

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number SOCI 385 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add SOCI 385 to the social and behavioral science menu.
 See attached application and syllabus.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	9-15-2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	SOCI 385 Social Theory
Terms offered:	Fall
Catalog description:	Overview of major sociological theories and theorists including an examination of the application of sociological theory to contemporary social thought and policy making. An introduction to the method of theory construction. Prerequisite: SOCI 111 . A writing-intensive course.
Course prerequisites:	SOCI 111: Introduction to Sociology
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None

Other general education menus on which the course appears or you are applying for:	None
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Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

Social theory is a broad, interdisciplinary course that engages students in the critical analysis of social life at the individual, group, inter-group, and national levels. The course is structured around questions that concern many of the social sciences, including the self, power, gender, race, culture, globalization, and postmodernism. The course requires students to analyze arguments, compare and contrast approaches to core questions concerning the complexity of social life, and ultimately demonstrate their understanding of one or more social theories applied to a social problem.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

Course content and assessments ensure that students develop the ability to decode and analyze complex texts in a broad tradition of social inquiry that stretches back to before the founding of sociology as a social science discipline. The social theory we read, write about, and discuss in class engages students in the critical analysis of social life at the individual, group, inter-group, national, and global levels.

Graded work fits solidly within the social sciences, as the course project requires students to build an argument using social scientific data that demonstrates the scope of a social problem and how one or more social theorists contribute to our understanding of that social problem.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

SOCI 111 is the prerequisite for this course. SOCI 385: Social Theory, contributes to a student's breadth of knowledge by requiring students to read, respond to, and utilize social thinkers from a variety of backgrounds in the course.

Students read texts from within and beyond the boundaries of sociology, including from philosophers, political theorists, independent researchers and theorists, people within and

beyond the academy. Social theory is an inherently interdisciplinary field with contributors from many social scientific disciplines.

Partial list of authors in the social sciences and philosophy beyond sociology:

- Judith Butler
- Kimberlé Williams Crenshaw
- Stuart Hall
- Audre Lorde
- Michel Foucault
- Nancy Chodorow
- Nancy Hartsock
- Gloria Anzaldua
- Paula Gunn Allen
- Charlotte Perkins Gilman
- Simone de Bouvoir
- Betty Friedan
- Ta-Nehisi Coates
- Eula Biss
- Marilyn Robinson
- Franz Fanon
- Martin Luther King, Jr.
- Cornel West
- Clifford Geertz
- Oliver Sacks
- Jean-Francois Lyotard
- Jean Baudrillard

Students who complete this course successfully are equipped with important skills in textual analysis and critical thinking, as well as experience in building an argument and supporting it with social science evidence and sound theoretical argument.

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.
- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	Final Project. Assignment: You will construct a paper from 10 writing memos throughout the course of the semester. In this paper, you will use the work of one or more theorists we read this semester to make an interesting and original argument explaining the origin of a social problem . You must explain the problem using one or more theories/concepts from one or more theorists we have read this semester. Discussing how important an issue is, or that a social problem exists, is not what this assignment is asking you to do. Examples of social problems include: racism, sexism, homophobia, and ageism. Other examples are possible. Please consult Dr.

	Morrison. As stated on page 1 of the syllabus, "... you will be writing a final paper (about 15 pages) that will be drafted in stages across the semester." Purpose of the Assignment: The intent of this assignment is to both assess your understanding of the social theory we have read this term and to motivate you to do your best through writing about a topic that you are interested in. The most effective learning is self-motivated, and this assignment relies on your own interest in your topic to drive your inquiry and analysis of the data that exists about your topic and the social theory and theorists and address, probably in more general terms, your social problem.
Outcome A2	Writing Memo 6: Evaluating the readings so far. Focusing only on the readings from class, identify 5 selections and write a short statement for each about how it contributes to your topic. Then in a section called "Compare and Contrast" identify the ways that these readings align or conflict in terms of how they make sense of the social problem you are addressing.
Outcome C1	Writing Memo 4: Examine scholarly articles. Using the library's website (particularly JStor and Web of Science), identify and retrieve 10 scholarly articles related to your topic. Skim them and write a short statement for each about how it contributes to your topic.
Outcome C2	Writing Memo 1: Paper proposal. What social problem do you want to discuss and explain in your paper this semester? Why is it an important topic? What do you know about the topic already? What do you believe about the topic?

Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write "Not Assessed" in the "Meets Expectations" section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Fewer than 84% of students will earn a "C" or above on their final project.	84% of students will earn a "C" or above on their final project.	90% of students will earn a "C" or above on their final project.

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Fewer than 84% of students understand the intent of the source on this homework assignment.	84% of students understand the intent of the source on this homework assignment.	90% of students understand the intent of the source on this homework assignment.
Interpret source within rhetorical context			
Evaluate relevance of source within multiple contexts			

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic			
Develop and express an evidence-based viewpoint on a topic	Fewer than 84% of students develop and express an evidence-based viewpoint on the topic from this homework assignment.	84% of students develop and express an evidence-based viewpoint on the topic from this homework assignment.	90% of students develop and express an evidence-based viewpoint on the topic from this homework assignment.
Synthesize information from multiple sources			

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
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Read and interpret data in a form that is appropriate for the discipline	Fewer than 84% of students have drawn informed conclusions from published writing and observed phenomena.	84% of students have drawn informed conclusions from published writing and observed phenomena.	90% of students have drawn informed conclusions from published writing and observed phenomena.
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Example Shortcomings

- Students answer fewer than 75% of test questions correctly
- Students provide inaccurate or incomplete response to essay prompts
- Students fail to reference source material in defense of their own position, or misuse source material
- Students take ideas/information from only a single source to form a position

Example Interpretations for Meets Expectations

- Students correctly answer 75% or more of test questions focused on Social and Behavioral Sciences subject matter
- Students respond accurately and completely to an essay prompt targeting Social and Behavioral Sciences subject matter
- Students accurately paraphrase source material in their own words
- Students use source material to defend their own position
- Students take ideas/information from multiple sources to form a position
- Students correctly answer questions about data
- Students accurately draw conclusions about data

Example Points of Excellence

- Students correctly answer 90% or more of test questions focused on the subject matter above
- Student response to prompt is especially thorough and/or imaginative
- Student response to prompt successfully integrates knowledge from other courses
- Students recognize the conflict between multiple sources and build a position that solves that conflict

Example Rubric

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students correctly answer fewer than 75% of SBS test questions in Exam 1	Students correctly answer 75% or more of SBS test questions in Exam 1	Students correctly answer 90% or more of SBS test questions in Exam 1

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students have errors in their paraphrasing of source material in Essay 2	Students accurately paraphrase source material in their own words in Essay 2	N/A
Interpret source within rhetorical context	Students ignore or misrepresent context of a source in Essay 2	Students identify relevant aspects of context for a source in Essay 2	Students correctly use the context of a source to explain their own position in Essay 2
Evaluate relevance of source within multiple contexts		Not assessed.	

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic		Not assessed.	
Develop and express an evidence-based viewpoint on a topic	Students cite evidence from one or fewer sources in Essay 2.	Students cite evidence from two or more sources that effectively supports their position in Essay 2	Students cite evidence from four or more sources that effectively supports their position in Essay 2.
Synthesize information from multiple sources		Not assessed.	

Student Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students answer fewer than 50% of test questions on data correctly in Exam 1.	Students answer the majority of test questions related to reading data correctly in Exam 1.	Students answer 80% or more of test questions related to reading data correctly in Exam 1.

Social Theory
Always Subject to Change

Fall 2022
SOCI 385.01
Course Time: T/Th 9:30-10:50 a.m.
Location: Sherrod #216

Instructor: Dan Morrison, PhD
dan.morrison@acu.edu
Office: Sherrod Building 211
Drop-In (student) Hours: Please sign up at
<https://calendly.com/drm-acu/15min>; also, by
appointment.

"If I love you, I have to make you conscious of the things you don't see."

