts and when you can return to campus.
- If you miss a class for any reason, you can request an alternative assignment to make up missed in-class assignments. Expect alternative assignments to take about three hours to complete. Alternative assignments must be completed two weeks from the missed class.
- If I become ill or need to quarantine during the term, I will notify you via PSU email about my absence and how course instruction will continue.
- Should it not be possible to continue to meet in person at any point in the term, we will shift to remote meetings via Zoom during the scheduled class times. To be clear, I am *not* providing an option for remote attendance during regularly scheduled class times *unless* in-person classes are no longer possible.

Guidance May Change: Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University's main [COVID-19 Response](#) webpage and look for emails from the University on these topics.

Canvas: The instructor will post course materials, grades, and comment on assignments via Canvas. Students will submit assignments via Canvas. *It is your responsibility to be able to access Canvas.* Seek guidance in utilizing this online platform if you are unfamiliar; it is necessary for the course.

- Course content: Course materials (e.g. readings shared as hyperlinks and article pdfs) will be posted to Canvas.
- Assignments: Students will submit all written assignments via the assignments feature.
- Exams: Students will complete two exams via the quizzes feature.
- Grades: See grades for all assignments with the grades feature.

Email: The instructor will regularly communicate with the class via PSU email so be sure that you are receiving these emails. It is your responsibility to check your email daily during the school week for important updates. In emails to the instructor, *please put the title of the course in the subject line and sign your emails using your first and last name.* Use the email address on the first page of the syllabus. The instructor will generally respond to email within 24 hours. Emails sent after 5:00pm on Friday will likely be answered by 5:00pm on Monday.

Plagiarism: If you use a direct quote (i.e. someone else's words), you must include it in quotation marks and cite the source, including author(s) name(s), the date of publication, and the page number. If you summarize or paraphrase an idea from another person, you must cite the source, including author(s) name(s) and the date of publication. Failure to cite your sources, whether intentional or not, is plagiarism. Instances of plagiarism will result in failing the assignment and will be reported.

Late assignments: Late assignments will be penalized at 5% per weekday late and late assignments will not be accepted after 5 weekdays. This policy applies only to writing assignments. In-class assignments *cannot* be made-up.

Note on course content: Some readings and discussions for this course will cover controversial topics related to human bodies, sexual practices, sexual assault, institutional racism, gender minority (e.g. transgender, non-binary) and sexual minority (e.g. gay, lesbian, bisexual, queer) identities and experiences, and topics related to discrimination and violence that some students may be uncomfortable reading and discussing. If you have concerns about the course content generally or any specific topics we may cover, please see the instructor at the start of the semester.

Classroom environment: This class is a space to cultivate community with one another to learn about cultural issues and social dynamics. In this space, we honor the diversity of perspectives and backgrounds that shape our community; we listen to learn, and we communicate with compassion. To engage the material critically, we will consider differing perspectives with respect, ask clarifying questions with curiosity, and understand that everyone is here to learn and grow beyond what they think they know.

Land and labor acknowledgment: Portland State University is located on the ancestral land of numerous Indigenous peoples including the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, bands of Chinook, Tualatin Kalapuya, Molalla, and others. We acknowledge the systemic genocide and forced assimilation that continues to impact Indigenous/Native American communities today, and offer ongoing support by working with our neighbors to respect cultural ways, honor treaties, and protect their sovereignty. For example, consider how to help the [Confederated Tribes of Warm Springs access clean water](#). We acknowledge the contributions of Black/African

Americans to modern US society in a context of enslavement, forced labor, family separation, and segregation, where systemic oppression continues to impact Black communities through institutional racism; consider implementing strategies of abolition towards [“transforming harm.”](#)

Tentative schedule: Please understand that the instructor reserves the right to alter the course outline, including due dates for assignments. Changes will be announced via email and posted on Canvas. Our syllabus is a living document that evolves with the needs of the class.

REFLECTION PAPER GUIDELINES

Task: Complete a concise writing assignment (about 3 pages) reflecting on what you have learned from class discussion and readings. You may choose to make your writing assignments more personal or you can critique the readings in an academic style. **Do not simply summarize** the readings or material covered in class.

Sources: For writing assignments, you may draw on course readings or outside sources in addition to the reading selections for the week; however, drawing on outside sources is discouraged. You should only incorporate additional sources if it enhances your analysis. You must include a references section at the end of the reflection paper *if* you use sources other than the course readings.

Critical analysis: If you choose to write an academic critique, discuss the theoretical, methodological, or empirical strengths and weaknesses of the relevant text(s) and related course materials. The purpose of the reflection is to consider how you engage with the ideas presented in cohesive synthesis to critically analyze the material.

Some questions to consider discussing:

- What are the strengths and, importantly, what are the weaknesses of the work (but be sure you are not simply summarizing points from the text)?
- For empirical studies, how does the research design shape the findings?
- What questions does the research raise that might be addressed by future studies?

Personal reflection: If you choose to write a more personal essay, describe your personal response to course content presented in class discussion this week. The purpose of the reflection is to consider how you engage with the ideas presented through the lens of your social location.

Some questions to consider discussing:

- Did you learn something new that surprised you? Did you reevaluate your views on an issue based on the arguments and evidence presented this week?
- Did you disagree with any of the arguments presented this week (if so, provide an argument and evidence to support your view)?
- Were there related issues you wished we had covered this week (if so, describe what would you have wanted to discuss)?
- Was there anything you would have liked to say in class discussion but didn't?

General guidelines for either type of reflection paper:

- You do not need to discuss all the readings and material presented in class; just choose one or two topics as a primary focus.
- Assignments should provide in-depth discussion and fully explain all ideas. It is best to choose just a few points to make rather than make superficial comments on many topics.
- You do not need a reference section unless you use direct quotes or outside sources.
- Use examples and quotes from required texts to support your points (for these short assignments, be sparing with your use of direct quotes by choosing only the most meaningful excerpts).
- Assignments should show clear and concise writing and appropriate proofreading; assignments will not receive full credit if they show significant problems with grammar, spelling, word use, typos, and/or awkward sentences.

Due dates, submitting assignments, and grading: A total of 5 written reflections are required. Late assignments will be accepted up to 5 weekdays late, with a penalty of 5% each day.

- Submit your assignment as a pdf document in the appropriate folder (indicated by assignment number, 1-5) on Canvas.
- Each assignment will be graded as based on length, submitted on time or late, and meeting the criteria for the assignment described above. Each successfully completed assignment is worth 10 points towards the course grade.