

Sociology 2SO6
INTRODUCTION TO SOCIOLOGICAL THEORY

Fall/Winter, 2016-2017
Day and Time of Class:
Wed. 12:30-13:20
Fri. 12:30-13:20

Instructor: Dr. D. Young
Office (**see note below**): KTH/629, Ext. 23615
Office Hours (**see note below**):
Tues. 17:30-18:30 (Term 1 and Term 2)
Wed. 13:30-14:20 (Term 1 and Term 2)
Email (**see note below**): youngd@mcmaster.ca

Course Outline

Contact Information

My name is Dr. Young. My office location and hours are indicated above. Feel free to drop by or call during these times. **Please Note:** I would appreciate it if you would make every effort to see me during scheduled office hours. However, if you are unable to speak with me during my scheduled office hours, you may ask me to arrange an appointment for you. My office hours will *not* be in effect during scheduled university closures (e.g., holidays), scheduled university breaks (e.g., mid-term recess weeks), or the term-end examination periods.

My office telephone number is indicated above. **Please Note:** Leave your name, a telephone number (spoken slowly), and a very brief message.

My email address is indicated above. **Important Note:** Before sending an email message to me or to one of my TAs, please carefully read the document “Email Communication” (which is available in the “Course Handouts” section of Avenue to Learn). This document has been prepared to help you learn the basics of business communication (which may be crucial to your future career) as well as some important points about sending email at McMaster. In particular, please ensure that any message you send to me

- is sent from your McMaster email account to my McMaster email account (*not* from any other email account or from Avenue to Learn mail). This is official policy adopted by the Faculty of Social Sciences, and university personnel are *not* required to reply to email originating from a non-McMaster email address.
- uses “Sociology 2SO6” as a subject line.
- includes an appropriate greeting following by my name (“Dear Dr. Young”, “Hello Dr. Young”, or “Hi Dr. Young”).

Course Description

This course will address sociological theory with a strong focus on historical developments. We will trace developments in sociological theory through time from the 19th century to the 21st century. This will allow us to see how sociological theory has undergone changes. For instance, we will see the ebbs and flows in the popularity of some theories that have had a substantial impact on sociology (including structural functionalism and neo-Marxism). To give another example, we will see how previously over-looked early theorists who addressed gender and

racial inequality have increasingly been recognized (as theories of feminism and theories of race or racism have grown in importance within sociology). We will see how many of these changes in sociological theory are connected to changes in the political and ideological climate.

Due to the historical orientation of the course, both classical and contemporary sociological theory will be examined. In Part I of the course, we will begin by discussing aspects of classical sociological theory. The focus will be on three thinkers who had a substantial impact on sociology in the late 19th century and early 20th century (Karl Marx, Émile Durkheim, and Max Weber). We will then consider the continuing impact of these important thinkers throughout the 20th century and into the early 21st century while turning our attention to further developments in sociological theory. It is impossible to address all of the perspectives that constitute contemporary sociological theory, but we will undertake an in-depth analysis of some major approaches. In Part II of the course, which covers the period from the early 20th century to the late 20th century, we will analyse early developments involving contemporary theory. The perspectives to be discussed include structural functionalism, neo-Marxism, symbolic interactionism, phenomenology, and ethnomethodology. With the exception of structural functionalism, these perspectives are still employed by many sociologists. In Part III of the course, which addresses the period from the late 19th century to the early 21st century, we will consider later developments involving contemporary theory. Theories of feminism, race and racism, and globalization will be examined. These approaches have historical roots that go back to the period of classical sociological theory, but they only started to have a significant impact on the work of sociologists in the late 20th century.

Course Learning Objectives

This course has several objectives. By the end of the course, you will

- understand major concepts and ideas presented by Marx, Durkheim, and Weber during the late 19th century or early 20th century
- be familiar with specific approaches, concepts, and ideas developed by more recent theorists throughout the 20th century
- know about the lives (biographies) of selected theorists and grasp how their lives often influenced their theoretical ideas
- comprehend how classical and contemporary theoretical ideas in sociology apply to events or circumstances in the 21st century

All of the objectives noted above are connected to the *topic* and *content* of the course. Additional objectives are connected to several of McMaster's Undergraduate Degree Level Expectations (which can be found at: <http://ccl.mcmaster.ca/COU/degree/undergraduate.html>). In particular, the depth and breadth of your knowledge will be enhanced by learning about various theoretical perspectives within sociology. Furthermore, you will have the opportunity to work on your communication skills through written answers to test or examination questions and verbal participation in tutorials. Finally, you will be encouraged to deepen your autonomy and professional capacity by developing qualities and transferable skills necessary for further study and employment (e.g., business communication skills, maturity, reliability, time management skills, and behaviour consistent with academic integrity).