—James Baldwin

Course Description

Social theory is an attempt to explain society or some aspect of society. Our goal is to read a broad array of theories, translate them into our own experiences, and apply them to contemporary society. The theorists and theories are divided up by the kind of approach they take. Although the field of social theory has produced a number of approaches, we will focus specifically on 9 of them. This course presents ideas about society from the 19th and 20th centuries; from both men and women; and from authors who speak out of a wide variety of racial and ethnic identifications. My friend Dr. Dustin Kidd (Temple University) created this helpful timeline: <https://tinyurl.com/soctheorytimeline>.

This course requires sustained attention. I recommend frequently scheduled, brief, repeated sessions of reading and note taking. The readings are often quite brief, but the ideas are often challenging, and you will do several writing exercises. These theories have the capacity to transform the way that you engage the world. They provide you with powerful tools to challenge your everyday lives.

This is a writing intensive course and you will be writing a final paper (about 15 pages) that will be drafted in stages across the semester. The paper is divided into segments that you will submit one at a time. You will receive feedback and have the opportunity to revise these segments before putting them all together to compose the final draft. You may elect to demonstrate your knowledge and skill in using social theory in other ways via a learning contract negotiated between you and the instructor.

Educational Objectives

By the end of the semester, students should be able to:

1. Think sociologically about a variety of issues;
2. Identify, discuss, and critique several different forms of social theory;
3. Apply these theories to data and real world situations;
4. Compare the theories in terms of their capacity to explain the data; and
5. Write about social theory within the styles and norms of sociology.

This class serves as the designated writing-intensive course for the Sociology major. Writing-intensive courses emphasize writing as a primary mode of learning, and written assignments

constitute much of the final grade. Adopting language from the ACU Catalog, writing-intensive courses contribute to students' "... strong analytical, communication, quantitative, and information skills - achieved and demonstrated through learning in a range of fields, settings and media, and through advanced studies in one or more areas of concentration."

Readings

Most all readings are found in: Charles Lemert. 2016. *Social Theory: The Multicultural, Global, and Classic Readings*, sixth edition. ISBN: 9780813350028. This text is available at the ACU bookstore.

Readings and podcasts are available via Canvas/Perusall.

Students and Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support:

Mark Lewis, Dean of Students 325-674-2067

Students who struggle to afford groceries or access sufficient food to eat are especially encouraged to reach out to SOAR at: soar@acu.edu

Finally, please notify me of any difficulties you are having in meeting your basic needs. I will do my best to find the resources you need.

Graded Assignments

Engagement, Reflection, In-class assignments	= 20%
Social Note-taking	= 30%
Writing Memos (10 X 3%)	= 30%
Final Paper (or other creative work)	= 20%

Explanation of Assignments

Engagement, Reflection, In-class assignments: Since we are now teaching and learning under extraordinary circumstances, sustained participation and genuine engagement in class and course material is required. I will collect attendance information for all class sessions, but this will not figure into your grade for the course. You will need to be responsible for your own attendance, whether in person or online.

Participation is very important and consists of the following: 1) **listening** to the professor and to fellow students (and not being distracted or distracting), 2) **punctual** arrival in class and remaining until the end, 3) **contributing** to classroom conversation, 4) **engaging the assigned readings**, and 5) being **respectful and polite**. Our class time will often be spent in deep discussions of the material, rather than lectures, so plan to engage in conversation often. We will often begin class with a short writing exercise that spurs your *recall* of the material you read for class and *consolidate* that knowledge in order to prepare you to *synthesize, compare, and contrast* the perspectives of multiple authors. We will also conduct group analysis of selected passages in class. I will assess all in-class work, such as written responses to reading analysis questions, group analysis of selected passages, and so on. These *will* be a portion of your grade, up to 50% of this category. I will also assign reflective writing exercises to be completed in or out of class and turned in, journal-style format. 20% of your final grade.

Social Notetaking: You will read and collaboratively annotate all reading assignments for this course.

This work will be completed with Perusall, a social note-taking application that is embedded within Canvas. Perusall will rate the quality of your annotations and provide me with a score. I will grade your contributions for each reading assignment on a points basis.

