WINTER 2016 SYLLABUS
Foundations of Sociology II
SOC 302-002 – Portland State University – 10a-11:50a Tue & Thu – Cramer 158

PEOPLE
Instructor. Dara Shifrer, Assistant Professor of Sociology
Office hours: Cramer Hall 217K – Tuesdays 3p-4p, Thursdays 2:30p-3:30p, by appointment
Teaching Assistant. Sasha Bassett, Sociology Graduate Student, sbassett@pdx.edu
Office hours: Cramer Hall 217W – Fridays 10a-12p or by appointment

Asking questions outside of class:
- **Step 1:** Check to see if your question has been answered in the syllabus or in the D2L discussion thread “Student Questions” (in DSL, click on Activities>Discussions).
- **Step 2:** Post your question in the D2L discussion thread “Student Questions.” Your question can be answered by classmates, the Instructor, or the TA. Class communication will become more efficient as classmates with the same question benefit from your post.
- **Step 3:** If your question is personal or you do not receive an answer after 24 hours on the D2L discussion thread, email me at dshifrer@pdx.edu. If you email me through D2L, I cannot guarantee a response within 24 hours.

LEARNING GOALS
In addition to guiding research methods, sociologists use theory to make sense of the world and human behavior. This 4-credit introduction to contemporary sociological theory will focus on theorists from the 20th and early 21st centuries whose work expands on and reformulates classic sociological theories. SOC 200: Introduction to Sociology is the recommended prerequisite for this course.

- Summarize main ideas of contemporary sociological theorists
- Contrast main ideas of contemporary sociological theorists
- Strengthen ability to apply theoretical frameworks
- Strengthen critical thinking and writing skills

REQUIRED MATERIALS

Internet and D2L. Some assignments for this course will require the use of a reliable internet connection. Your connection should enable you to search the web, use email, attach and upload documents, and download and save files. Internet issues will not be a valid excuse for a late assignment – find an alternative source for internet now (such as a coffee shop) and do not attempt to complete assignments at the last minute. Many course resources will be available on D2L (https://d2l.pdx.edu/). If you have trouble accessing your D2L account, or do not have an ODIN ID & password to log in with, contact the OIT help desk (SMSU 18) at 503-725-HELP (4357) or help@pdx.edu.
Word Processing and Printer. You will be required to bring three copies of one or two Reading Responses you completed to practically every class. This will require you have access to software like Microsoft Word and to a printer.

Movie or TV show: The final assignment requires you to watch a movie or TV show of your choosing with themes that align with the course material, so a Netflix, Hulu, or Amazon account may be useful but is not required.

GUIDELINES

Classroom Conduct. Rather than repeating the readings, classroom activities are designed to clarify the concepts and questions from the Reading Response, summarize the big picture, and expand on difficult concepts. Multiple modes of presentation and active learning are integrated into the class to increase your comprehension and retention of new ideas. You are expected to contribute to this classroom environment by being prepared, being an active participant, and being courteous to your classmates. Being prepared includes bringing your textbook to class. If your behaviors are negatively impacting the classroom experience and you do not improve after a warning, you will be asked to leave the classroom and will lose all credit for the day. Some discussion may turn to current politics. All students should aim to question and critique ideas without personally attacking others. Persistent issues will result in a report to the Office of the Dean of Student Life.

Attendance. If you miss class, arrive more than ten minutes after class begins, or leave more than ten minutes before class ends, you will receive no credit on your Mini Quiz. Grades on other assignments (e.g., Reading Responses, Writing Assignment) will be reduced by 20% for each day they are late.

No Electronic Devices. Electronic devices (e.g., cell phones, laptops, iPads) are not allowed in this class. If you continue to use an electronic device after you have been warned, you will be asked to leave class for the day. You will receive no credit for that day's Mini Quiz, regardless of whether you completed it and regardless of how long you already were in class that day. This policy is designed to increase classroom engagement and builds on recent research showing the use of laptops in classrooms has not improved student learning.

