

Miyazaki International College  
Course Syllabus  
Spring 2018

Course Title ( Credits )	SOC 302: Sociological Theory
Course Designation for TC	N/A
Content Teacher	
Instructor	Prof. Erik Bond
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Office hours	MW 10.45-12.15

Course Description:
In this course, we will explore the major theories in contemporary sociology, including symbolic interactionism, ethnomethodology, conflict theory, neo-Marxism, and feminist theory.
Course Objectives:
Sociology allows us to approach aspects of everyday life in human society from many analytical orientations; by examining various theories we can come to understand these perspectives' utility and limitations. Students will be exposed to the foundational theories of the discipline of Sociology, as well as to a variety of theoretical frameworks that are relevant to the contemporary state of the discipline. The class encourages students to develop and synthesize their own perspectives. A mix of projects, readings, discussions, writings, and quizzes will require students' active participation, with the end goal that they be able to form and communicate their own critical thoughts using sociological perspectives.
Critical thinking skills:
<ul style="list-style-type: none"> <li>• Be able to identify the core theories of sociology.</li> <li>• Be able to articulate what makes each theory unique.</li> <li>• Be able to apply theories to real-world situations or events.</li> <li>• Be able to identify flaws or criticisms of sociological theories.</li> </ul>
Communication-related skills:
<ul style="list-style-type: none"> <li>• Be able to consume (read/watch/listen to) sociological material and express its content.</li> <li>• Be able to form and articulate examples or ideas related to sociological topics.</li> <li>• Be able to express ideas on sociological topics clearly in speech and writing.</li> <li>• Be able to identify proper questions to ask to improve their own understanding.</li> </ul>

Tentative Course Schedule		
Day	Topic	Content/Activities
1 (April 9)	<b>Introductions &amp; Syllabus</b> What is sociology? Thinking Theoretically The Industrial Revolution	Syllabus; Moodle enrollment; “One thing you want to know”;
2 (April 11)		How does science work? What is theory? Theoretical vocab;
3 (April 16)		Soc. vocab; Sociological Imagination; Perspectival thinking;
4 (April 18)		<b>Quiz</b> ; The importance of the Industrial Revolution
5 (April 23)	<b>Symbolic Interactionism</b> The Socialization Process	What is socialization? How do we learn to be social? How do
6 (April 25)		we construct meaning? How does meaning (re-)create society?
7 (May 1)*	<b>Structural Functionalism</b> Emile Durkheim Anomie & Suicide	Emile Durkheim, Positivism, and Structural Functionalism;
8 (May 7)		Anomie & Suicide, the first sociological research;
9 (May 9)		Anomie in the modern world; Hikikomori;
10 (May 14)		<b>Quiz</b> ; Strain theories and deviance
11 (May 16)		
12 (May 21)	<b>Conflict Theory pt. 1</b> Karl Marx Alienation & Consciousness	Historical Materialism, Means of Production, & Class Conflict;
13 (May 23)		Class consciousness & inequality: perceptions & reality;
14 (May 28)		The working poor and homeless: theoretical explanations;
15 (May 30)		Marx’s Progression of History
16 (June 4)	Midterm	<b>Midterm Project</b>
17 (June 6)	Week	
18 (June 11)	Midterm Reflection	Turn in midterm reflection + discuss results; alienation;
19 (June 13)		Second chance at midterm
20 (June 18)	<b>Conflict Theory pt. 2</b> Social Class WPP Model Rationalization	Marx/Weber differences; social construction & WPP model;
21 (June 20)		Unpacking the WPP model and comparing US to Japan;
22 (June 25)		The rationalization of society; disenchantment & the iron cage;
23 (June 27)		<b>Quiz</b> ; Cycles of authority; Societal elites & sources of power
24 (July 2)	<b>Contemporary Theory</b> Feminisms Queer Theory Intersectionality	Traditional constructions of social order, Feminist history
25 (July 4)		Four waves of Feminism
26 (July 9)		History of the Queer Movement & Queer Theory
27 (July 11)		<b>Quiz</b> ; Intersectional perspectives: how to apply them
28 (July 18)	Presentation Preparation	Preparation + Review Period
29 (July 23)	Final Presentations Week	<b>Final Presentations</b>
30 (July 25)		
Final Period	Final Exam	<b>Final Exam</b>
Notes: N/A		