Students should expect to respond to questions that I raise in the document and with each other. Your active participation will be rewarded with higher scores, and if you neglect to do the reading, your scores will decline.

Consult this Perusall tutorial for information on using the system:

<https://www.youtube.com/watch?v=IWx1C0eZmA>

Consult this to learn more about the ideas behind Perusall:

<https://www.youtube.com/watch?v=bxEfWdfxj28>

30% of your final grade.

Writing Memos: You will write a series of 10 writing memos across the course of the semester. You must bring these memos to class so that you can use them in classroom discussions and you must also submit them electronically on Canvas. The goal of the writing memos is to help

you work toward the final paper in stages. These memos will also be helpful for students who choose an alternative final project.

Writing Memo 1: Paper proposal. What social problem do you want to discuss and explain in your paper this semester? Why is it an important topic? What do you know about the topic already? What do you believe about the topic?

Writing Memo 2: An introduction to the problem. Write a 750-1000 word introduction to the topic that establishes its significance, tells the reader the background information they need, and makes use of no less than 5 popular sources (news media and the internet). You should aim to persuade the reader that your social problem is important and should be addressed. **This assignment will be used to assess the quality of undergraduate students in ACU's Writing Program.** Your performance on this task will be assessed for the course by the instructor and by evaluators from ACU's Writing Across the Curriculum project. All students will complete this memo, regardless of your final product (paper or something else) in this course.

Writing Memo 3: Research question. Write a clear and concise research question for your paper and then justify that research. How can your question be answered?

Writing Memo 4: Examine scholarly articles. Using the library's website (particularly JStor and Web of Science), identify and retrieve 10 scholarly articles related to your topic. Skim them and write a short statement for each about how it contributes to your topic.

Writing Memo 5: Examining scholarly books. Using the library's website and the library itself, identify and retrieve 2 scholarly books related to your topic. One book must be an edited collection (different authors for each chapter) and one book must be authored entirely by the same author or set of authors. Skim them and write a short statement for each about how it contributes to your topic.

Writing Memo 6: Evaluating the readings so far. Focusing only on the readings from class, identify 5 selections and write a short statement for each about how it contributes to your topic. Then in a section called "Compare and Contrast" identify the ways that these readings align or conflict in terms of how they make sense of the social problem you are addressing.

Writing Memo 7: Produce a draft of your references section, listing all of the references you expect to include in your paper including popular sources, scholarly articles, authored books, edited books, and selections from class (which are from an edited book). Follow ASA style in formatting your references section.

Writing Memo 8: Argument. What do you plan to argue in your paper? State your argument very clearly. List the evidence that you have to support your argument.

Writing Memo 9: Outline. Produce a detailed outline of your paper indicating the major sections of the paper and the key ideas you will present in each. Also identify the sources that you will use in each section. At minimum, you should have an introduction, a review of the literature, a discussion section, and a conclusion.

Writing Memo 10: Rough draft. Produce a rough draft of your paper that you can bring to class to get feedback on before you prepare the final draft. **I am requiring students to make and complete an appointment with the Writing Center before Memo 10 is due. Please submit**

documentation that your appointment was made and completed. Add this to any writing memo assignment 1-10.

Collectively, 30% of your final grade.

Final Paper: The final draft of your paper is due during exam week and should be submitted on Canvas (no hard copy needed). It is the logical outcome of the writing memo process that we used across the semester. Even the final paper is part of an ongoing writing process and it is graded on the level of progress shown from the earlier stages. The expectations for the final paper are as follows:

- Clearly stated research question (3 points)
- Clearly stated argument (3 points)
- Argument is supported with evidence (3 points)
- Accurate use and citation of sources (3 points)
- Strong use of the theoretical literature (3 points)
- Clarity and fluidity in writing (3 points)
- Strong introduction and conclusion (3 points)
- Paper is proofed for errors and follows ASA style (2 points)

20% of your final grade.

