

## GENERAL STUDIES COURSE PROPOSAL COVER FORM

### Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	<b>School of Social and Family Dynamics</b>
Prefix: <b>SOC</b>	Number: <b>483</b>	Title: <b>Sociological Theories</b>	Units: <b>3</b>

Course description:

Is this a cross-listed course? **No** If yes, please identify course(s):

Is this a shared course? **New College** If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? **No**

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation: Literacy and Critical Inquiry**

**Mandatory Review: Yes**

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

### Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

### Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

### Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

### A complete proposal should include:

- ☐ Signed course proposal cover form
- ☐ [Criteria checklist](#) for General Studies designation being requested
- ☐ Course catalog description
- ☐ Sample syllabus for the course
- ☐ Copy of table of contents from the textbook and list of required readings/books

**Proposals must be submitted electronically with all files compiled into one PDF.**

### Contact information:

Name Stacie Foster E-mail Stacie.foster@asu.edu Phone 480-540-9522

### Department Chair/Director approval: (Required)

Chair/Director name (Typed): Scott Brooks Date 10/5/21

Chair/Director (Signature): 

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised October 2020

Proposer: Please complete the following section and attach appropriate documentation.

## ASU - [L] CRITERIA

**TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:**

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> Per <a href="#">policy</a> , students must have completed ENG 101, 105 or 107 to take an L course. This means the course must have, at minimum, ENG 101, 105, or 107 (or ENG 102, 105, or 108) as a prerequisite.	Syllabus p. 1 Prerequisites
1. Please confirm that the course has the appropriate prerequisites or that a Modify Course Form in Curriculum ChangeMaker has been submitted to add the prerequisites.			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i>	Syllabus p. 7 Points Breakdown
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p style="text-align: left; margin-top: 10px;"><b>C-2</b></p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	Sample Final Short Writing Assignment Report (Theories Explaining Homelessness)
1. Please describe the way(s) in which this criterion is addressed in the course design.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p style="text-align: left; margin-top: 10px;"><b>C-3</b></p>			

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
X	<input type="checkbox"/>	<b>CRITERION 4:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	Sample Short Writing Assignment (Roles and Structures)  Sample Final Short Writing Assignment Report (Theories Explaining Homelessness)

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-4".

C-4

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 5:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	Syllabus, page 4 Short Writing Assignments

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-5".

C-5

Course Prefix	Number	Title	General Studies Designation
SOC	483	Sociological Theories	L

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-2 50% of grade in course depends on writing	Writing assignments comprise 51% of a student's grade.	Points Breakdown page 7 of Syllabus labeled C-2
C-3 Composition tasks involve gathering, interpretation and evaluation of evidence beyond opinion and reflection	The final short writing assignment report on theories explaining homelessness requires students to gather information from various theories presented in the course in order to interpret how these theories can be applied to homelessness.	Sample Final Short Writing Assignment labeled C-3
C-4 Minimum of two substantial writing tasks that require in depth engagement with the material - i.e. research reports, articles, essays	The three short writing assignments are papers and the final short writing assignment is a report requiring in depth engagement with course materials.	Sample Short Writing Assignment labeled C-4 Sample Final Short Writing Assignment labeled C-4
C-5 Students receive timely feedback	The three short writing assignments (papers) in this course prepare students for the final short writing assignment (report) submitted at the end of the course. Students will receive individualized feedback 48-72 hours after the deadline in order to help with improvement on each subsequent short writing assignment and to help organize content for the final short writing assignment.	Short Writing Assignments page 4 of Syllabus labeled C-5

## SOC 483 Sociological Theories Catalog Description

Social issues explored through sociological theories, ideological factors in theory, philosophical issues, the nature of theory and its relationships with methodology.

# SOC 483: Sociological Theories

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## Greetings



## Sociology in the Sanford School of Social and Family Dynamics

Welcome to Sociology in the Sanford School at ASU! One major concept that unites our faculty and provides a focus of our program is the study of inequalities. In this Sociological Theories required course for all Sociology undergraduate majors and optional course for Sociology undergraduate minors, we will come to understand the various theories that not only address inequalities but other social phenomenon as well. I am excited to hear how you engage with sociological theories and how ultimately you can apply them to everyday life.

