

SOCIAL THEORY
RUTGERS UNIVERSITY: 01 and 02:920:316

Instructor, Main Lecture: Dr. Eleanor LaPointe

Meets: Monday and Wednesday 3:50 PM – 5:10 PM. Where? Livingston Campus, Beck Hall 213

Office: Weekly hours via zoom will be posted. In person before class, after class, and by appointment. 042 Davison Hall (26 Nichol Ave., DGLS Campus)

Email: eleanor@sociology.rutgers.edu

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Recitation: Thursday Section 01 3:50 PM-4:45 PM. Section 02 5:40 PM-6:35 PM. Where? Livingston Campus, Beck Hall 013

Instructor: Kathryn Delgenio

Goals of the Course:

1. Learn more about the conceptual themes of important sociological thinkers.
2. Improve your ability to read complex texts closely, articulating the central arguments, frameworks, basic assumptions, and important logical connections.
3. Improve your ability to write essays that evaluate and critique complex arguments as well as apply social theory to real world contemporary events, processes, and relationships.

Required Readings:

All readings and supplemental materials are in our Canvas-based course site. You can log into our Canvas site on the first day of class. You will need your RU Net ID.

<https://canvas.rutgers.edu/>

Receiving Course Announcements through email:

Course announcements will be posted in our site every week. To receive copies of these through email, make sure that you have your email notification settings turned on for announcements.

- Click on “Account” in the Global Navigation (the red bar on the left)
- Click on “Notifications”
- Ensure that the preference for Announcement is set to ‘Notify me right away.’

Guide for Students: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-set-my-Canvas-notification-preferences-as-a-student/ta-p/434>

Grading Scale:

90-100 = A	77-79 = C +	
87-89 = B +	70-76=C	
80-86=B	60-69 = D	59 or below = F

Evaluation:

Attendance and participation in main lectures, including assignments.....	15%
Recitation participation, including assignments.....	15%
First three essay drafts.....	3%
First three essays.....	42%
Last essay.....	25%
Total.....	100%

As a member of this class, it is your responsibility to keep up with the material. Please be prepared for each session by having completed and reviewed the assigned readings for the first session that week. Constructive participation in class and section discussions can benefit your final grade, especially if your average is (VERY) border line.

The fact that you show up and exhibit engaged interest matters in this class, so attendance is officially counted. You can miss a couple of classes and recitations with no consequence to your final grade.

If you must miss a class, be sure to find out from a colleague in class what you missed

WARNING: Sleeping, texting, and Facebook surfing do NOT count as classroom engagement and will negatively impact your grade.

Academic Integrity

Wondering about academic dishonesty? Please see the following RU site for guidelines on academic integrity expected at RU: <http://academicintegrity.rutgers.edu/>

Students are expected to write complete, grammatically correct, sentences during ALL correspondence, including email messages sent to your instructors. Minor typing errors are acceptable, but the abbreviated words and run-on sentences sometimes used in casual chats with friends online are NOT acceptable.

Brief Grading Criteria for written essays:

Points:

Clear and logical statements; explanation and/or examples provided to support ideas; shows insight; provides complete bibliography; submitted on time	100
Clear statements with appropriate explanations or examples	90
Clear statements with some explanation or examples	80
Some unclear statements or incorrect explanations or examples	70
Confusing, lacks explanation or reasoning. Has not been proofed for wording, punctuation, and other grammatical errors.	60 or lower

COURSE OUTLINE

WEEK 1 (January 18 to January 22)

****There will be no face-to-face meetings this week.** ONLINE: In Canvas, introduce yourself to the class.

Read: “Theoretical Perspectives in Sociology” by Hunter and McClelland

WEEK 2 (January 23 to January 29)

****There will be no face-to-face meetings this week.** ONLINE: In Canvas, go to the Module for this week and follow the instructions for participation.

Read: Dillon’s Chapter 8 on Symbolic Interaction and Dramaturgy

Read: “Protecting Oneself from a Stigmatized Disease by Lee and Craft

Read: “Presentation of Self” by Goffman

→Note: The following question is for thought while you read. It may be used for discussions or written assignments.

Question: A. The concept of social stigma is important because it involves having to manage a self that has become tainted because of societies negative definitions. When confronted by the need to cope with social stigma, what are some strategies that individuals might utilize? (Use the article by Lee and Craft and your own examples.)