Paper Conference: I am requiring each student to meet with me at least once before Writing Memo 10 is due. We will meet either in office hours or at another, mutually agreed upon time. If you meet with me before Writing Memo 6 is due, I will add 2 points to your final grade. If you meet with me after Writing Memo 6 is due, I will add 1 point to your final grade. This is a one time only offer, although I expect the best papers will be written by those who come and see me in the office more than once during the term.

Alternative Assignment

You may negotiate an alternative assignment that you will complete instead of the final paper. You must complete Writing Memo 2 if you choose this option.

Think of this option as a “learning contract”. You and the instructor will discuss, and come to an agreement on, the activities you will engage in and complete in order to receive credit for this class. You will submit alternatives to the Writing Memos listed above, except for Writing Memo 2, which you will complete.

Here is an incomplete list of ideas for projects that you could do instead of the course paper as described above. Other options are possible. Be creative.

- Create a dialogue between two or more theorists that engage a contemporary social problem.
- Write a play that demonstrates your understanding of one or more key topics from the course (and write an artist statement that draws out these themes).
- Digital storytelling. Create a slideshow with your narration and multimedia to show how a theorist’s work is valuable today.
- Mixtape. Create a mixtape that responds to the theme of social theory that speaks to a contemporary social problem (or, perhaps a mixtape where social theory speaks to social justice). Accompany the tape with “Liner Notes” that explain how each song builds on the connection between one or more theorists and social justice/the social problem.

Policies

Academic Freedom: This class will succeed to the extent that everyone exercises their freedom to discuss course content respectfully and responsibly. Students have the right to make well reasoned and thoughtfully supported arguments, and to have those arguments heard. Students also have the right to argue against a well supported argument using appropriate counterarguments. Students and faculty should refrain from logical fallacies, carefully critiquing the intellectual point rather than the person herself.

Canvas: You must have full regular access to Canvas. All assignments are submitted through Canvas. If you have any trouble with Canvas, you need to ask for help from campus IT resources. If they are unable to help you complete the submission of your assignment, then you should email the assignment to me as an attachment. When you submit your assignments, you should always check to make sure that the assignment has been submitted. Open the document through Canvas to make sure it is the correct document. If the assignment is missing, you will not receive credit.

Chatter: Class participation is required. But chatting with your classmates while the professor or your fellow students have the floor is simply disruptive and will not be tolerated. That includes whispering. If you have a question about what is happening in class, raise your hand and ask the professor. Similarly, talking/whispering during films and other media presentations is not acceptable.

I will keep the Zoom chat feature active, and you may ask me and others questions in the chat, or respond to questions. We will begin the Zoom session before our class officially starts, and keep it open past the end of formal class so that conversations may continue.

Disabilities (including learning disabilities): Abilene Christian University and the Department of Communication and Sociology comply with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodations, please see me as soon as possible. You should also contact ACU's Alpha Academic Services concerning disability accommodations at: (325) 674-2667.

E-mail: I expect you to have an ACU email account and check it regularly. I do not answer unsigned emails. Sending me an email with a question about an assignment does not absolve you from completing the assignment by the due date. Never send an attachment without a message explaining what the attachment is.

Extra Credit: No extra credit will be given in this course.

Food: Drinking is allowed and (if it helps you concentrate) encouraged.

Electronic Devices: You may bring these and are encouraged to use them to: read and reference course texts; add questions and comments to the Zoom course chat; add to group notes; work with others on class topics and materials. You should not use these devices for email, texting those outside of class, and anything else that distracts you from the learning environment.

Course Modifications: I reserve the right to modify the syllabus, including the schedule, grading, and requirements, as deemed necessary. Students can expect that I will announce such changes in class and post the information on Canvas.

Grades: At the end of the semester, your achievement on each assignment is assessed (you can track marks on Canvas). Letter grades for the final course score will be assigned as follows:

90 and higher = A
80 and higher = B

70 and higher = C
60 and higher = D

59 and lower = F

Grade Challenges

There are two types of grade challenges, “administrative” and “substantive.” Administrative grade challenges occur when there is a discrepancy between the grade on the assignment and the grade posted on Canvas. Administrative grade challenges will be handled by the instructor immediately. It is important for the student to bring grade discrepancies to the instructor’s attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work the requirement was met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted.