## Instructor and Teaching Assistant Information

**Instructor:** Dr. Marcella Gemelli ( [Marcella.Gemelli@asu.edu](mailto:Marcella.Gemelli@asu.edu) )

### Teaching Assistants:

Jake Martinez ( [jake.martinez@asu.edu](mailto:jake.martinez@asu.edu) )

Serenity Miller ( [smmill54@asu.edu](mailto:smmill54@asu.edu) )

**Office Hours:** By appointment

## Course Information

### Course Description:

The industrial revolution, the democratic revolutions of the 18th and 19th centuries, and the development of modernity fascinated some European theorists who brought sociology into a scientific canon. Karl Marx, Max Weber, and Emile Durkheim were all concerned with social change, the rise of modernity, the emergence of capitalism, and the social impact – both positive and negative – of these great transformations. Yet, "classical" sociology theory also includes issues of racial, gender, and social inequalities postulated through the works of W.E.B. DuBois, Harriet Martineau, Ida Wells-Barnett, and Charlotte Perkins Gilman.

These and countless other theorists generated many crucial questions which continue to resonate today, including but not limited to: What generates social solidarity? How is culture developed, shared, and transformed? Is our social reality a given, or is it constructed? Are ideas or material conditions the fundamental agents in historical change? Can individuals shape their social world or are they inherently constrained by their socio-economic status? How do inequalities manifest themselves and persist in society?

This class will provide you with an overview of what is sociological theory and how it is used; a substantial guide to the major theories concerning our evolving social world, and key concepts and terms related to the various theories.

Completion of this course meets the L: Literacy and Critical Inquiry general studies requirement. Literacy is competence in written and oral discourse. Critical inquiry is the gathering, interpretation and evaluation of evidence. The literacy and critical inquiry requirement helps students sustain and extend their ability to reason critically and communicate clearly through language.

**Prerequisites:** Students must have completed ENG 101, ENG 105, or ENG 107 to take an L course.

**Credits:** 3

## Student Learning Outcomes

This class will provide you with an overview of what is sociological theory and how it is used, a substantial guide to the major classical theorists and their theories, a guide to contemporary theories concerning our evolving social world, and key concepts and terms related to the various theories. In this course you should be able to critically assess and answer the following questions:

- What is sociological theory and why do we need it?
- Who is responsible for crafting a particular theory and what does this theory entail?
- How does classical sociological theory influence contemporary theories in sociology?
- What is some of the specific terminology used to identify key concepts in various sociological theories?



- How is sociological theory relevant in informing our knowledge of the social world?

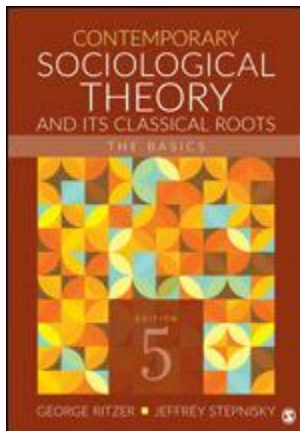
## Required Materials

### Course Access

Your ASU courses can be accessed by both [my.asu.edu](http://my.asu.edu) and [asu.instructure.com](http://asu.instructure.com); bookmark both in the event that one site is down.

### Required Textbook

Ritzer, G., & Stepnisky, J. (2019). *Contemporary sociological theory and its classical roots; the basics* (5th ed.). Sage Publications. ISBN: 9781506339412. (Referred to as RS in Course Schedule)



Any additional required readings will be made available through the course site. (Referred to as CS in Course Schedule)

### Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers ( [Chrome](http://chrome.com) , [Mozilla Firefox](http://mozilla.com) , or [Safari](http://safari.com) )
- [Adobe Acrobat Reader](http://adobe.com/acrobat) (free)
- [Adobe Flash Player](http://adobe.com/flashplayer) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ( [Microsoft 365 is free](http://microsoft.com/365) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

*Note:* A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

## **Technical Assistance**

For technical support, use the Help icon in the black global navigation menu in your Canvas course or call the ASU Help Desk at +1-(855) 278-5080. Representatives are available to assist you 24 hours a day, 7 days a week.

