Contemporary Theorizing in Sociology

Sociology 516
Spring 2021
Department of Sociology
Rutgers University
Tuesdays, 9:30am to 12:00pm
SYNCHRONOUS REMOTE ON ZOOM

Instructor: Ali R. Chaudhary, Ph.D.,
Assistant Professor of Sociology
Office Hours: Fridays 12pm to 2pm and by appointment.
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Email: arc249@sociology.rutgers.edu

Synchronous/Live Remote means that you will be required to
attend this class remotely (online via Zoom).

You will fully participate in the class remotely (i.e. online).

You are expected to attend the lectures remotely during the

Required Readings:
All readings are available as PDFs on the course Sakai site.

Course Description
This course introduces several significant theoretical concepts, frameworks, and perspectives in
frequently used in contemporary sociological research. In preparing the readings and
organization of the course, I spent considerable time looking at graduate-level contemporary
theory course syllabi across several sociology departments in the United States and the United
Kingdom. Through this examination, I found two general types of courses. One approach
presents key theorists and essential works in a chronological order beginning with Talcott
Parsons and arriving at postmodernism or postcolonial theory. Another approach organizes
readings according to critical theoretical perspectives such as functionalism, structure-agency,
feminism, postcolonial theory. In this course we will follow a hybrid of these two approaches
and organize our meetings around key theoretical concepts in modern sociology. While the
ideas/perspectives selected for this course are by no means representative of the exciting field of
sociology, they will enable you to gain a better sense of many of the dominant contemporary
theoretical concepts/perspectives used in scholarship TODAY. Since there is no possible way to
cover the totality of contemporary sociological theory in one semester, we will approach this course as an intellectual buffet. We'll sample a variety of theoretical and empirical works. You may not like everything; however, the things you do find potentially "tasty" may help you further develop your abilities to theorizing in the context of your own work.

After spending a week reading and discussing what it means to theorize in contemporary sociology, we will commence with our intellectual buffet by reading and reflecting on a variety of theoretically rich works that help sociologists analyze and interpret empirical data. In this journey, we will consider fundamental concepts such as structure and rational action as well as more specialized perspectives such as racialization, intersectionality, symbolic boundaries, and collective action, just to name a few. As we progress through the readings, I encourage you to reflect on the role of empirical research in the formulation, testing, and refining of theoretical concepts and perspectives. In so doing, you will see how empirical research informs theorizing and vice-versa.

**Learning Goals**

- Acquire a solid understanding of select theoretical concepts and perspectives frequently used by contemporary academic sociologists.
- Learn how sociologists theorize from their empirical research and how theorizing contributes the development or refinement of old and new concepts, frameworks, perspectives, and hypotheses.
- Learn how to frame empirical questions using a variety of theoretical perspectives and concepts.
- Acquire analytic skills necessary to form critiques of existing theories, concepts, and perspectives within the discipline of sociology.
- Apply sociological concepts, ideals and perspectives to current events and your own research.

**Assessment**

- Active participation in weekly seminar discussions
- Submission of 3 to 4-page reflection memos (10 Total). In these memo, you must demonstrate a solid understanding of the theoretical theme(s) of the week by using the concepts/arguments to theorize something outside of the readings (e.g. current news event or some other phenomenon in the social world)
- Facilitating two class discussions in relation to the topic in your written memo for the week (everyone must do this twice during the semester)
- Final Paper or Oral Examination
Diversity Statement for Classroom Interaction/Discussion

The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. This department celebrates a diversity of theoretical and methodological perspectives among our faculty and students and seeks to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.

Course Requirements

Weekly Memos (50 points)

One of the essential skills one acquires in doctoral training is the ability to apply theoretical concepts and perspectives to guide and interpret empirical research. At the undergraduate level, we often ask students to "use their sociological imaginations" to see how everyday life is reflective of inequality and the social order of a given society. The act of using theoretical concepts to interpret the social world lies at the heart of theorizing. Therefore, we will practice theorizing each week in this course by using the theoretical concepts/themes to explain or interpret a current event or social problem. This exercise requires you to be to understand and apply theoretical ideas from the readings to the empirical social world.

You will be required to write a 3 to 4 page memo each week in which you will reflect on the assigned readings and try to apply one or more of the concepts/ideas from the texts to a recent current event or social problem. These memos will need to be uploaded to Forums on Sakai by 12pm on Mondays (the day before our Synchronous class meetings on Tuesdays) You will need to write and upload 10 of these memos during the semester.

These memos will account for 50% of your final grade. I will be looking for two things:

1) that you understand the theoretical ideas you have been reading
2) you have attempted to use the week's ideas/concepts to interpret a current event/social issue.

The purpose of this weekly exercise is to help you clarify your thinking about what you are reading and to practice theorizing on the fly. I firmly believe that this type of activity can help sharpen your theorizing skills and benefit your cultivation as future knowledge producers.

