Dr. John C. Pruit, Ph.D.
Email: pruitjc@sfasu.edu
Office Phone: 936-468-3496
Office: Liberal and Applied Arts North Building (LAN) 332

Virtual and in-person student office hours:
- Monday, Wednesday, 12:00-1:00pm
- Tuesday, Thursday, 8:00-9:30am
- Or by appointment

Department of Sociology and Anthropology
Class Time/Location:
SOCI 4371-001, MW 1-2:30pm, Ferguson 482*

*In the event that the instructor is required to quarantine, too many students are required to quarantine, or if the classroom environment becomes unsafe or untenable due to COVID, flu, RSV risks, the instructor reserves the right to move the in-person course to an online format.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are uncomfortable in doing so. This will enable them to provide any resources that they may possess.

Course Description
Historical overview of classical sociological theorists (Prerequisite: SOCI 1301).

Course Contact Hours and Study Hours
SOCI 4371 “The Development of Sociological Theory” (3 credits) typically meets three times each week (Monday/Wednesday/Friday) in 50-minute segments for 15 weeks, or twice a week (Monday/Wednesday; Tuesday/Thursday) in 75-minute segments, and also meets for a 2-hour final examination. Students have significant weekly reading assignments, are expected to write several essays, and take three exams. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

SOC 1301 “Introduction to Sociology” (3 credits, fully online) typically spans 15 weeks. The course contains extensive written and video content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 8 hours per week. Students have significant weekly reading assignments, are expected to write several essays, and take three exams. For every hour a student spends engaging with the content, they spend at least two hours completing associated activities and assessments.
Justify why this course merits the number of credit hours assigned to it.

Text and Materials
I strongly suggest you complete every assigned reading. All course readings will be made available to students. You do not need to buy anything. Save your money. Two books will be available at our course D2L page, and the others will be available online from the SFA Library. Search the SFA library website for the course readings. Make sure you have the correct author and publication year. We will read all or parts of the following books:

- *Marx for Beginners* (Rius, 1976) – Available on D2L
- *The Manifesto of the Communist Party* (Marx and Engels, 1948) – Available on D2L
- *Messages from Georg Simmel* (Helle, 2013) – Available online from SFA Library

Course Requirements

*Attendance and Participation (28 points) (Attendance Policy)*
Attendance and participation are required. One-half of a point for attendance and one-half of a point for participation. If you do not come to class, then one point will be deducted from your attendance and participation grade. Participation is constituted through both writing on the board and speaking in class about the assigned reading.

The first 5-7 minutes of class will be devoted to writing on the board. Each class participant will write about the social context, key concepts and ideas, and the definitions/meaning of the concepts/ideas, and any questions that came up. Include the page numbers from the readings. DO NOT use the internet to help you define the concepts/ideas. Instead, if it is not apparent from the reading, try to give it your best guess. This is how you learn! If something is unclear from the reading, please write a question asking for clarification and bring it to class with you so we can try to address it.

For class discussion, assume your instructor has not done the readings and that one of their colleagues chose the readings for the class. Students should be prepared to lead class discussion with little to know help from the instructor. Indeed, if the instructor did not show up students should be able to carry on as if everything were normal. In other words, be prepared for every class session as if your academic life depends on it.

You should also take notes in class.

*In-class essay examination over Marx (23 points)*
Class participants will use Marx to write a thorough in-class essay over a topic chosen by the instructor. A pencil and Blue Book are required for this exam. I suggest bringing multiple sharpened pencils and erasers. Class participants may use *Marx for Beginners and The Manifesto of the Communist Party* to frame their argument. No other outside materials are allowed.
Be sure to cite (Author, year, page) if you use a brief quote or idea from these books (you will). The majority (at least 90%) of the paper should be your thoughts and your words. No extended quotes (1 to 2 sentences maximum per quote).

**Reflection papers (24 points)**
Reflection papers are about the day’s reading. Participants will write about something they find particularly interesting (a concept that relates to your research or everyday life, for instance). Participants should cite vigorously and include page numbers for the quotes and ideas they are citing. If using a quote, no more than a few words or one brief sentence.