## **Strategies for Success**

### **Our Educational Journeys**

We all come to college with various skills, levels of commitment, obstacles (some individual and some institutional), learning styles, and preparedness. You will learn a bit about my educational journey – what’s yours? What tools have you used to help you navigate college, to earn the grades you want in your classes? Who has supported you along the way? How has overcoming obstacles made you who you are today? While I may not have all the “secret to success”, I can certainly share some tips and advice to help you learn in this course (see below) and if you want some personalized advice, just send me an email.

To be successful:

- check the course daily
- read and act upon any announcements if required
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources](#)

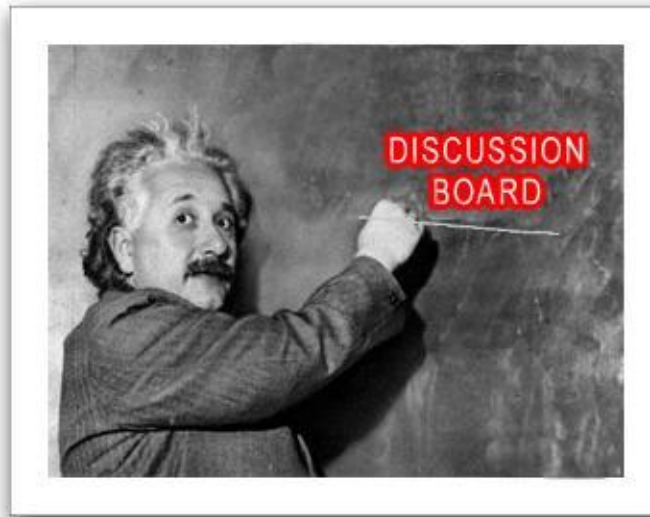
## **Assignments**

### ***Writing Assignments – C-5 L Criteria***

The writing assignments in this course will test your ability to explain and evaluate key findings from the course materials and make analytical connections among the readings as well as encourage you to apply sociological theories to your everyday lives. The writing assignments (papers) will be approximately 5 pages and will prepare you for the Final Writing Assignment (report-8 pages) on homelessness that you will submit at the end of the course. Between 48-72 hours, you will be able to consult the grading rubrics provided in the course site as well as the individualized feedback received from your grader in order to help you improve on each subsequent writing assignment and to help you organize content for your Final Writing Assignment. The number of assignments and point allocation are noted below, while the details about each assignment are located in the assignment sheets.

## *Discussions*

The discussions in this course will either 1) ask you to use course readings and other materials to discuss sociological theories applied to various topics in your own researched opinion, or 2) discuss main takeaways from some of your short writing assignments. You will also engage with your classmates by responding thoughtfully to their posts. The number of discussion boards and point allocation are noted below, while the details on each discussion are located in the course site in the corresponding modules.



## **Quizzes**

### *Academic Integrity Agreement*

All ASU students are required to be familiar with and understand ASU's Student Academic Policy. This quiz ensures you agree with this policy set forth by ASU.

### *Syllabus Quiz*

All students enrolled in this course are required to read the Syllabus. This quiz ensures you have reviewed all of the important information contained in this Syllabus.

### *Content Quizzes*

We have interesting information in the course that is important to comprehend. Content quizzes based upon the readings and other materials covered in the course are designed to test your knowledge of the content. The number of quizzes and point allocation are noted below. Details on each quiz are available in the course site.

## **Quiz Information**

Quizzes should be taken on a computer with reliable high-speed internet access. Regardless of where you take the quizzes you should have a back-up plan in case something should occur with your regular computer. Always leave enough time to get to another computer if an issue arises.

Problems and/or technical issues that are not system wide events are not valid reasons for a make-up or extension.

If you experience technical issues before or during your quiz click on the Help button in the course site. Please make sure to get a ticket number with your correspondence.

You are only permitted one chance to take the quiz on the dates provided (see Course Schedule). You are not permitted to partially complete the quiz, log out, then log back in at a later time and complete it.