B. Does “coping” at the individual level necessarily result in widespread change in what is or isn’t considered a stigmatized attribute? Explain. How might broad-based change be accomplished?

Weekly Writing Goal: The Benefits of Free Writing and Peer Review. (To be addressed in both the main lecture and during recitation.)

WEEK 3 (January 30 to February 5)

Review: Dillon's chapter 1 on Karl Marx.

Read: Dillon's chapter 10, pages 355-362 on the Sociology of Emotions.

Read: Hochschild, "The Managed Heart" (chapter 1)

Read: Tinguz, "Emotional Labor. What it is and What it is not."

→Note: The following question is for thought while you read. It may be used for discussions or written assignments.

Question: Use this article from Psychology Today to explore Hochschild's ideas about the concept of *emotional labor*. Why does she say that this concept, which she coined in her book The Managed Heart, is being misused by many? Be sure to refer to ideas from the readings in your discussion. <https://www.psychologytoday.com/us/blog/emotional-labor-in-the-workplace/202004/emotional-labor-what-it-is-and-what-it-is-not>

End your original discussion with some of your own observations on emotional labor. Your examples may be from personal experiences or you may wish to use examples from colleagues or friends. Some issues to consider: Is there a gendered dimension to emotional labor, and why might this be important? Do jobs these days require more emotional labor compared to jobs in the past? When emotional labor is prolonged, what are some possible psychological, physical, or other consequences for individuals? Can historical, social, or cultural circumstances make the management of emotions more difficult? How?

****Wednesday: Student-led discussion groups. Be prepared to discuss in groups Hochschild's sociology of emotions.**

Begin Essay #1: Write an essay that explores how Goffman **OR** Hochschild's concepts can be used to assess the encounters that occur between people in a specific setting that you are familiar with. The choice of setting is up to you. The choice of concepts used is also up to you. Be sure to demonstrate the theorist's basic premises throughout your essay. Refer to course materials often.

Weekly Writing goals: Conceptual Precision. Narrowing your ideas.

WEEK 4 (February 6 to February 12)

Read: Chapter 9 (Dillon Textbook) on Phenomenology and Ethnomethodology.

****Monday: Draft based on materials from last week is due before class.** Upload to Canvas and bring two printed copies of your draft to class and recitation for peer review. (It can be a very rough draft!)

Late draft submissions will result in a half-letter grade deduction from the final draft of Essay #1.

****Wednesday: Student-led discussion led on chapter 9.**

Weekly Writing Goals: Mechanics, Peer Review. Bring two printed copies of your draft to class and recitation.

WEEK 5 (February 13 to February 19)

Read: “Moral Panics: The Case of Satanic Day Care Centers”

Read: “The Lived Experience of Disability” by S. Kay Toombs

→Note: The following questions are for thought while you read. They may be used for discussions or written assignments.

Question pertaining to ‘Moral Panics’: A. While there are certainly lots of things that we should be gravely concerned about, the concept of “moral panic” suggests that sometimes the public is bamboozled into thinking that trivial (or non) issues are serious and that serious issues are trivial. What are the elements that propelled the moral panic surrounding day care centers in the 1980’s? Can you think of other moral panics?

B. How can we know if a social phenomenon really is something that we should be afraid of – something that we need to be aware of and collectively work on changing?

Question pertaining to ‘Lived Disability’: People who have never experienced the challenge of moving throughout society with a physical disability take much for granted about how daily life is navigated. Using concepts from phenomenology and/or ethnomethodology, what does this account teach us about our largely taken-for-granted everyday lives?

****Wednesday. In-class writing. Be prepared to write about either of the above questions on moral panics and lived disability. (Choose one.)**

****Essay #1 Due on or before Friday. Upload to Canvas. Length: 700 to 900 words. (3-4 typed, double-spaced pages, excluding heading/title and source pages.)**

Late final drafts will result in a full-letter grade deduction (10 points) from Essay #1.

Required:

*double-spaced *1-inch margins *12-pt. font (Times New Roman)

*Chicago, APA, or MLA format (Your headers, page numbers, and quotations should be formatted properly.)

