COURSE OVERVIEW
This course is an introduction to sociological theory. We will cover the basics of the “classical” sociological works of Durkheim, Marx, and Weber along with other notable theorists who have made significant contributions to the foundation of the field of sociological theory. Our goals in this course are threefold: (1) to understand the arguments the authors make, (2) to place their works in sociopolitical and historical context, and (3) to see how these arguments relate to current issues and events in our society. As such, each week we will have writings from theorists on a theme, and then a set of 1-3 news items meant to inspire you to draw connections between theory and the dynamics of our shared social world.

COURSE OBJECTIVES
Students who successfully complete this course should:

- Understand the foundational theories of the field of sociology
- Be able to understand the basic premise of a range of classical theoretical concepts
- Know how to critically read and assess original sources of theoretical content

READINGS
Kenneth Allan. The Social Lens: An Invitation to Social and Sociological Theory (this book will also be utilized by most instructors teaching the Foundations 302 course).

*All other materials will be posted online on D2L and are also required reading.

COURSE POLICIES
In order to ensure a fair academic environment, please note that no exceptions will be made regarding the course guidelines as well as the methods of student evaluation. Late assignments will be graded one grade down with each day that it is late. University rules on academic misconduct will be strictly enforced. If you are unclear about what constitutes plagiarism or other forms of academic dishonesty please consult the student handbook. Papers may be subject to online anti-plagiarism review.

Electronic devices: Laptops and smartphones should not be used in class. The use of these devices distracts from the learning experience, and studies suggest that handwriting our notes helps improve retention and processing of new material. Slides will be posted online. If your success in this class is dependent upon your use of a laptop, please see me to make other arrangements.

Classroom climate: As scholars at Portland State, the free and open exchange of ideas in classrooms is expected and considered necessary for learning. Students are free to express either agreement or disagreement without fear of consequences. This does not mean of course, that the instructor or other students may not challenge your views or disagree with them, but it does mean that you will experience no consequence for disagreeing with anyone—especially the instructor. Additionally, class discussions can easily be environments that are unfair to some students. Thus, we must all be sensitive in our
participation by not talking too much or too loudly. This does not mean that people cannot disagree or have emotions connected to their words. What this does mean is that we all need to be sensitive, appreciative, and respectful no matter how strongly we might agree or disagree. The goal is to create a psychologically safe space in which everyone feels that they can participate in the discussion.

This class makes every effort to make this subject come alive, especially through drawing upon a range of interesting and related reading. We will work together to merge theory and practice and to engage in meaningful dialogue. While some of the topics we will be discussing have the potential to disrupt or upset our personal comfort zones, it is my hope that we will practice engagement when this happens so that we can thoughtfully consider these issues in a supportive environment. Do not hesitate to communicate directly to me your thoughts or concerns throughout the term.

**Student Evaluation:** Students are expected to actively participate in classes. This course will be arranged in such a way as to maximize class participation. Success in this class will be dependent on your preparation and attendance in class, during which you will be expected to demonstrate you have read and thought about the assigned text for the day.

**Late Assignments:** Late penalties will apply to all late assignments. You will lose 5 points for each day your assignment is late. On the third day, you will be given a zero on the assignment.

Plagiarism, whether it be from your fellow student’s work or professional publications, in any form for the research paper and exams will result in an automatic F for that assignment and appropriate institutional action will be taken.

**Access and Inclusion for Students with Disabilities:** PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, [https://www.pdx.edu/drc](https://www.pdx.edu/drc). If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.

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- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
**Title IX Reporting Obligations:** As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you may contact one of the following resources:

- Women’s Resource Center (503-725-5672)
- Queer Resource Center (503-725-9742)
- Center for Student Health and Counseling (SHAC): 1880 SW 6th Ave, (503) 725-2800
- Student Legal Services: 1825 SW Broadway, (SMSU) M343, (503) 725-4556

This Sexual Misconduct Website provides a complete list of those confidential employees and off-campus resources. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.

**COURSE REQUIREMENTS**

Your grade will be based on three components:

- Participation: 10%. Because we have a limited number of class sessions, it is important you come to class prepared each session, ready to discuss and pose questions about the readings and with your peers. If you have to miss class, please email me to see about the possibility to complete make-up work.
- Weekly Reaction Responses: 20%. By Monday at 6pm before each class, you will be expected to submit a reaction response to the readings. Each response should be 300-400 words and include the following:
  - Gut reaction: how did you feel reading the text/excerpts?
  - Connecting the dots: what connections do you see between the text/excerpts and the news stories?
  - Burning questions: what questions come up for you in the readings? Write at least 1 discussion question.
- Weekly Reflection Exercises: 70%. Following each class, you will receive a prompt that will require you to reflect more deeply on the readings and class discussion and, in most weeks, apply what you have learned to a topic in the news (typically 800-1000 words, about 2 pages single-spaced). These reflection exercises will be due by Saturday at 6pm after we meet each week.

Final letter grades for this course will be determined on the following scale:

- 93-100 = A
- 90-92 = A-
- 87-89 = B+
- 83-86 = B
- 80-82 = B-
- 77-79 = C+
- 73-76 = C
- 70-72 = C-
- 67-69 = D+
- 63-66 = D
- 60-62 = D-
- 59 > = F
<table>
<thead>
<tr>
<th>week 1</th>
<th>26 Sept.</th>
<th>Introduction &amp; Overview</th>
<th><em>The Social Lens</em>, pp. 1-19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td>D2L: news – week 2</td>
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<td>week 3</td>
<td>10 Oct.</td>
<td>Karl Marx</td>
<td>D2L: Excerpts, <em>The Communist Manifesto</em></td>
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<td>D2L: news – week 3</td>
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<td>week 4</td>
<td>17 Oct.</td>
<td>Karl Marx</td>
<td><em>The Social Lens</em>, pp. 49-80</td>
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<td>D2L: news – week 4</td>
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<td>D2L: news – week 5</td>
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<td>D2L: news – week 6</td>
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<td>week 7</td>
<td>7 Nov.</td>
<td>Durkheim</td>
<td>D2L: Excerpts, <em>The Division of Labor in Society</em></td>
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<td>D2L: news – week 7</td>
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<td>week 8</td>
<td>14 Nov.</td>
<td>Durkheim</td>
<td><em>The Social Lens</em>, pp. 121-152</td>
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<td>D2L: news – week 8</td>
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<td>week 9</td>
<td>21 Nov.</td>
<td>Simmel &amp; Mead</td>
<td><em>The Social Lens</em>, pp. 155-183</td>
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<td>D2L: <em>The sociology of the meal</em></td>
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<td>D2L: news – week 9</td>
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<td>week 10</td>
<td>28 Nov.</td>
<td>Parsons &amp; Merton</td>
<td><em>The Social Lens</em>, pp. 213-253</td>
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