Feel free to use your textbook and notes to help you with the quiz. Make sure to take the quizzes independently and not in collaboration with others – this constitutes cheating!

You will not be given the questions you missed and/or the correct answers. If you want feedback on the types of questions you missed, you can email Dr. Gemelli within 48 hours after the quiz's deadline. Inquiries past this date will not be considered.

## **Submitting Assignments**

### **Submitting Assignments**

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter \(Links to an external site.\)](#) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

### **What About Submitting a Late Assignment?**

#### **Late or Missed Assignments**

Online learning is designed to conveniently fit into even the most hectic and changing schedules because you can complete your work early and at whatever time suits you best. Your course is available to you 24 hours a day/7 days a week. Thus, late work is NOT accepted.

Follow the appropriate University policies to request an [accommodation for religious practices \(Links to an external site.\)](#) or to accommodate a missed assignment [due to University-sanctioned activities \(Links to an external site.\)](#).



### Because Stuff Happens...

You have a “**stuff happens**” late pass that allows you to submit **one** of the Short Writing Assignments 24 hours after the deadline. No questions asked! After you have used this late pass, however, no additional late assignments will be accepted.

**PLEASE NOTE: This late pass cannot be applied to Discussions, Quizzes, or the Final Writing Assignment!**

## Grading

Grades reflect your quality performance on assignments and adherence to deadlines. Grades on quizzes will be available immediately after completion while written assignment grades will be available within 72 hours of the due date in the Gradebook. Final grades will be determined by your total points earned in the course. Incompletes are not given for any reason.

### Points Breakdown – C-2 L Criteria

Assignment	Point Value
Writing Assignments (Papers)	(3 @ 40 points) 120
Final Writing Assignment (Report)	(1 @ 50 points) 50
Discussions	(6 @ 15 points) 90
Content Quizzes	(5 @ 15 points) 75
Total	335

### Extra Credit

At least one extra credit opportunity already exists (see Module 0 on the course schedule). If an opportunity for additional extra credit arises, information will be posted through Announcements. Individual requests for extra credit are not considered.

# Course Schedule

Module	Topic	Readings, Videos, & Lectures	What's Due
1	Syllabus & Course site  Introduction to Sociological Theory	Readings: RS ch.1; CS From apathy to activism: Civic mindedness, critical pedagogy and the sociological imagination  Lectures: What is theory?; Theoretical constructs; Importance of theory  Video: Making sense of sociological theory	Academic Integrity Agreement  Syllabus Quiz  Introduction to Theory Discussion - Extra Credit!  Theoretical Perspectives Discussion
2	Classical Theories	Readings: RS ch.2 and 3; CS Estranged labour; Alienation, exploitation, and social media.  Lectures: Key People and theoretical perspectives - Marx, Durkheim, Martineau, DuBois, Weber, Veblen  Videos: Max Weber and the Protestant Ethic; Karl Marx on alienation; Sociology - Emile Durkheim	Classical Theories Discussion  Content Quiz #1
3	Contemporary Grand Theories	Readings: RS ch. 4 and 5; CS The culture industry: Enlightenment as mass deception  Lectures: Conflict theory; Critical and Neo-Marxist theory  Videos: "Theodor Adorno"	Functions of Society Writing Assignment (Paper) and related Discussion  Content Quiz #2
4	Contemporary Integrative Theories and Theories of Everyday Life	Readings: RS ch. 6 and 7  Lectures: Some Contemporary Theories; Giddens; Bourdieu  Videos: Introduction to Bourdieu: Habitus; Bourdieu: Cultural capital, the love of art & hip hop	Roles and Structures Writing Assignment (Paper) and related Discussion  Content Quiz #3
5	Feminist Theories and Theories of Race Queer theory	Readings: RS ch. 8 and 9 and p.325-331 CS Black feminist thought in the matrix of domination; What is the revolutionary potential of women's liberation?	Intersectionality Writing Assignment (Paper) and related Discussion