WEEK 6 (February 20 to February 26)

Read: Dillon's chapter 4, pages 173 to 179 only. On functionalist perspectives.

Suggested: Talcott Parsons, "An Analytical Approach to the Theory of Stratification"

Read: Kinsley Davis and Wilbert Moore, "Some Principles of Stratification"

Read: Robert Merton, "Social Structure and Anomie"

→Note: The following questions are for thought while you read. They may be used for discussions or written assignments.

Question: Is inequality necessary? What do functionalist thinkers like Davis and Moore or Talcott Parsons say? What is Robert Merton's reply to this? Hint: his stance on stratification is less conservative. He uses the term 'dysfunction' to describe the problems that highly stratified communities often face. Consider his theory of deviance, also referred to as anomie or strain.

****Wednesday: Student-led discussion on stratification. Use the above question to begin.**

WEEK 7 (February 27 to March 5)

Read: "C.Wright Mills" (Summary)

Read: "The Sociological Imagination"

Suggested: Review Chapter 1 (Dillon Textbook) on Karl Marx.

Suggested: Chapter 6 (Dillon Textbook, pages 221-233 only). Conflict analysis: Society as a system built upon disagreement, hierarchy, and change.

→Note: The following question is for thought while you read. It may be used for discussions or written assignments.

Question: Mills was responding to the consensus-oriented (largely conservative) perspective of Parsons and Davis/Moore. In brief, explain how. That is, what was Mills's critique?

****Wednesday. In-Class writing on the question above.**

Begin Essay #2. Is inequality necessary? Take a stance and defend it. One way to organize this essay might be by arguing why you believe that either Parsons, Davis and Moore, Robert Merton, OR C.W. Mills offer the best explanations concerning stratification and inequality in society. Another way to address this question might be to put two of the theorists in conversation. The creativity is up to you.

Begin by forming a hypothesis that draws upon any (narrowed) aspect of the readings from week 6 and week 7. Length: 250 to 500 words (approximately 1 or 2 typed, double-spaced pages). Keep in mind that you will be adding to this essay using the readings from next week. Your focus may change as you revise this.

Writing Goal: Thesis Construction and Essay Mechanics.

Week 8 (March 6 to March 12)

Read: Chapter 13 (Dillon Textbook) on the Social and Cultural Reproduction of Inequality.

Read: "Who Rules America" by Dumhoff on power held by US Upper Class networks.

Suggested: Film: "Two American Families" (PBS Frontline)

Suggested: Film: "People Like Us"

→Note: The following questions are for thought while you read. They may be used for discussions or written assignments.

Question: Apply Dumhoff's empirical description to the forms of capital (economic, cultural, social) discussed by Bourdieu. (We read Dumhoff's piece on the US Upper Class last week.)

Revise Essay #2: How can you expand your first draft by including ideas from this week? Include 2 or 3 references from this week's readings to Essay 2.

****Draft of Essay #2 is due: Thursday before recitation.** Upload to Canvas and bring two printed copies of your draft to recitation for peer review. (It can be a very rough draft!)

Late draft submissions will result in a half-letter grade deduction from the final draft of Essay #2.

Writing Goal: Underlying Assumptions/Frameworks, Peer Review, Mechanics. Bring two printed drafts to class and recitation.

****Wednesday: Student-led discussion groups.**

WEEK 9 (March 13 to March 19) Spring Break!

WEEK 10 (March 20 to March 26)

Read: Chapter 10 (Dillon Textbook, pages 327-346 only.) Questioning androcentric approaches: Dorothy Smith.

Read: Overview of Janet Chafetz's analysis on how gendered systems are stabilized, maintained, and how they change.

****Essay #2 Due on or before Friday. Upload to Canvas. Length: 700 to 900 words (approximately 3 or 4 typed, double-spaced pages, excluding heading/title and source list pages).**

Required:

*double-spaced *1-inch margins *12-pt. font (Times New Roman)

*Chicago, APA, or MLA format (Your headers, page numbers, and quotations should be formatted properly.)

Wednesday: Student-led discussion groups.