- 1 page, typed, single-spaced, 12-point font, Calibri or Times New Roman, standard margins. Do not vary from this format.
- Not ½ page, not ¾ page, not 12.5 pt. font, no doctored margins, and not double-spaced. Any of these formatting issues are grounds for a 50% reduction before grading it.
- Reflection papers are due at the beginning of class and should be on the desk in front of class participants for collection by the instructor.

**Final writing project (25 points)**
This is an opportunity to flex your intellectual muscles!
Your final project will be an analysis of two theorists’ work including the social context and their theoretical contribution(s). This assignment is not a book report. You will make an argument about the theorists’ work that will also include an exciting twist! You will have a section in your paper about how you can apply your chosen two theorists’ work to a current social justice issue(s). To be clear, this is about application and synthesis of two theorists work to a current social justice issue. You will eventually make an argument about which theorists’ work is most applicable to your social justice issue(s) and why. The following social justice problems are acceptable for application and integration:

- The gender pay gap
- Income inequality
- Climate change
- Food insecurity
- Housing insecurity
- The refugee crisis
- Universal healthcare
- Poverty
- Gender-based violence
- State violence (policing)
- Voting rights
- Reproductive rights
- Racism

**Hint:** Consider pairing social justice issues. State violence and racism, food insecurity and poverty, voting rights and racism, the gender pay gap and housing insecurity. There are several combinations that will give your paper plenty of punch.

Your paper will include a title page, an introduction, a section on the social context including relevant biographical data, the theoretical contribution, an explanation of the current social justice issue(s), application of the theorists’ contribution to the social justice issue(s), a conclusion, and a reference section.
This final necessitates that you know about the theorists and theories we will read and discuss this semester. Cite vigorously. APA or ASA citing and referencing formats only.

You will be able to use outside sources, but these must be academic sources. No internet websites unless it is approved by your instructor. You will need a minimum of 10 academic references (70% from sociology). Remember that you will draw on sociologists writing about social justice, so this is a minimum number for references. You can use some anecdotal evidence from news stories and so on, but these should be used sparingly and only to illustrate the presence of the problem.

Typed, double-spaced, 12-point font, Calibri or Times New Roman, standard margins. Do not vary from this format.

2000-2500 words not including title page and references. Not 1900 words, 1951 words, but 2000 words minimum. For each missing page there will be a 10% reduction on the paper’s beginning value. Because it includes title page and references, I am looking for 8-10 actual typed pages (which is 2000-2500 words) that does not include the title page/references in the word count.

Papers will be uploaded to D2L as a word document. Papers should be proofread by the good folks in the AARC (and a class colleague if you are ambitious) for grammar and syntax. One of your goals should be to turn in a paper where I can focus on your ideas and not writing errors. This means you need to get a draft of the paper done before the writing lab closes for the semester.

It goes without saying, but no AI at any step in the process. Take ownership and produce something you will be proud of.

**Course Calendar** (This is a plan, not a promise. It can change at the instructor’s discretion.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>01/22</td>
<td>Course introduction</td>
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<tr>
<td>01/24</td>
<td>Marx for Beginners</td>
<td>Marx for Beginners, 1-53</td>
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<td>01/26</td>
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<td>Marx for Beginners, 53-95</td>
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<td>01/29</td>
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<td>Marx for Beginners, 95-142</td>
<td>Reflection Paper 1</td>
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<tr>
<td>01/31</td>
<td>The Manifesto of the Communist Party</td>
<td>Preface – 31</td>
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<tr>
<td>02/05</td>
<td>The Manifesto of the Communist Party</td>
<td>32 - 44</td>
<td>Reflection Paper 2</td>
</tr>
<tr>
<td>02/07</td>
<td><strong>In-class essay examination over Marx. Blue book required.</strong></td>
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<tr>
<td>02/12</td>
<td>Durkheim: A Critical Introduction</td>
<td>Ch. 1 &amp; Ch. 2</td>
<td>Reflection paper 3</td>
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<td>02/14</td>
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<td>Ch. 3</td>
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*Updated: August 2023*
<table>
<thead>
<tr>
<th>Date</th>
<th>Section(s)</th>
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<tbody>
<tr>
<td>02/19</td>
<td>Ch.4</td>
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<tr>
<td>02/21</td>
<td>Ch 5</td>
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<td>02/26</td>
<td>Weber: A Critical Introduction</td>
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<td>Introduction &amp; Ch. 2</td>
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<td>02/28</td>
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<td>03/06</td>
<td>Ch. 7</td>
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<td>03/18</td>
<td>Ch. 9 &amp; Conclusion</td>
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<td>03/20</td>
<td>Du Bos: A Critical Introduction</td>
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<td>Introduction &amp; Ch. 1</td>
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<td>Ch. 2</td>
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<td>03/27</td>
<td>Ch. 3</td>
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<tr>
<td>04/01</td>
<td>Ch. 4</td>
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<tr>
<td>04/03*</td>
<td>Ch. 5 &amp; Conclusion</td>
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<tr>
<td>04/08*</td>
<td>Messages from Georg Simmel</td>
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<td>Appendix 1</td>
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<td>Appendix 2</td>
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<td></td>
<td>Introduction</td>
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<tr>
<td>04/10</td>
<td>Ch. 1</td>
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<td>04/15</td>
<td>Ch. 2</td>
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<tr>
<td>04/17</td>
<td>Ch. 3</td>
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<tr>
<td>04/22</td>
<td>Ch. 4</td>
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<td>04/24</td>
<td>Ch. 5</td>
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<td>04/29</td>
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<td>05/01</td>
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<tr>
<td>Finals Week</td>
<td>Final writing project due. Upload to D2L.</td>
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*Possible flex day(s) for conference travel.