		Lectures: Feminism and feminist theory; Feminist standpoint; Queer theory  Videos: Somewhere in America - brave new voices; bell hooks on interlocking systems of oppression	Content Quiz #4
6	Postmodern and Globalization Theories	RS ch. 10 and 11 CS Baudrillard: work and hyperreality; Document on the main points of phenomenology; Theorizing globalization  Lectures: Postmodern theories; Globalization parts I, II, and III  Videos: The Big Bang Theory's Sheldon Cooper; Child slavery in the chocolate industry; First taste of chocolate in Ivory Coast; Multilingual Hong Kong: A sociolinguistic case study of code-switching	Theories Explaining Homelessness Final Writing Assignment (Report)  Postmodern and Globalization Discussion  Content Quiz #5

\*Please note that although I aim to stick with this schedule as much as possible, I may change some things. Make sure to view all announcements in case there are any changes!

## Communication

### Announcements

I love to send announcements, often with funny pictures and memes! These announcements are important because they are my main form of communication with students. I send deadline reminders and course updates through announcements. You can set your Canvas notifications to receive announcements

### Community Forum

Please never hesitate to ask a question! This course uses a discussion board called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it hasn't been answered already. You are encouraged to respond to the questions of your classmates. Please send questions or concerns of a more personal nature to Dr. Gemelli ([Marcella.gemelli@asu.edu](mailto:Marcella.gemelli@asu.edu)). Check out the email information below.

### Email

Again, if you have a question or concern that is more of a personal nature (one that you don't want all of your classmates to hear!), please send me an email through your ASU email account. As noted at the beginning of the syllabus, I will respond within 24 hours unless it is the weekend. ASU email is an official means of communication (Links to an external site.) among students, faculty, and staff which means all of my correspondence will be sent to your ASU email account.

Students are expected to read and act upon email messages in a timely fashion and bear the responsibility of missed messages. Make sure to check your ASU assigned email regularly! Please keep in mind that correspondence is considered business/professional. This means that email messages use proper forms of address and complete sentences, without the use of text-messaging language (e.g. “u” for “you.”). Check out this list of pointers (somewhat humorous, too!) on how to email your professors: [http:// \(Links to an external site.\)www.usnews.com/education/blogs/professors-guide/2010/09/30/18-etiquette-tips-for-e-mailing-your-professor](http://www.usnews.com/education/blogs/professors-guide/2010/09/30/18-etiquette-tips-for-e-mailing-your-professor) (Links to an external site.)

## **Netiquette**

In an online classroom, our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner.

## **ASU Policies**

While schoolwork, work, family and life can all be overwhelming at times, it is important to adhere to university, Sanford School and course policies that keep us honest and respectful. Please take a moment to review these important policies.

## **Academic Integrity**

Under the ASU Student Academic Integrity Policy <https://provost.asu.edu/academic-integrity/policy>, academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records.

Violating academic integrity is considered a serious offense by the university and is treated accordingly. Violation of academic integrity includes, but is not limited to, all of the following: cheating on quizzes (e.g., sharing answers via group chats, taking quizzes/exams with other students, using unapproved resources), aiding academic integrity policy violations, having unauthorized possession of quizzes, academic deceit (e.g., fabricating data or information), inappropriately collaborating, falsifying academic records, self-plagiarism (i.e., submitting work from a different or previous course), doing coursework for another person, allowing another person to do coursework for you, and submitting the work of another person as your own (plagiarism).

Academic integrity violations may result in a failing grade for the particular assignment/quiz/exam, a failing grade for the entire course (indicated on the transcript as a grade of “E”), course failure due to academic dishonesty (indicated on your official and unofficial transcripts as a grade of “XE”), loss of registration privileges, disqualification, or suspension or expulsion from the university. For this course, all work must be completed by each student, individually. I am not tolerant of any academic dishonesty, so be sure you clearly understand the



policy. If you ever have any questions about what forms of student work are acceptable, contact me before you turn in the assignment.

### **Policy Against Threatening Behavior**

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

### **Title IX**

Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. ASU does not discriminate on the basis of sex in the employment, education programs or activities it operates.

ASU is committed to providing an environment free from discrimination based on sex and provides a number of resources and services to assist students, faculty and staff in addressing issues involving sex discrimination, including sexual violence. All ASU employees are mandatory reporters and are obligated to report any information they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence.