Required Materials:

Pen/pencil, paper, **tablet\*\*\***, binder, access to Moodle, and assigned readings.

**\*\*\*Important Note\*\*\*:**

- It is *extremely important* that you bring a tablet or laptop to *every class*.
- This class will use mobile devices often, including to type assignments.
- Each class period will begin with a writing prompt that you must answer on Moodle
- If you do not have a device that is charged, connected to the internet, and allows you to type, you may be unable to complete some assignments, affecting your grade.
- If you do not have access to a tablet, please talk to me in the *first week* of class so we can find a solution.

Course Policies (Attendance, etc.)

You should plan to attend ALL class meetings and complete ALL readings and assignments by the due date given. I will not accept late assignments, quizzes, and exams except in cases of extraordinary excused absences. I will evaluate exceptions on a case by case basis. When you must miss class, you should be sure to check Moodle for new assignments. If you are aware ahead of an upcoming assignment due date that you will be absent, you should submit the assignment early, either in person or by email.

Your professors will not tolerate academic dishonesty (i.e., plagiarism, cheating, etc.) in this course. Anyone caught cheating or plagiarizing will receive an F in the course. Please see pages 9-12 of the College Bulletin for a description of college expectations and pages 203-206 for actions considered unacceptable with reasonable cause.

Your professors retain the right to alter the course schedule as necessary. Students will be given adequate notice of these changes.

Class Preparation and Review

Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.

Grades and Grading Standards

You will be evaluated upon your performance in (1) Participation, (2) Quizzes and Homework, (3) a Midterm Project, (4) a Final Presentation, and (5) a Final Exam.

Grades		Grading Scheme		
Participation (see Memo)	20%	A	90-100%	Greatly exceeds minimum requirements
Quizzes & Homework	20%	B	80-89%	Exceeds minimum learning requirements
Midterm Project	20%	C	70-79%	Meets minimum learning requirements
Final Presentation	20%	D	60-69%	Almost meets minimum requirements
Final Exam	20%	F	0-59%	Fails to meet minimum requirements
<b>Total</b>	<b>100%</b>	*I will provide specific assignment rubrics as assigned.		

Methods of Feedback:

In principle, graded work will be returned within one week of submission with appropriate feedback (i.e., grade, comments, etc.). In practice and due to the nature of course material, some feedback will be given via discussion in-class and (where necessary) during office hours.

Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objective(s):

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytical thought).
2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations.
3. The ability to identify and solve problems.
4. Advanced communicative proficiency in both Japanese and English.
5. Proficiency in the use of information technology.

Notes:

<p>文部科学省から採択された 大学教育再生加速プログラム</p> 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	<p>Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.</p>	<p>Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.</p>	<p>Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships</p>	<p>Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis</p>	<p>Insufficient effort or evidence of achievement</p>
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	<p>Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.</p>	<p>Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.</p>	<p>Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.</p>	<p>Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.</p>	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	<p>Fully engaged in current events and shows and understanding of social inequalities and cultural differences.</p>	<p>Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.</p>	<p>Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.</p>	<p>Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.</p>	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	<p>Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.</p>	<p>Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.</p>	<p>Adequate English ability; must reference dictionary often</p>	<p>Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation Unable to form questions</p>	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	<p>Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.</p>	<p>Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.</p>	<p>Adequate oral and written communication; tends to have difficulty clearly expressing ideas.</p>	<p>Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions</p>	
	Writing					
	Oral Communication					