Academic Honesty. The PSU Student Conduct Code prohibits all forms of academic cheating, fraud, and dishonesty, including but not limited to plagiarism, buying and selling of assignments for others, unauthorized disclosure and receipt of academic information, and other practices understood to academically dishonor. Plagiarism describes the use of another person's words or ideas without giving that person credit. Information on avoiding plagiarism available at https://owl.english.purdue.edu/owl/resource/589/01/. Any assignment or exam found to be academically dishonest will receive no credit and you will be referred to the Office of the Dean of Student Life. You will fail the course if any additional incidents of academic dishonesty occur.
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Accommodations. Any student with a physical, psychiatric/emotional, or learning disability is encouraged to contact the Disability Resource Center to arrange academic accommodations to support your success in the course (503-725-4150, drc@pdx.edu).

ASSIGNMENTS
The vast majority of your grade in this class is based on your completion of the readings and Reading Responses. Mini Quizzes assess class learning and recognize your participation in class each day. If you hoped to not complete the readings or to not attend class, this is not the class for you. On the other hand, in recognition of the fact that many of you have jobs, families, etc., a small number of absences are built into the class schedule. Finally, there is a Writing Assignment of four double-spaced pages. This class has no final exam.

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1000 total points available for the term:
25 Reading Responses at 26 points each 650
1 Writing Assignment 206
16 Mini Quizzes at 9 points each 144

Reading Responses

Purpose of Reading Responses. You will be required to complete a Reading Response for most of the chapters assigned from Allan’s The Social Lens. The Reading Responses are designed to help you better understand and retain the readings, and to teach a study skill that can be applied to readings in virtually any course. The Reading Response is a form you fill in that guides your reading by listing theorist-specific key concepts for you to define or explain and then by asking similar questions about different theorists to facilitate comparisons. You will read approximately 20 pages from the Allan textbook for each class and often less. The reading for this theory course is light given that you are reading from a secondary source rather than the primary source – in other words, the Allan textbook summarizes the (often long-winded and unorganized) original writings from the classic theorists. The Reading Responses are still important comprehension tools because even the summaries of the theorists’ ideas can be hard to
organize and remember without additional steps on your part. You will be able to use
the Reading Responses for the Mini Quizzes. If you are a Sociology major, your
completed collection of Reading Responses will also be useful in future courses.

Peer Grading of Reading Responses. You must bring three typed copies (NOT
HANDWRITTEN) of each Reading Response to class. Handwritten Reading Responses
will count as no Reading Response. Each Reading Response will be graded by two
randomly selected classmates, with grades based in larger part on your effort and
completeness than on your ‘accuracy.’ Peer-grading will support: 1) improving your
own Reading Response as you add things you missed to your own Reading Response, 2)
improving your classmates’ Reading Responses as you write comments while you
grade, and 3) more effective classroom time as class starts with a reminder of the
content of the readings. Because people read at different rates, grading will end once
around 90% of the class has finished grading, with no penalty for those who didn’t
finish grading. Faster graders can spend their extra time working on the next set of
readings. The TA will finish any remaining grading, average the grades you received
from your two classmates to ensure a more fair grading process, and return your
classmates’ comments to you. If you feel your final grade on a Reading Response was
unfair or inaccurate, you can write a statement of why you feel your grade was unfair to
be submitted along with your classmates’ comments to the TA. Calculators permitted
during grading time. Reading Responses are due at 10am on the due date listed at the
end of this syllabus. If you submit your Response after class on the due date, your final
score will be reduced by 20%. If you submit your Response after 10am on the day after
the due date, your final score will be reduced by 40%, and so on.

Writing Assignment. Effectively communicating your thoughts in written form will benefit
you in college and in your career. You will complete a two-part written assignment in
which you apply theories from class to a movie or TV show of your choice. The first part
of the written assignment is a one-paragraph summary of the movie or TV show and the
theories you intend to focus on. The second part of the written assignment is a four-page
double-spaced paper applying theories to various parts of the movie or TV show. More
details will be provided to you well in advance of the due dates.