Sexual violence, sexual harassment, stalking and relationship violence have a profound impact on a victim's academic, social, working, and personal life, and negatively affects victims' friends and families, other students, co-workers, and members of the university community. To combat this complex social problem, ASU provides a variety of [resources](#) and [educational](#) programs designed to prevent sexual violence and other acts of sexual misconduct, including sexual harassment, provide information about what to do when an incident has occurred, and increase awareness of campus and community resources for support and response.

Victims of sexual violence, sexual harassment, stalking and relationship violence are encouraged to seek support and report the incident. ASU Counseling Services is available if you wish to discuss any concerns confidentially and privately. ASU has appointed a Title IX Coordinator to oversee ASU response to Title IX complaints, develop training and education programs/materials for faculty, staff and students, as well as monitor trends and effectiveness of Title IX education efforts.

Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Office of Civil Rights.

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>. As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

ASU Online students may access 360 Life Services at <https://goto.asuonline.asu.edu/360lifeservices>.

### **Prohibition of Commercial Note-Taking Services**

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

### **Accessibility Statement**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Student Accessibility and Inclusive Learning Services (SAILS) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual needs. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to SAILS. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact SAILS by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing [DRC@asu.edu](mailto:DRC@asu.edu).

### **University-sanctioned Events and Religious Accommodations**

To request an accommodation for late assignments/missed class attendance for religious practices or due to University-sanctioned activities, please reach out to your instructor via email 48-hours before the class meeting/due date.

### **Statement on Inclusion**

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our

community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

### *Land Acknowledgement*

ASU acknowledges the twenty-two Native Nations that have inhabited this land for centuries. Arizona State University's four campuses are located in the Salt River Valley on ancestral territories of Indigenous peoples, including the Akimel O'odham (Pima) and Pee Posh (Maricopa) native communities. We acknowledge the sovereignty of these nations and seek to foster an environment of success and possibility for Native American students and patrons.

### **Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

### **A Few Concluding Words**

I am so excited to be a part your educational journey and I wish you the utmost success in this course and beyond. I hope that no matter your major or areas of interest, you will find interesting nuggets of information and fascinating things about sociological theories that you will share with your family and friends!



## Sample Writing Assignment C-4 L Criteria

### Roles and Structures Paper

This week you have learned about how sociologists think about our various roles in society. Various sociological research has analyzed Internet web pages using Goffman's ideas on self-presentation. This paper tests your ability to explain and evaluate key findings from the course readings and make analytical connections across readings.

In a .doc (Word) document of five pages (double-spaced, 12 point font), using APA format and citations (hint: any references cited throughout the course are in APA format!), write a paper answering the questions below. In addition to using a minimum of **3 course readings**, you must also include at **least one** outside source that is from a peer-reviewed scholarly journal to support your analysis. Please: **NO DIRECT QUOTES!!** Paraphrase and cite the material used in your paper. Please see the helpful tips on how to search for academic journal articles and how to write your paper in APA format located in the course site.

Scroll through Facebook or other social media sites - you can also go to <https://www.themuse.com/advice/the-35-best-personal-websites-weve-ever-seen> (Links to an external site.) to find three personal web pages and study them.

1. What are the different ways that people present information about themselves on the Internet (e.g., pictures, essays, connections to other friend's websites)?

Review Goffman's discussion of impression management and stigma. Imagine a face-to-face interaction with a person and compare it to the interaction that you have with a person through an Internet web page. How would Goffman interpret these interactions?

1. How are these interactions different from one another?
2. Do you learn more about a person in face-to-face interaction or through the Internet?
3. How is the management of personal stigma different on a web page than it is in face-to-face interaction?
4. Are relationships deeper and richer in face-to-face interaction or through the Internet?

Review the other theories presented regarding our roles in society.

1. What additional theory or theories can apply to how we can describe our roles and structures in person and virtually? Explain.