Course Format

There will be two 50-minute lectures each week. The two 50-minute lecture periods have been scheduled for Wednesdays and Fridays at the times noted above. You are only permitted to attend the lectures for the section of the course that you are enrolled in.

There will also be one 50-minute tutorial each week. Tutorials have been scheduled for different times. You *must* go to the tutorial you are enrolled in. See the section below on “Tutorial Participation” for more information.

Please Note (Hearing Problem): Please keep in mind that I am partially deaf. This makes it difficult for me to hear comments or questions during lectures, especially if there are many students in a course or if a classroom has poor acoustics. Therefore, I would very much appreciate your co-operation in two ways:

1. If you are inclined to ask questions, please sit near the front of the classroom. If you would prefer to sit at the back, then perhaps you could save your questions for after class or during my office hours. I would be happy to address your questions then. Depending on the size and acoustics of the classroom, I may not be able to hear questions from the back of the room.
2. When students are asking questions, or when any class discussions are taking place, please listen and refrain from making any noise. Competition from other sounds (talking, sorting notes, adjusting chairs, etc.) makes it extremely difficult for me to hear what someone is saying to me.

Avenue to Learn

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for McMaster email accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Avenue to Learn will be used in a limited way during this course. It will be used to post major announcements. It will also be used to distribute grades for the first test, the second test, and tutorial participation (but *not* grades for the final examination). It is your responsibility to check Avenue to Learn regularly for any announcements.

Please do *not* contact me through Avenue to Learn. There are two reasons for this. First, I rarely go on Avenue, and I prefer to use my McMaster email account for correspondence. Second, it is impossible to reply to messages sent from Avenue to a McMaster email account. Consequently, if you expect your message to be read and replied to, be sure to send the message from your McMaster email account to my McMaster email account.

Course Requirements

The course requirements, and the weights attached to them in the calculation of your final grade, are as follows:

First Test	30%	Scheduled for Nov. 23
Second Test	30%	Scheduled for Mar. 8
Tutorial Participation	10%	Grade determined in April after the end of classes
Final Examination	30%	Scheduled by the Registrar (Apr. 11 to Apr. 27)

You *must* complete *all* of these course requirements. More information about the course requirements can be found in the sections below.

Tests and Final Examination

The course is divided into three parts (as set out in the “Course Schedule” below). The first test will cover Part I of the course, and the second test will cover *only* Part II of the course. The final examination will cover *only* Part III.

Most of the questions on the tests and the final examination will be multiple-choice questions, but some will be true/false questions. While the majority of these questions will be based on the lectures, a minority of the questions will be based on the required readings from the current edition of the assigned textbook. Questions based on the required readings will cover important points that you should have picked up from doing the readings (e.g., definitions of concepts or explanations of key issues or ideas), and these points could come from any part of an assigned chapter. Questions based on the lectures will go into greater detail (e.g., definitions of concepts, examples of concepts, details of particular theories or studies, biographies of theorists, and contributions of theorists). I will *not* ask questions about specific dates (e.g., the year in which a theorist published a book), but I might ask questions about general time frames (e.g., which theory came before another one historically or which theory was dominant in a particular decade). Consequently, you should be familiar with the sequence and timing of key historical events associated with the development of sociological theory.