Mini Quizzes. Mini Quizzes will be administered at the end of every class, with the intent of
evaluating the extent to which the class is grasping the most important points from the
day’s theorist(s) and to recognize your participation in class. During class, you should make
additional corrections to your Reading Response, which can then be used as notes for your Mini
Quiz. You will receive no points on your Mini Quiz if you miss class, arrive more than ten
minutes after class begins, or leave more than ten minutes before class ends. Mini Quizzes
cannot be made up. Because some absences are unavoidable (e.g., family emergencies, illness,
religious holidays, school-related travel), your two lowest Mini Quiz grades will be dropped at
the end of the term (i.e., there will be 18 Mini Quizzes but only 16 will be counted).
ASSIGNMENT DUE DATES
Due in class unless otherwise noted. Key concepts for each Reading Response listed in next section.

WEEK 1

Tuesday, January 5 – Introduction and Applying Theory

Thursday, January 7 – Structural Functionalism
- Reading Response on Allan pp. 231-237: Robert Merton
- Reading Response on Allan pp. 238-256: Jeffrey Alexander
- Mini Quiz: Merton & Alexander

WEEK 2

Tuesday, January 12 – Conflict Theory
- Reading Response on Allan pp. 257-265: Lewis Coser
- Reading Response on Allan pp. 265-275: Ralf Dahrendorf
- Reading Response on Allan pp. 275-286: Randall Collins
- Mini Quiz: Coser, Dahrendorf, & Collins

Thursday, January 14 – NO CLASS

WEEK 3

Tuesday, January 19 – Class, Part 1
- Reading Response on Allan pp. 287-295: Erik Olin Wright
- Reading Response on Allan pp. 295-304: Daniel Bell
- Mini Quiz on Wright & Bell

Thursday, January 21 – Class, Part 2
- Reading Response on Allan pp. 305-322: Pierre Bourdieu
- Mini Quiz on Bourdieu

WEEK 4

Tuesday, January 26 – Race & Gender Inequality, Part 1
- Reading Response on Allan pp. 332-350: Janet Saltzman Chafetz
Mini Quiz on Chafetz

Thursday, January 28 – Race & Gender Inequality, Part 2 & Exchange Theory, Part 1
- Reading Response on Allan pp. 324-331: William Julius Wilson
- Reading Response on Allan pp. 351-358: George Homans
- Mini Quiz on Wilson & Homans

Week 5

Tuesday, February 2 – Exchange Theory, Part 2
- Reading Response on Allan pp. 359-367: Peter Blau
- Reading Response on Allan pp. 368-382: Randall Collins
- Mini Quiz on Blau & Collins

Thursday, February 4 – Self & Situation, Part 1
- Reading Response on Allan pp. 383-395: Erving Goffman
- Reading Response on Allan pp. 396-403: R. S. Perinbanayagam
- Mini Quiz on Goffman & Perinbanayagam

Week 6

Tuesday, February 9 – Self & Situation, Part 2
- Reading Response on Allan pp. 404-416: Harold Garfinkel
- Mini Quiz on Garfinkel

Thursday, February 11 – Problems in Modernity, Part 1
- Reading Response on Allan pp. 417-435: Jurgen Habermas
- Mini Quiz on Habermas

Week 7

Tuesday, February 16 – Problems in Modernity, Part 2
- Reading Response on Allan pp. 436-452: Anthony Giddens
- Mini Quiz on Giddens

Thursday, February 18 – Globalizing Systems, Part 1
- Reading Response on Allan pp. 453-467: Immanuel Wallerstein
- Mini Quiz on Wallerstein
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WEEK 8

Tuesday, February 23 – Globalizing Systems, Part 2
- Reading Response on Allan pp. 468-482: Manuel Castells
- Mini Quiz on Castells

Thursday, February 25 – Upsetting Reality, Part 1
- Reading Response on Allan pp. 483-502: Michel Foucault
- Mini Quiz on Foucault
- Writing Assignment Part I – DUE IN DROPBOX ON D2L BY 11:59PM

WEEK 9

Tuesday, March 1 - Upsetting Reality, Part 2
- Reading Response on Allan pp. 503-522: Jean Baudrillard
- Mini Quiz on Baudrillard

Thursday, March 3 – Politics of Identity, Part 1
- Reading Response on Allan pp. 524-539: Dorothy E. Smith
- Mini Quiz on Smith

WEEK 10

Tuesday, March 8 – Politics of Identity, Part 2
- Reading Response on Allan pp. 540-552: Patricia Hill Collins
- Mini Quiz on Collins
- Writing Assignment Part II – DUE IN DROPBOX ON D2L BY 11:59PM

Thursday, March 10 – Politics of Identity, Part 3
- Reading Response on Allan pp. 553-568: Cornel West
- Mini Quiz on West
KEY CONCEPTS FOR READING RESPONSES

Alphabetized by theorists’ last names.