## Grading Rubric

	EXCELLENT	GOOD	BASIC
<p><b>CRITERION 1</b></p> <p>Thoughtful responses with evidence of critical thinking and application of content to questions.</p> <p>Responses to questions suggest student thought carefully about the assignment and provided thoughtful, complete responses drawing on content from readings, lectures, and/or other materials.</p>	<p>24</p> <p>Responses to questions suggest student thought carefully about the assignment and provided thoughtful, complete responses drawing on content from readings, lectures, and/or other materials.</p>	<p>12</p> <p>Responses to questions suggest student thought carefully about the assignment and provided thoughtful, complete responses however, content from readings, lectures, and/or other materials may be missing or lacking in explanation.</p>	<p>4</p> <p>Responses to questions are not informed by content, only opinion.</p>
<p><b>CRITERION 2</b></p> <p>Answers all questions for assignment</p> <p>Each question is answered.</p>	<p>8</p> <p>Each question for the assignment is answered.</p>	<p>4</p> <p>About half of the questions are answered.</p>	<p>2</p> <p>Only one or two questions are answered.</p>
<p><b>CRITERION 3</b></p> <p>Writing quality</p> <p>Proper writing style and mechanics are present; writing is easy to follow and clear. No direct quotes.</p>	<p>8</p> <p>Proper writing style and mechanics are present; writing is easy to follow and clear. No direct quotes.</p>	<p>4</p> <p>Writing may have a few errors in clarity, grammar, or spelling. May include direct quote.</p>	<p>2</p> <p>Writing appears to be in draft form.</p>

Total 40 points

## Sample Final Writing Assignment C-3 and C-4 L Criteria

### Theories Explaining Homelessness Final Report

Throughout this course, you have learned and written about (through your three papers) many different theories and how they approach social phenomenon, issues and problems. Homelessness in the United States is a chronic and pertinent social problem that affects millions of individuals and families with children. This writing assignment is designed to give you an opportunity to apply the theories you have read about to the specific topic of homelessness.

In a .doc (Word) document of eight pages (double-spaced, 12 point font) using APA format and citations (hint: any references cited throughout the course are in APA format!), write a report answering the questions below. In addition to using a minimum of **five course readings**, you must also include at **least two** outside sources that are from peer-reviewed scholarly journals. Please: NO DIRECT QUOTES!! Paraphrase and cite the material used in your paper. Please see the helpful tips on how to search for academic journal articles and how to write your paper in APA format located in the course site.

For this assignment, you are required to read through the various publications on the National Coalition for the Homeless fact sheets web page (available at <http://www.nationalhomeless.org/factsheets/>). You should read through the Basic Facts, Issues, Populations, Other Fact Sheets and Policy Recommendations to get a good overall understanding of the issue of homelessness in the United States. You are also required to have read chapters 2-5 in Ritzer and Stepnisky where you have learned about classical grand sociological theories by such theorists as: Durkheim, Marx, Weber, Simmel, Veblen, and Mead; and contemporary grand theories by theorists such as Davis and Moore, Parsons, Merton, Dahrendorf, Luhmann, Marcuse, Lefebvre, Harvey, Elias, Habermas, and Giddens. Based on what you have learned about homelessness and these theories, please answer the following questions in your paper:

1. Provide a brief background on some of the aspects of homelessness (one to two paragraphs) using the information from the National Coalition for the Homeless.
2. Choose two classical grand theories you find to be the most applicable in explaining the problem of homelessness today, explain why you feel this way, explain how the theories you have chosen are used and provide an example that illustrates your point.
3. Choose two contemporary grand theories you find to be the most applicable in explaining the problem of homelessness today, explain why you feel this way, explain how the theories you have chosen are used and provide an example that illustrates your point.