The tests and final examination will also include essay questions. On each of the tests, you will be required to answer one “short” essay question (from a choice between two questions). On the final examination, you will be required to answer one “long” essay question (from a choice between two questions). All of the questions will cover lecture material (rather than reading material), but the “long” questions will cover more material than the “short” questions. You will be expected to articulate comprehensive knowledge and understanding of the material addressed in the questions you select. In order to successfully answer these questions, you will need to take detailed notes on lectures in the *current* version of the course (e.g., you will need the *current* definitions, descriptions, and examples connected to theoretical issues). You will also need to study these lecture notes well. Please be aware that out-dated lecture notes from an earlier version of the course will put you at a serious disadvantage. Indeed, if it becomes clear from your answer to an essay question that you are unfamiliar with the *current* lecture material (e.g., because you have used *old* definitions, descriptions, or examples), you should expect to get a

failing grade or even a grade of zero for that particular question. Each “short” essay question will be worth 5% of your final grade in the course (for a total of 10%), and the “long” question will be worth 10% of your final course grade. In order to ensure that some students do not get an unfair advantage over other students, please keep in mind that I will be preparing different essay questions for different tests. The essay questions which the day class students get to choose from will not be the same as the questions which the evening class students get to choose from. Furthermore, any students who are authorized to write a make-up test or a deferred examination will be given different questions than the students who wrote a test or examination on the scheduled date.

I will post an announcement on Avenue to Learn that presents more specific information about an upcoming test or examination (e.g., noting testing locations, indicating the exact number of multiple choice and true-false questions, and providing other information). The announcement will appear on Avenue *at least* one week before the test or examination is to be held, and it is your responsibility to carefully read that announcement.

Important Note: In-class tests will *not* be re-scheduled to accommodate vacations or other travel arrangements. If travel arrangements mean that you are not going to be available on the scheduled test date(s) noted above, you are advised to drop the course. Only certain conditions are acceptable grounds for missing in-class tests. For details, see the section below regarding “Policy on Accommodation for Missed Academic Term Work.” You should also note that McMaster’s Undergraduate Calendar states: “Examinations are not rescheduled for purposes of travel.” If you miss the final examination, I do *not* have the authority to let you write it. You will have to deal with other university personnel. Please see sections of the Undergraduate Calendar that address the university’s policies regarding deferred examinations.

Important Note: If you miss an in-class test, and if I give you permission to write a make-up test (see the “Policy on Accommodation for Missed Academic Term Work” below), please note that you will be given only *one* chance to make up the missed test. Missing the scheduled make-up test (for *any* reason) will result in a grade of zero for that test. You will *not* get a third chance to write it.

Tutorial Participation

You are required to attend and participate in a weekly tutorial. You will only receive credit for attending and participating in the tutorial you are officially enrolled in.

Please do *not* go to your assigned tutorial until I announce that the tutorials are ready to begin. Since I have to meet my TAs and get them prepared, the tutorials will probably not begin until late September.

I will *not* move you to a different tutorial unless you have a conflict with another course that can be verified. See me during my office hours (*not* before or after a lecture), and bring a hard copy of an *up-to-date* version of your *official* McMaster timetable which clearly indicates that you are enrolled in two classes being held at the same time. I will keep the hard copy of your official timetable for my records and work with you to find an alternative tutorial. Since many of the

tutorials may be full, you will have to be flexible and accept whatever alternative tutorial I can find for you. There will be a deadline for approaching me about being moved to a different tutorial. I will announce this deadline on Avenue to Learn. If you miss the deadline, which will probably be sometime before the tutorials begin, I will *not* move you to a different tutorial. I will also *not* move you to a different tutorial for any reason other than a documented class conflict. For example, finding the tutorial time to be inconvenient in some way, or having work obligations at the time of the tutorial, will *not* be the basis for being moved to a different tutorial. Unfortunately, given the large number of students in the course and limited space in the tutorials, I cannot address requests for a tutorial change that are rooted in anything other than a verifiable conflict with another course.

Your tutorial participation grade will be based on a combination of *attendance at the tutorial* and *knowledgeable contribution to the tutorial*. You are expected to regularly attend your tutorial, to arrive on time for your tutorial, to stay for the duration of your tutorial, and to conduct yourself in an appropriate manner during your tutorial; see the section below on “Classroom Behaviour” for a description of actions that will be considered inappropriate. You are expected to come prepared by completing the required reading that your TA has indicated will be addressed in a particular tutorial, and you are expected to demonstrate knowledge of that reading through contribution to the tutorial (e.g., through participation in discussions or other active learning activities). All of these factors will be considered by your TA when deciding on your tutorial participation grade. Your TA is authorized to reduce your grade for tutorial participation if you arrive late, leave early, or behave inappropriately.