❖ Alexander
  ➢ Civil sphere
  ➢ Solidarity
  ➢ Binary structures
  ➢ Essentialism
  ➢ Democracy
  ➢ Communicative institutions
  ➢ Factual media
  ➢ Fictional media
  ➢ Civil associations
  ➢ Regulative institutions
  ➢ Social power
  ➢ Civil power
  ➢ Political party
  ➢ Law
  ➢ Social movements
  ➢ Assimilation
  ➢ Hyphenation
  ➢ Multiculturalism

❖ Baudrillard
  ➢ Human nature
  ➢ Symbolic exchange
  ➢ Consumer society
  ➢ Use-value
  ➢ Exchange-value
  ➢ Sign value
  ➢ Commodity fetish
  ➢ Labor of consumption
  ➢ Simulacrum
  ➢ Free-floating signifiers
  ➢ Hyperreality
  ➢ Death of the subject
  ➢ Resistance through passivity

❖ Bell
  ➢ Techno-economic structure
  ➢ Polity
  ➢ Culture
  ➢ Axial principles
Axial structures
Three periods of modernity
Bureaucratic management
Legitimacy
Traditionalism
Syncretism
Economic sectors
Data information & theoretical knowledge in postindustrial societies
Situces
Knowledge
Time

Blau
- Social exchanges
- Rational motivation
- Alternatives
- Marginal utilities
- Norm of reciprocity
- Norm of fair exchange
- Conditions that affect the level of social power
- Secondary exchange relations

Bourdieu
- Capital
- Economic capital
- Social capital
- Symbolic capital
- Cultural capital
- Taste
- Habitus
- Distance from necessity
- Education
- Field
- Linguistic market
- Symbolic violence

Castells
- Keynesian economics
- New information technology
- The logic of networks
- Annihilation of time and place
- Power
- Class
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- Politics
- Identities
- Legitimizing identity
- Resistance identity
- Project identity
- Civil society
- Symbol mobilizers

❖ Chafetz
- Levels of analysis
- Marxist feminist theory
- Women’s free labor
- Three meso-level coercive structures
- Social exchange
- Voluntaristic action
- Intrapsychic structures
- Social learning
- Impression management
- Unintentional forces of change
- Intentional forces of change

❖ Collins, Patricia Hill
- Eurocentric positivism
- Black feminist epistemology
- Common challenges/diverse responses
- Safe places
- Self-definition
- Rearticulation
- Black feminist intellectuals
- Intersectionality
- Matrix of domination
- Structural domains of power
- Disciplinary domains of power
- Hegemonic domains of power
- Interpersonal domains of power
- Fluid understanding of social categories

❖ Collins, Randall (Conflict Theory)
- Relationships between resources and conflict
- Economic resources
- Power resources
- Cultural resources
- Resource mobilization
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- Ritualized exchange of atrocities
- Bureaucratization of conflict
- De-escalation of ritual solidarity
- Geopolitical theory
- State legitimacy
- Heartland advantage
- Marchland advantage
- Overexpansion

❖ Collins, Randall (Exchange Theory)
  - Emotional energy
  - Rituals
  - Five main effects of interaction rituals
  - Co-presence
  - Shared focus of attention
  - Rhythmic entrainment
  - Common emotional mood
  - Barriers to outsiders
  - Group symbols
  - Group solidarity
  - Standards of morality
  - Generalized cultural capital
  - Particularized cultural capital
  - Being aware of market opportunities
  - Stratification
  - Deference
  - Demeanor
  - Principle of order giving
  - Principle of ritual coercion
  - Principle of anticipatory socialization
  - Principle of bureaucratic personality
  - Social network
  - Authoritarian personalities
  - Cosmopolitan personalities