WEEK 11 (March 27 to April 2)

Read: Michael Omi and Howard Winant, "Racial Formation"

Read: Chapter 10 (Dillon textbook, pages 346 to 354 Patricia Hill Collins)

Read: Bell Hooks, "Love as the Practice of Freedom"

Begin Essay #3. Length: 250 to 500 words. Pick one theorist that we have read prior to Week 10. Write an essay that explores how any of their central organizing concepts might shift if gender and/or race were made central. You must include the ideas of at least one significant theorist covered in Week 10 and 11: Dorothy Smith, Janet Chafetz, Omi and Winant, Patricia Hill Collins, Bell Hooks.

Writing Goals: Essay Mechanics, Narrowing focus, Underlying Assumptions/Frameworks.

****Wednesday: Student-led discussion groups.**

WEEK 12 (April 3 to April 9)

Read: “Post-structural and Postmodern Theories” Foucault and Baudrillard.

→Note: The following questions are for thought while you read. They may be used for discussions or written assignments.

Question: To what extent do you think that Foucault’s ideas concerning a rise in what he calls a ‘disciplinary society’ ring true? Use concrete examples to discuss the effect of surveillance in your own life and in contemporary society.

Question: This one pertains to Baudrillard. Pay attention to every instance of your use of media (including web-based/internet, radio, newspapers, TV, phone, etc.) over a 24-hour period. Using this as a base, to what extent does your life reflect postmodern “hyperreality” as distinct from ‘modern’ reality. To what extent is your knowledge of the world a function of representations and the media rather than personal experience.

****Thursday: Draft of Essay #3 is due before class.** Upload to Canvas and bring two printed copies of your draft to recitation for peer review. (It can be a very rough draft!)

Late draft submissions will result in a half-letter grade deduction from the final draft of Essay #3.

****Wednesday: In-class writing.**

WEEK 13 (April 10 to April 16)

Read: “From Panopticon to Disneyland” by Shearing and Stenning

Read: Chapter 14 (Dillon Textbook, pages 452-463) and chapter 15 (pp.508-510 on cultural homogenization)

WEEK 14 (April 17 to April 23)

Read: "Globalization" by P. Callero, from The Myth of Individualism

Read: Parsons’s “Modernization” theory (Dillon, pages 171-172)

Read: Aime Cesaire, “Between Colonizer and Colonized”

Suggested but not required: "Nearest Neighbors" by Sherry Turkle (excerpt from Alone Together)

****Essay #3 Due on or before Friday. Upload to Canvas. Length: 700-900 words.**

Required:

*double-spaced *1-inch margins *12-pt. font (Times New Roman)

*Chicago, APA, or MLA format (Your headers, page numbers, and quotations should be formatted properly.)

WEEK 15 (April 24 to April 30)

Begin Essay #4. Revise and expand upon any one of your first three essays so that you include one or more of the core ideas developed by the postmodern and global theorists covered in Week 12, 13, and 14. Creativity is encouraged. In fact, it will be necessary....

This is your last essay, and it is worth more than the earlier ones.

Writing Goals: Synthesis, Thesis Construction, Mechanics.

WEEK 16 (May 1 to May 7)

Writing week.

Continue working on your final essay. Revise and expand on the thesis that you generated last week. If you are having trouble organizing the essay, you might consider putting the theorists whom you are focusing on in conversation with each other. Be sure that you are including the ideas of at least one theorist covered in Week's 12, 13, and 14. Aim for depth and precision. End your essay with a paragraph or two of your own reflections. What do you conclude?

Note: There will be no face-to-face meetings this week for this class.

WEEK 17

****Essay #4 Due.** Upload to Canvas. Length: approximately 6 to 7 pages, excluding title and source list. This is your capstone essay. In terms of how your progress is evaluated, it is worth more. You will be evaluated based on the core goals pertaining to form and content that we have been working on this semester.

Required:

*double-spaced *1-inch margins *12-pt. font (Times New Roman)

*Chicago, APA, or MLA format (Your headers, page numbers, and quotations should be formatted properly.)

Final essay is due no later than our officially designated final exam time. You will not need to come to campus for this. Your exam essays will be handed in online. For our Rutgers-designated exam date see <http://finalexams.rutgers.edu>

Welcome to the class!
I look forward to spending the next few months with you.

We aren't done yet! The informational resources below are provided by the School of Arts and Sciences (SAS). At Rutgers, there are many places to seek information and guidance! If you have trouble navigating this complicated ship, our University, send me a note and we can talk.