While helping to you develop your speaking skills, the tutorial will enhance your understanding of the required readings (which you will be tested on). Consequently, this 10% of your course grade will be crucial to your success in relation to the other 90% of your course grade.

Policy on Accommodation for Missed Academic Term Work

McMaster University has a policy on “Requests for Relief for Missed Academic Term Work.” This policy is explained in the Undergraduate Calendar. The Faculty of Social Sciences also has a policy regarding “Academic Missed Work Procedures”, and this policy can be found on the Faculty’s website. The following is a combined summary of these policy statements (along with my requirement that students must enter into a written, contractual agreement with me for completing missed work). More detailed information can be found in the Undergraduate Calendar and on the website for the Faculty of Social Sciences. You are strongly advised to consult these sources and have a full understanding of the policy statements.

The appropriate approach for requesting relief due to missed academic work depends on the value of the missed work as well as your specific situation:

1. For medical or personal situations lasting *up to three calendar days* and affecting academic work *worth less than 25%* of the final grade, students must use the MSAF online self-reporting tool. No further documentation is required. Students may submit requests for relief using the MSAF once per term. An automated email will be sent to the course instructor, who will determine the appropriate relief. *Students must contact the instructor immediately (i.e., within 2*

working days) to discuss possible consideration. Any consideration that may be provided for missed work is the decision of the instructor. Failure to follow these instructions may result in no consideration given for missed work. If I grant accommodation, students will be required to enter into a written agreement that sets out conditions for completing the missed academic work. The MSAF cannot be used to meet a religious obligation or to celebrate an important religious holiday. The MSAF cannot be used for academic work that has already been completed or attempted. *An MSAF applies only to work that is due within the period for which the MSAF applies, i.e., the 3-day period that is specified in the MSAF. However, all work due in that period can be covered by one MSAF.* The MSAF cannot be used to apply for relief for any final examination or its equivalent.

2. For medical or personal situations lasting *more than three calendar days*, and/or for missed academic work *worth 25% or more* of the final grade, and/or for any requests for relief in a term where the MSAF has been used previously in that term, students must report to their Faculty Office (i.e., their Associate Dean's office) to discuss their situation and will be required to provide appropriate supporting documentation. If the reason for a request for relief is medical, the approved McMaster University Medical Form covering the relevant dates must be submitted. The student must be seen by a doctor at the earliest possible date, normally *on or before the date of the missed work*, and the doctor must verify the duration of the illness. If the reason is non-medical (e.g., a death in the family), appropriate documentation with verifiable origin covering the relevant dates must be submitted, normally *within three working days* of when the work was missed. Documentation for travel arrangements will *not* be accepted by the Faculty of Social Sciences. Students may be required to meet with an academic advisor to discuss the circumstances surrounding their missed work. Following verification of the documentation and approval by an academic advisor (if appropriate), the Faculty Office will send an automated MSAF notification to the instructors (or, in special cases, an email). Students will also receive a copy of the notification or email. *Students must contact their instructor immediately (i.e., within 2 working days) to discuss possible consideration. Any consideration that may be provided for missed work is the decision of the instructor. Failure to follow these instructions may result in no consideration given for missed work. If I grant accommodation, students will be required to enter into a written agreement that sets out conditions for completing the missed academic work.*

Important Note: As far as the Faculty of Social Sciences is concerned, submitting an MSAF or submitting documentation only gives students the opportunity to discuss *possible* consideration with the instructor. In other words, there is no guarantee that an instructor will provide any accommodation. An instructor may deny accommodation to students for various reasons (e.g., if they have submitted an MSAF far too late, if they have submitted inadequate documentation or submitted the documentation too late, or if they have failed to follow-up in a timely manner by requesting accommodation through McMaster email).

Disability Accommodation Letters

If you have a disability, and if you intend to get an accommodation letter from Student Accessibility Services (SAS), you *must* inform the instructor of this by the end of the Drop and Add period. Please do this by sending a message from your McMaster email account to my McMaster email account.