Class Presenter/Facilitator (20 Points)

On two different class meetings, each one of you will be required to present your memo topic and interpretation(s) to the class. After presenting your memo, you and the instructor will jointly facilitate a class discussion on your memo topic and the week’s assigned readings. You are required to do this twice over the course of the term. Sign ups will happen the second week of class. Look over the syllabus and begin thinking about which two weeks you would like to present to the class and lead discussion.
Final Paper or Oral Examination (30 points)

There are two options in this class for the final assignment. You can opt to write an argumentative paper on theoretical perspectives/concepts from the class (20-25 pages double spaced). Alternatively, you can opt to take an oral exam with me in which you will be asked to answer and discuss a set of pre-determined questions. The oral examination will consist of a one-one oral exam with the instructor (45 minutes to 1 hour). These exams will be scheduled for the week of final exams in May. More information will be provided about both options as we progress.

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<thead>
<tr>
<th>Grade Breakdown</th>
<th>Final Letter Grade Out of 100 Points</th>
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<tbody>
<tr>
<td>10 Weekly Memos</td>
<td>A 90-100</td>
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<tr>
<td>2 Class Presentations</td>
<td>B+ 85-89</td>
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<tr>
<td>Final Exam/Paper</td>
<td>B 80-84</td>
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<td>Total 100 Points</td>
<td>C 79-70</td>
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<td>D/F 69-0</td>
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Code of Classroom Conduct

I expect students to be on time for class and to stay for the duration of the lecture. The classroom should be a place for the free exchange of ideas where students act with civility, dignity, and an awareness of respect for one another. I welcome all viewpoints and perspectives that are not consistent with “HATE SPEECH”. All classroom conduct must be consistent with the Rutgers Code of Student Conduct (see the code here: https://slwordpress.rutgers.edu/studentconduct/wp-content/uploads/sites/46/2017/05/ UCSC2016.pdf)

Academic Integrity and Plagiarism

I take cheating on tests and plagiarism very seriously. I refer all suspected cases of cheating and plagiarism to the Rutgers Office of Student Conduct. All students must review the Rutgers University Academic Integrity Policy. Refer to: https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf.

Course Schedule (Buffet Menu)

For each week you will see “required” readings for the week followed by a set of “suggested” readings. While I do not expect you to do the suggested readings, I have listed them in case you are interested in further exploring the concepts/ideas for a specific week.
Theorizing and the Theoretical (1/19)*

Please come to the first-class meeting prepared to discuss/reflect on the two required readings below.

Required:
Skidmore (1975) “Theoretical Thinking in Sociology”
Swedberg (2014) “From Theory to Theorizing”

Recommended Further Readings:
Merton (1967) “On Sociological Theories of the Middle Range”
Nisbet (1996) “The Unit-Ideas of Sociology” (P.3-20)
Blumer (1954) “What is Wrong with Social Theory”
Paulsen (2014) “The Counterfactual Imagination” (Ch.7 P.158-167)

Agency & Action (1/26)


Recommended Readings:

Structure(s) (2/2)


Recommended Further Readings:
Giddens (1972) “Elites in the British Class Structure
**Everyday Life (2/9)**

1) Blumer (1969) Symbolic Interactionism, Perspective and Method (P.1-60)
2) Goffman (1959) *Presentation of Self in Everyday Life* (Intro-Ch.3, & Ch.6)

*Recommended Further Readings:*

**Sociology of Culture (2/16)**

1) Adorno and Horkheimer (1943) “The Culture Industry: Enlightenment as Mass Deception”
2) Bourdieu (1990) *Logic of Practice* - Read Ch. 3 – “Structures, Habitus, Practices”

*Recommended Further Reading:*
Massey et al. (2014) “Understanding Inequality through the lens of cultural processes: on Lamont, Beljean, and Clair ‘What is Missing?’”, *Socio-Economic Review*

**History, Discourse & Knowledge (3/2)**

2) Foucault and Deleuze (1977) “Intellectuals and Power”

*Recommended Further Reading:*
Foucault (1975) *Discipline and Punish*
Foucault (1961) *Madness and Civilization*
Institutions and Organizations (3/9)

1) DiMaggio and Powell (1983)
2) TBD
3) TBD

Recommended further reading:
Martin (2003) “What is Field Theory?,”
Martin and Gregg (2015) “Was Bourdieu a field theorist?"
Fligstein and McAdam (2011) “Toward a General Theory of Strategic Action Fields,”
Sociological Theory

SPRING BREAK (3/14-3/21)

Boundaries (3/23)


Recommended Further Reading:

Race, Ethnicity, and Nation (3/30)

1) Barth (TBD*)
2) Newby (TBD)
4) Omi and Winant (2014) Racial Formations (Chapters 1-3)

Recommended Further Reading:
Gender, Sexuality, & Intersectionality (4/6)

5) Stein and Plummer (1994) ...Queer Theory and the Missing Sexual Revolution in Sociology

Recommended Further Reading:
Simon & Gagnon “ A Sexual Scripts Approach”
Anthias and Yuval-Davis (1983) “Contextualizing Feminism-Gender, Ethnic, and Class Divisions”, Feminist Review

Mobilization and Collective Action (4/13)

3) Tarrow (2016) “War, States, and Contention: From Tilly to the War on Terror”, Mobilization

Recommended Further Readings:
Chaudhary and Moss (2019) “Suppressing Transnationalism: Bringing Constraints Back into the Study of Transnational Political Action” Comparative Migration Studies

Open Theme TBD by class (4/20)

Open Theme TBD by class (4/27)

Final Oral Exam/Final Paper - Due Week of May 6th