Note that I will not consider disputes over the meaning of a question or instruction, as these should be clarified before the work is originally submitted.

Should you wish to dispute your final grade, please know and follow the official policies. You will find these in the student handbook.

Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one’s own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one’s own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Late Assignments: We’re going to be flexible this semester. As long as you turn in your assignments (writing memos, out-of-class journal writing) within 5 days of the due date, I’ll consider it on time. If you need more than 5 extra days, please contact me to make arrangements. All work is due by the end of Dead Day unless otherwise specified on the syllabus.

Late People: You need to be on time for class. Arriving late is disruptive to your classmates and you should assume if you arrive late that you've missed something important. Mistakes on assignments often occur because students arrived late and missed important instructions. If you do arrive a few minutes late, please minimize the disruption by taking the first possible seat and quietly getting your materials ready for class.

Preparation Time: This class meets 3 hours per week. Students can expect about 6 hours of preparation (reading, studying, and assignments) per week. Most of this time will be used outside of class, while in-class time will be used for answering questions and developing your ideas.

Religious Holidays: If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class, please go ahead and do so.

Weather: This class will only be canceled when ACU elects to close because of the weather.

Course Schedule -- Always subject to change

	Date	Theme	Read/Listen to this	Due
Week 1	August 30	Introductions Welcome and Overview of the course	Listen to Jaclyn Wypler on Learning to Love Theory Read and Annotate the Syllabus Read this article on how to read for graduate school Complete this survey	
	September 1	<i>The Sociological Imagination</i>	Read: Charles Lemert “Introduction—Social Theory: Its Uses and Pleasures”; C. Wright Mills “The Sociological Imagination”; “Reading Sociological Theory” bell hooks, Theory as Liberatory Practice	
Week 2	September 6	<i>What is the Self?</i>	William James “The Self and Its Selves”; George Herbert Mead “The Self, the I, and the Me”; Listen to Jaime Kucinskas on George Herbert Mead Erving Goffman “Presentation of Self”	Writing Memo 1
	September 8		W.E.B. Du Bois “Double Consciousness and the Veil”; more below! OPTIONAL: Listen to Angela Jones reads W.E.B. Du Bois;	

			Georg Simmel "The Stranger"; Charles Horton Cooley "The Looking Glass Self"	
Week 3	September 13		Read: Anna Julia Cooper "The Colored Woman's Office"; Charlotte Perkins Gilman "The Yellow Wallpaper"; Virginia Woolf "A Room of One's Own"	
	September 15	<i>What is Society?</i>	Emile Durkheim, all selections except "Primitive Classifications and Social Knowledge" ; Listen to Seth Abrutyn on Emile Durkheim via Perusall/Canvas	Writing Memo 2
Week 4	September 20		Continue with Durkheim	
	September 22	<i>Structure</i>	Talcott Parsons "Action Systems and Social Systems"; Talcott Parsons "Sex Roles in the American Kinship System"; AND Dorothy Smith "Knowing a Society from Within: A Woman's Standpoint"	
Week 5	September 27	<i>What is Culture?</i>	Max Weber, all selections; Listen to Erin McDonnell on Max Weber	Writing Memo 3
	September 29	Dr. Morrison is away at a conference	Clifford Geertz "Thick Description: Toward an Interpretive Theory of Culture";	

			Peter Berger and Thomas Luckmann "Society as a Human Product"; Herbert Marcuse "Repressive Desublimation of One-Dimensional Man"	
Week 6	October 4		Jeffrey Alexander "Cultural Codes and Democratic Communication"; Cornel West "The New Cultural Politics of Difference"	
	October 6	<i>What is Power?</i>	Karl Marx, all selections except the Eighteenth Brumaire and On Imperialism in India; Listen to Jeffrey Montez de Oca on Karl Marx	Writing Memo 4 Midterm evaluation online
Week 7	October 11		OPTIONAL: Antonio Gramsci "Intellectuals and Hegemony"; Max Horkheimer and Theodor Adorno "The Culture Industry as Deception"; AND Pierre Bourdieu "Structures, Habitus, Practices"	
	October 13		Mao Tse-tung "Identity, Struggle, Contradiction"; Martin Luther King Jr. "The Power of Nonviolent Action"	
Week 8	October 18	<i>What is Race?</i>	W.E.B. Du Bois "Black Reconstruction and the Racial Wage" and	Writing Memo 5