Once your accommodation letter has been prepared, you *must* see me *in my office (preferably during office hours)* to discuss your accommodations. Please visit my office as soon as possible. Do *not* delay. Please also understand that it is *not* appropriate to ask me to deal with your letter immediately before or after a class. SAS policy calls for you to see me in my office in order to protect your privacy and ensure the confidentiality of your information. According to SAS, it is also important to see me in my office so that I have the time necessary to discuss accommodations with you. In most cases, these meetings last for about ten minutes.

Please bring two copies of your accommodation letter to my office. I will write notes on both copies (indicating what we have agreed to with regard to the specifics of your accommodations). I will ask you to sign my copy, and the other copy will be given to you.

Grading Schemes

This course may utilize two different marking schemes. Percentage grades will be used for any multiple-choice or true/false testing. Letter grades will be used for any written work. Letter grades are preferred since a numerical scheme implies that it is possible to produce a perfect piece of writing. However, for purposes of interpretation and calculation of a final course grade, the numerical mid-point of a letter grade (or the approximate numerical mid-point) will also be provided. In the case of a failing grade (i.e., an F), the numerical equivalent (between 0%-49%) will be the decision of the marker.

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (the notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the Academic Integrity Policy (specifically Appendix 3) located at: www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty: 1) plagiarism, e.g., the submission of work that is not one’s own or for which other credit has been obtained; 2) improper collaboration in group work; 3) copying or using unauthorized aids in tests and examinations.

Use of Laptop Computers in the Classroom

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. University policy indicates that, at the discretion of the instructor or TA, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

If you want to use a laptop computer to take notes, you *must* use a battery in your computer or sit directly beside a wall and wall outlet. If you are seen stringing a cord to reach an outlet, you will be told to disconnect the cord. This policy is being adopted to ensure safety in the classroom. Please understand that other people could get hurt by tripping over your cord (if it is lying on the floor) or walking into it (if it is left hanging).

Departmental, Faculty, and University Policies

Do not fax assignments. If there are assignments in my courses, you are also *not* permitted to submit them by email or email attachment. Only a hard copy of written work will be accepted.

The Sociology staff do *not* date-stamp assignments, nor do they monitor the submission or return of papers.

Students should check the university's website as well as the white board and the Undergraduate Bulletin Board outside the Sociology Office (KTH 627) for notices pertaining to Sociology classes or departmental business (e.g., class scheduling information, location of mailboxes and offices, tutorial information, class cancellations, TA job postings, etc.).

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of students to check their McMaster email and course websites weekly during the term and to note any changes.

It is the policy of the Faculty of Social Sciences that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University email account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Required Readings

You will need one textbook for the course, and it is available for purchase through the Campus Store:

Dillon, M. (2014). *Introduction to sociological theory: Theorists, concepts, and their applicability to the twenty-first century* (2nd ed.). Chichester, UK: Wiley Blackwell.

This book contains all of the required weekly readings. You will be required to answer questions about the content of the book on the first test, the second test, and the final examination. You will be required to show knowledge of the book in the tutorial as part of what you need to do to earn a tutorial participation grade.

Please note that we are using the *updated second edition* of the textbook. You are *not* permitted to use the first edition (which is now six years old and has some different content). Using the wrong edition would likely mean that you are unable to answer test or examination questions based on the readings. Since the content and chapters of the two editions are different, using the wrong edition would also put you at a disadvantage in terms of tutorial participation.

Course Lectures

I will *not* simply summarize the course readings in the lectures. The lectures will utilize material from the course readings, but they will also go beyond the readings in a variety of ways. They will often address theories, concepts, issues, etc. that are not discussed in the readings. The lectures and the readings are intended to complement each other, not copy each other. *You should also be aware that the lectures may NOT be the same as the lectures in a previous version of the course.*

I will post PowerPoint slides on Avenue *after* a lecture has been given, but it is important for you to understand that these slides will *not* be lecture notes. Rather, the slides will be “structural outlines” of lectures (which set out the headings and sub-headings used to organize the material) along with “supplementary slides” that provide *some* details from the lectures (e.g., selected key words, certain sketchy points, and graphs or tables). You need to realize that much of the lecture material will be presented verbally. Therefore, unless you regularly attend the lectures, you will *not* have the material you need to be successful on a test or examination. You will only internalize the course material effectively if you regularly attend the lectures, listen to the explanations I give, take your own notes on these explanations, and take the opportunity to ask questions if I have said something you do not understand. The PowerPoint slides are best used when writing lecture notes and when later organizing or re-writing these notes.