LIST OF GENERAL SUPPORT SERVICES

LEARNING CENTERS: <https://rlc.rutgers.edu/>

ACADEMIC ADVISING FOR SAS STUDENTS:
<https://sasundergrad.rutgers.edu/advising/advising>

ONLINE LEARNING TOOLS FROM RUTGERS UNIVERSITY LIBRARIES INCLUDING RUTGERS RIOT, SEARCHPATH AND REWORKS:
<http://www.libraries.rutgers.edu/tutorials>

CURRENT ACADEMIC INTEGRITY POLICY SUMMARY:
<http://nbacademicintegrity.rutgers.edu/home-2/academic-integrity-policy/>
RESOURCES FOR STUDENTS: <https://nbprovost.rutgers.edu/academic-integrity-students>

TECHNOLOGY: Please visit the Rutgers Student Tech Guide page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students deanofstudents@echo.rutgers.edu for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>. Learning remotely presents new challenges. For assistance with learning how to address these challenges, please consult the resources available here:
https://rlc.rutgers.edu/remote_instruction

DISABILITY SERVICES: (848) 445-6800 / LUCY STONE HALL, SUITE A145, LIVINGSTON CAMPUS, 54 JOYCE KILMER AVENUE, PISCATAWAY, NJ 08854 / [HTTPS://ODS.RUTGERS.EDU/](https://ods.rutgers.edu/)

Rutgers University welcomes students with disabilities into all of the University's educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. Students with disabilities requesting accommodations must follow the procedures outlined at <https://ods.rutgers.edu/students/getting-registered>.

COUNSELING, ADAP & PSYCHIATRIC SERVICES (CAPS): (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 <http://health.rutgers.edu/medical-counseling-services/counseling/> CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community, and consultation and collaboration with campus partners.

CRISIS INTERVENTION: <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

REPORT A CONCERN: <http://health.rutgers.edu/do-something-to-help/>

VIOLENCE PREVENTION & VICTIM ASSISTANCE (VPVA): (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 <http://www.vpva.rutgers.edu/>

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling, and advocacy for victims of sexual and relationship violence and stalking to students, staff, and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

ATTENDANCE AND SELF-REPORTING ABSENCE: Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

University attendance and religious holiday policies are at http://catalogs.rutgers.edu/generated/nb-ug_current/pg1433.html

SAS attendance policy is at
<http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class>



THAT'S IT FOLKS!

Well, almost. Keep scrolling...

Addendum

Brief checklist. This is what we will be emphasizing in your essays:

- The writing is edited for errors in grammar, punctuation, and form.
- Clarity and accuracy of concepts.
- When citing our course readings, do you include page numbers and correct in-text formatting? (This is essential, especially when quoting directly!) Do you include lecture dates, when citing something from main lecture or recitation?
- Application of concepts. Are the examples thoughtful and useful?
- Did you put some effort into this? Does it reflect thoughtfulness and interest on your part?
- If you include any outside sources--ideas gleaned from articles, blog posts, or scholarly journals--are your sources properly cited, using both in-text citations and listed in a source page at the end?
- Do you attempt to provide credible evidence for your assertions? For example, when remarking on Parson's ideas, if you claim that men and women should share the division of labor in the home, how do you support this?

Above all, strive to demonstrate creativity and interest on your part. Follow your whims and do not let the above laundry list scare you off from this theory writing project.

Important Due Dates:

January 29. Online discussion due no later than Saturday evening at 11:59pm.

February 2, Wednesday. Student-led discussion groups.

February 7, Monday. Essay #1 first draft.

February 9, Wednesday. Student-led discussion groups.

February 16, Wednesday. In-class writing.

February 18, Friday. Essay #1 due (final draft).

February 23, Wednesday. Student-led discussion groups.

March 2, Wednesday. In-class writing.

March 9, Wednesday. Student-led discussion groups.

March 10, Thursday. Essay #2 first draft.

March 23, Wednesday. Student-led discussion groups.

March 25, Friday. Essay #2 due (final draft).

March 30, Wednesday. In-class writing.

April 6, Wednesday. In-class writing.

April 7, Thursday. Essay #3 first draft.

April 22, Friday. Essay #3 due (final draft).

Early May, Essay #4