			"The Souls of White Folk" (1920) Listen to: Saida Grundy on W.E.B. Du Bois OPTIONAL: Gunnar Myrdal "The Negro Problem as a Moral Issue" OPTIONAL: Matthew Clair on W.E.B. Du Bois	
	October 20		Franz Fanon "Decolonizing, National Culture, and the Negro Intellectual"; Henry Louis Gates Jr. "Race as the Trope of the World"	
Week 9	October 25		OPTIONAL: Gayatri Chakravorty Spivak "Can the Subaltern Speak?"; Ta-Nehisi Coates "Prison and Gray Wastes"; Eula Biss "White Debt"; Marilynn Robinson "Fear"	
	October 27	<i>What is Gender?</i>	Friedrich Engels "The Patriarchal Family" ; Charlotte Perkins Gilman "Women and Economics"; Simone de Beauvoir "Woman as Other"; and Betty Friedan "The Problem that has No Name"	Writing Memo 6
Week 10	November 1		Nancy Chodorow "Gender Personality and the	

			Reproduction of Mothering”; Nancy Hartsock “A Theory of Power for Women?”; and OPTIONAL: Saskia Sassen “Toward a Feminist Analytics of the Global Economy”	
	November 3		Patricia Hill Collins “Black Feminist Thought in the Matrix of Domination”; Gloria Anzaldua “The New Mestiza”; Paula Gunn Allen “Who is Your Mother? Red Roots of White Feminism”	
Week 11	November 8	<i>What is Sexuality?</i>	Michel Foucault “Power as Knowledge”; Arlene Stein and Ken Plummer “I Can’t Even Think Straight”; Audre Lorde “The Master’s Tool Will Never Dismantle the Master’s House”; Listen to Hannah McCann and Whitney Monaghan on Queer Theory	Writing Memo 7
	November 10		Judith Butler “Imitation and Gender Insubordination”; Kimberlé Williams Crenshaw “Dimensions of Intersectional Oppression”	
Week 12	November 15	<i>What is Globalization?</i>	Immanuel Wallerstein “The Modern World-System in Crisis”;	Writing Memo 8

			Stuart Hall “The Global, the Local, and the Return of Ethnicity” OPTIONAL: Stanley Hoffman “The Clash of Globalizations”	
	November 17		Manuel Castells “Informationalism and Networks”; Ulrich Beck “World Risk Society”; William Julius Wilson “Global Economic Changes and the Limits of the Race Relations Vision”	
Week 13	November 22	<i>What is Real? (Postmodernism)</i>	Jean-Francois Lyotard “The Postmodern Condition”; Jean Baudrillard “Simulacra and Simulations: Disneyland”	
Thanksgiving Break Nov. 23-25				
Week 14	November 29		Anthony Giddens “Post-Modernity or Radicalized Modernity?”; Zygmunt Bauman “Liquid Modernity”	Writing Memo 9
	December 1	<i>A Return to Self</i>	Oliver Sacks “Urge” Special: Critical Race Theory OPTIONAL: Gravity Leadership Podcasts on CRT with Dr. Cartagena	Writing Memo 10 -- exchange final paper drafts for peer review
Week 15	December 6	Final Paper Workshop		Peer Reviews Due

	December 8	Individual workshop sessions with Dr. Morrison		
Final Paper or Creative Project	Due Friday,, December 16, 11:59 p.m. via Canvas			
Final Exam	Friday, December 16 8-9:45 am	Final Self-Assessment In lieu of a final exam, students will submit a self-assessment that conveys their own progress over the course of the semester for each of the learning objectives identified in the course. You will be provided a structure for this self-assessment.		