Classroom Behaviour

It is your responsibility to attend all classes in this course, to be on time for the classes, and to stay for the duration of the classes. The instructor bears no responsibility for difficulties experienced by students who do not attend, who are late, or who leave early. If you miss a lecture, or a portion of a lecture (for *any* reason), you are advised to borrow notes from a student who was present. You are also advised to consult this student about any announcements that may have been made. If you do not know anyone in the course, you are advised to get to know someone early on and exchange contact information so that you can share notes as well as information about announcements. It is *not* the responsibility of the instructor to provide students with lecture notes or to brief students on any announcements they have missed.

It is your responsibility to conduct yourself in an appropriate manner during the classes in this course. Please do *not* talk to another student; eat food; read a book or magazine; put your head down or sleep; write and pass comments to someone; do work for another course; surf the Web or watch videos; use a smartphone or other personal electronic device; speak to me from your seat – or speak up during class discussions – without raising your hand; or engage in any other activity which is rude, disrespectful, or distracting. The professor has spent many hours preparing the lectures, and students have paid a lot of money to hear the lectures. Therefore, please show consideration for me as well as your classmates.

Reference Letters

Please note that I will *not* write reference letters for students I do not know personally. I need to recognize you by both face and name in order to adequately comment on you, and I need sufficient opportunity to observe your performance in the classroom. Consequently, if you are doing very well in the course (i.e., you have an A range grade), you are advised to make contact with me and make sure that I know who you are (e.g., by dropping in for several casual chats during my office hours). Reference letters are assessments of skills, behaviour, and attitude. Therefore, I will also *not* write reference letters for students who do not attend class regularly, who are habitually late for class, who frequently leave class early, or who do not conduct themselves appropriately during class. See the two paragraphs directly above for more information.

Course Schedule

The course schedule below identifies the course topics, the *approximate* dates when the topics will be addressed, and the required readings for the topics. We may progress a little faster or a little slower than the dates below indicate. You will be given reasonable notice if more significant changes have to be made to the course schedule (e.g., dropping a topic because we have run out of time).

Part I: Classical Theory

Introduction to Sociological Theory (approximately Sept. 7 to Sept. 16)

Required Reading: Dillon, Introduction

Karl Marx (approximately Sept. 21 to Sept. 30)

Required Reading: Dillon, Ch. 1

Émile Durkheim (approximately Oct. 5 to Oct. 21)

Required Reading: Dillon, Ch. 2

Mid-Term Recess (No class on Oct. 12 and Oct. 14)

Max Weber (approximately Oct. 26 to Nov. 4)

Required Reading: Dillon, Ch. 3

Test on Part I (Nov. 23)

**Part II:
Early Developments in Contemporary Theory**

Structural Functionalism (approximately Nov. 9 to Nov. 18)

Required Reading: Dillon, Ch. 4

Neo-Marxism and Theories of Conflict or Power (approximately Nov. 25 to Dec. 7)

Required Reading: Dillon, Ch. 6

Symbolic Interactionism (approximately Jan. 4 to Jan. 20)

Required Reading: Dillon, Ch. 8

Phenomenology and Ethnomethodology (approximately Jan. 25 to Feb. 3)

Required Reading: Dillon, Ch. 9

Test on Part II (Mar. 8)

**Part III:
The Historical Growth of Issues in Later Contemporary Theory**

Feminist Theories (approximately Feb. 8 to Mar. 3)

Required Reading: Dillon, Ch. 10

Mid-Term Recess (No class on Feb. 22 and Feb. 24)

Theories of Race and Racism (approximately Mar. 10 to Mar. 22)

Required Reading: Dillon, Ch. 12

Theories of Globalization (approximately Mar. 24 to Apr. 5)

Required Reading: Dillon, Ch. 14

Examination on Part III (Apr. 11 to Apr. 27)