❖ Coser
  - Crosscutting influences
  - Absolute deprivation
  - Relative deprivation
  - Rational goals
  - Transcendent goals
  - Internal conflict
  - Functional consequences of internal conflict
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- Types of internal conflict
- Network density
- External conflict
- Functional consequences of external conflict
- Group boundaries
- Internal solidarity

❖ Dahrendorf
- Power
- Authority
- Imperatively coordinated associations
- Constraint approach to social order
- Role of class in culture
- Quasi-groups
- Interest groups
- Technical conditions
- Political conditions
- Social conditions
- Conflict intensity
- Conflict violence

❖ Foucault
- Truth games
- Counter-histories
- Archaeology
- Genealogy
- Episteme
- Discourse
- Governmentality
- Objectification
- Panopticon
- Microphysics of power
- Medical gaze
- Sexuality as an object

❖ Garfinkel
- Phenomenology
- Lifeworld
- Natural attitude
- Ethnomethodology
- Documentary method
- Reflexivity
- Indexical expressions
Incorrigible assumptions
Secondary elaborations of belief

Giddens
- Time-space distanciation
- Radical reflexivity
- Emptying of time and space
- Disembedding mechanisms
- Symbolic tokens
- Expert systems
- Reflexive project of the self
- Bodily regimes
- Organization of sensuality
- Pure relationships
- Emancipatory politics
- Life politics
- Mediated experiences

Goffman
- Dramaturgy
- Face
- Front
- Setting
- Appearance
- Manner
- Ritual states
- Backstage
- Roles
- Role distancing
- Stigma
- Interaction order
- Biographies
- Cognitive relations
- Frames

Habermas
- Liberal capitalism
- Depoliticized class
- Public sphere
- Organized capitalism
- Legitimation crisis
- Steering
- Generalized media of exchange
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- Colonization of the lifeworld
- Colonization of the public sphere
- Public opinion
- Communicative action
- Ideal speech situations
- Civil society

❖ Homans
- Law of effect
- Respondent behaviors
- Operant behaviors
- Stimulus proposition
- Matching law
- Value
- Success proposition
- Value proposition
- Deprivation-satiation proposition
- Frustration-aggression proposition

❖ Merton
- Middle-range theory
- Functional alternatives
- Manifest functions
- Latent functions
- Dysfunctions
- Unanticipated consequences
- Structural theory of deviance
- Sociological ambivalence

❖ Perinbanayagam
- Linguistic turn
- Language games
- Dialogic act
- Interactional others
- Significant others
- Generalized others
- Rhetorical devices
- Addressive processes
- Answerability processes
- Identity
- Linguistic structures of identity
- Three ideas related to linguistic structures of identity
- Artful ethics
Smith
- New materialism
- Factivity
- Texts
- Standpoint theory
- Constitutive work
- Relations of ruling
- Fault line
- Institutional ethnography

Wallerstein
- Globalization
- Division of labor
- Exploitation
- Modern capitalism
- Externalized costs
- Quasi-monopolies
- Overproduction
- World-empires
- World-economies
- Core states
- Periphery states
- Semi-periphery states
- Kondratieff waves
- Polyvocality

West
- Modern capitalist markets
- Market saturation
- Black cultural armor
- Market moralities
- Black nihilism
- Politics of conversion
- Crisis in black leadership
- Three kinds of leadership styles
- Racial reasoning
- Moral reasoning
- Mature black identity
- Prophetic Christianity
- Free-market fundamentalism
- Aggressive militarism
- Escalating authoritarianism
- Democratic armor
- Commitment to prophetic justice
- Tragicomic commitment to hope

**Wilson**
- Structural theories
- Racism
- Marxist elite theory
- Jim Crow
- Split labor market theory
- Postindustrial economy

**Wright**
- Analytical Marxism
- Exploitation
- Authority
- Loyalty rent
- Skills and expertise
- Multiple class positions
- Mediated class positions
- Social mobility