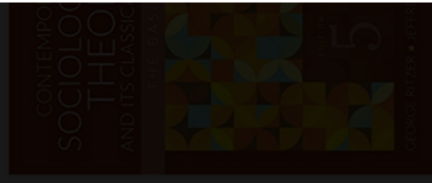
## Grading Rubric

	EXCELLENT	GOOD	FAIR	BASIC
<p>CRITERION 1</p> <p>Brief background provided on aspects of homelessness. Facts are from the National Coalition for the Homeless website. No more than one to two paragraphs provided.</p>	<p>5</p> <p>Facts are relevant, well cited and well explained. One to two paragraphs sufficiently cover the background of homelessness.</p>	<p>4</p> <p>Facts are mostly relevant and may or may not be well explained or cited from the website link provided. Background is too long or too short.</p>	<p>3</p> <p>Facts are not relevant, cited correctly or well explained from the website link provided. Background is too long or too short.</p>	<p>1</p> <p>Background not adequate. Facts may not come from website provided.</p>
<p>CRITERION 2</p> <p>Which two classical grand theories do you find to be the most applicable in explaining the problem of homelessness today? Why? Explain how the theories you have chosen are used and provide an example.</p>	<p>15</p> <p>Two relevant theories chosen. Explanation is specific and relevant to the question. Explanation is very well articulated and thoughtful. Example provided is exemplary.</p>	<p>12</p> <p>One relevant theory chosen. Explanation is clear and relevant but may be lacking sophistication and thoughtfulness.</p>	<p>8</p> <p>Theories are not really relevant or are misidentified. Explanation is weak and insubstantial.</p>	<p>3</p> <p>Question not addressed or answered.</p>
<p>CRITERION 3</p> <p>Which two contemporary grand theories do you find to be the most applicable in explaining the problem of homelessness today? Why? Explain how the theories you have chosen are used and provide an example.</p>	<p>15</p> <p>Two relevant theories chosen. Explanation is specific and relevant to the question. Explanation is very well articulated and thoughtful. Example provided is exemplary.</p>	<p>12</p> <p>One relevant theory chosen. Explanation is clear and relevant but may be lacking sophistication and thoughtfulness.</p>	<p>8</p> <p>Theories are not really relevant or are misidentified. Explanation is weak and insubstantial.</p>	<p>3</p> <p>Question not addressed or answered.</p>
<p>CRITERION 4</p> <p>Clear and concise writing, excellent organization and flow, course readings referenced and at least one outside peer reviewed source referenced.</p>	<p>10</p> <p>Writing is clear, concise and easy to comprehend with excellent flow and organization.</p> <p>Course readings and outside source exemplary.</p>	<p>8</p> <p>Writing has a few errors that diminish the writing, but does not minimize the clarity of the topic.</p> <p>AND/OR</p> <p>No relevant course readings referenced, 1 outside source referenced.</p>	<p>6</p> <p>Writing is difficult to comprehend due to the lack of clarity.</p> <p>AND/OR</p> <p>Course readings referenced, no outside source referenced.</p>	<p>2</p> <p>Writing is unintelligible and difficult to understand.</p> <p>AND/OR</p> <p>No course reading or outside source referenced.</p>
<p>CRITERION 5</p> <p>APA formatting, in-text citations and references with correct grammar, spelling and punctuation, no direct quotes from material</p>	<p>5</p> <p>APA Formatting, in-text citations and references are correctly aligned to APA with no errors.</p> <p>No grammar, spelling or punctuation errors.</p> <p>No direct quotes from material.</p>	<p>4</p> <p>APA Formatting, In-Text Citations and References have 1-2 errors.</p> <p>AND/OR</p> <p>1-2 grammar, spelling or punctuation errors.</p> <p>AND/OR</p> <p>1 or 2 direct quotes from material.</p>	<p>3</p> <p>APA Formatting, In-Text Citations and References have 3-4 errors.</p> <p>AND/OR</p> <p>3-4 grammar, spelling or punctuation errors.</p> <p>AND/OR</p> <p>2 or more direct quotes from material.</p>	<p>1</p> <p>APA Formatting, In-Text Citations and References have 5 + errors.</p> <p>AND/OR</p> <p>5 + grammar, spelling or punctuation errors.</p> <p>AND/OR</p> <p>2 or more direct quotes from material.</p>

Total 50 points

0 – Did not submit assignment





CHAPTER 3 • Classical Theories II

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- Forms and Types 48
- Consciousness 48
- Group Size 50
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- Business 56
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- The Work of Niklas Luhmann 106
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- Differentiation 109
- Summary 112
- Suggested Readings 114

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