**Grading Policy**

<table>
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<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reflection papers</td>
<td>24</td>
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<tr>
<td>In-class essay exam</td>
<td>23</td>
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<tr>
<td>Attendance and participation</td>
<td>28</td>
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<tr>
<td>Final writing project</td>
<td>25</td>
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<tr>
<td><strong>Total points</strong></td>
<td><strong>100</strong></td>
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**Institution Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the
Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Academic Integrity (4.1)**

*The Code of Student Conduct and Academic Integrity* outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
Withheld Grades Semester Grades Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741

Program Learning Outcomes
SOCI 4371 is a required course in the Sociology Program for majors and minors. It supports the following program learning outcomes:

PLO1 The students will be able to identify, compare, and contrast sociological classical and contemporary theories.
PLO2 The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.
PLO3 The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.
PLO4 The student will be able to apply sociological knowledge and skills to a variety of settings.
PLO5 The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.
PLO6 The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.
PLO7 The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.

<table>
<thead>
<tr>
<th>PLOs</th>
<th>Supported course objective SLO # or NA (not applicable)</th>
<th>Skill level</th>
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<tbody>
<tr>
<td>PLO1</td>
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<td>Advanced</td>
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<tr>
<td>PLO2</td>
<td>2, 7</td>
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<tr>
<td>PLO3</td>
<td>3, 4</td>
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<tr>
<td>PLO4</td>
<td>4, 6</td>
<td>Advanced</td>
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<tr>
<td>PLO5</td>
<td>3, 6, 9</td>
<td>Advanced</td>
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<tr>
<td>PLO6</td>
<td>1, 5, 7</td>
<td>Advanced</td>
</tr>
<tr>
<td>PLO7</td>
<td>8, 5, 6</td>
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Updated: August 2023
Student Learning Objectives

**SLO1** Identify, compare, and contrast sociological classical and contemporary theories.

**SLO2** Identify the principles of good social scientific research design. Such principles include validity, reliability, and sampling methodology.

**SLO3** Identify the major concepts involved with social stratification, race and ethnic relations, deviance, gender, and institutions.

**SLO4** Apply sociological knowledge and skills to everyday life.

**SLO5** Recognize the implicit assumptions behind claims of knowledge about the social world, evaluate and distinguish between strong and weak arguments, and draw conclusions from a set of premises.

**SLO6** Demonstrate critical thinking skills including inquiry, and analysis, evaluation and synthesis of information.

**SLO7** Demonstrate communication skills including effective development, interpretation and expression of ideas through written communication and effective interpretation of oral and visual communication.

**SLO8** Demonstrate empirical and quantitative skills including the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

**SLO9** Demonstrate social responsibility through awareness of cultural similarities and differences, understanding of civic responsibility, and knowledge of social issues necessary to effectively participate in regional, national, and global communities.