

## SOCIOLOGICAL THEORY

SOCIOLOGY 270

Fall 2021

M/W 3:30 pm – 4:50 pm

**Instructor:** Dr. Kit Myers  
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**Office:** HSH 312  
**Office Hours:** M/W 1:30 pm – 3:00 pm  
*Book your office hours meeting on my [Calendly](#)*

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### OBJECTIVES AND LEARNING OUTCOMES

Upon completion of this course students will be able to:

- Discuss the origins of sociology as a discipline and of various theoretical traditions.
- Identify major schools of social theory and make connections between classical and contemporary theorists.
- Assess enduring influences of classical social theorists, notably Marx, Durkheim, and Weber.
- Recognize the connections between theory and research and be conversant about that relationship.
- Identify and apply productive theoretical frameworks for media analysis.

### REQUIRED MATERIALS

- ***Social Theory Rewired. 2nd edition (2016).* Eds. Wesley Longhofer and Daniel Winchester.**  
[Listed in the Course Schedule as “STR”]
  - **Be sure to purchase the second edition of *Social Theory Rewired*.** Always bring a copy of the assigned readings to class, as we may refer to the text and conduct close textual analysis.
- **Netflix subscription**
  - **You will need to be able to watch all six episodes of the Netflix documentary series *Wild, Wild Country* on demand,** as this will be the primary media text to which we apply theory this semester.
  - **Feel free to arrange to share logins or organize virtual watch parties with classmates.** If you cannot afford a Netflix subscription, talk to me and we can work something out.
- **Additional readings will be provided to the class via our Blackboard site.** [Listed in the Course Schedule as “PDF”]

### COURSE DESCRIPTION

Many people approach theory with some degree of trepidation. Perhaps you think of theory as a bunch of dusty old books written by dead white men and you wonder how it can possibly be relevant today.

Perhaps you are intimidated by the dense 19<sup>th</sup> century prose and deep intellectual labor. If so, you are not alone! Take a deep breath and try to let those fears go. Engaging with theory can be one of the most intellectually stimulating and enriching experiences you'll ever have! I have loved social theory ever since my first year of college and I'm here to guide you through some of the foundational texts of the sociological cannon.

But, why study theory? Perhaps you've heard the adage: Those who do not study history are doomed to repeat it. The fundamental wisdom here is that, to know where we are going, we must know where we came from and how we got here. Like the study of history, the study of theory helps us understand the fundamental structures of our society. No social system is inevitable, each has a history and they are all the product of human behavior and social action. Theory helps us understand why our world is structured the way it is and not in any of the infinite alternative ways it might be structured. Marx may have been writing over 100 years ago, but his insights into the nature of capitalism remain largely true. Weber's call to study culture, in addition to material structures, remains a foundational orientation of sociology. Durkheim elaborates the methods that have formed the basis of most social sciences for nearly two centuries now.

In addition to providing a road map, of sorts, to contemporary social structures, theory provides the foundation upon which all research must be built. Any empirical research of academic consequence must be theoretically informed. Theoretical frameworks direct the types of questions a researcher asks and the methods by which they go about answering those questions. You can study almost any social process from a variety of theoretical perspectives. Take the question of poverty in America. To oversimplify the matter greatly, a Durkheimian might ask how our contemporary division of labor perpetuates poverty, a Marxian might address the ways in which capitalism produces poverty as a necessary condition, and a Weberian might address why Americans are so culturally resistant to welfare provision. Although they are all addressing the same basic topic—poverty in America—each of these researchers would ask different questions, focus on different research populations or cases, and use different methods. A strong foundation in social theory is necessary for properly analyzing (or conducting) social science research.

In this course, we will address both classical and contemporary social theorists. Rather than being organized chronologically, covering "The Big Three" (Marx, Weber, and Durkheim) first before progressing to more contemporary theorists, this course is structured to help you make connections between classical and contemporary theory. The course is divided into five sections. Each of the first three sections will take on one of "The Big Three" and make connections to contemporary theorists working in (or critiquing) their tradition. "The Big Three's" lines of inquiry into fundamental questions of social order, markets and the nature of capital, and the structure of modernity continue to inform much sociological research. Through this course you will learn to see how the legacy of these early theorist lives on in contemporary social sciences research and theory. In the last two sections, we will address questions of race, gender, sexuality, and identity that were often given minimal treatment by dominant classical theorists. Through this course you will come to see how theory—both classical and contemporary—remains highly relevant to understanding the current state of the world and social change.

## COURSE ASSIGNMENTS AND GRADING

The grade you earn reflects your **demonstrated understanding of the material**, as well as the level of commitment you bring **to showing up for in class discussions and activities**. There will be five take-home exams over the course of the semester. Each of these exams will ask you to apply and integrate the theoretical perspective covered in the preceding section. Additionally, your engagement (as measured by in-class participation and assignments) will be evaluated over the course of the semester.

You should come to class having already completed all assigned readings and ready to talk about ideas, often ideas you don't understand fully. Theory is difficult and I don't expect any of you to achieve total mastery of the theories, rather, in this course, your *effort* to engage with the material is crucial.

<b>Total Points Possible</b>	<b>660.0 points (100%)</b>
<b>Engagement</b>	<b>260.0 points (40%)</b>
<b>Attendance</b>	<b>25.0 points (3%)</b>
<b>Discussion Leading</b>	<b>15.0 points (2%)</b>
<b>Group Discussion</b>	<b>180.0 points (27%)</b>
<b>Homework</b>	<b>40.0 points (6%)</b>
<b>Exams (drop the lowest)</b>	<b>400.0 points (60%)</b>
<b>Take-Home Exam 1</b>	<b>100.0 points (15%)</b>
<b>Take-Home Exam 2</b>	<b>100.0 points (15%)</b>
<b>Take-Home Exam 3</b>	<b>100.0 points (15%)</b>
<b>Take-Home Exam 4</b>	<b>100.0 points (15%)</b>
<b>Take-Home Exam 5</b>	<b>100.0 points (15%)</b>

### Engagement

Student-engaged learning is both more effective and more enjoyable than a full lecture format. While I will elaborate on the readings and present new information to you through lecture, I will also expect you to participate in the class through open discussion and in-class activities. I will pose questions or exercises for you to address in preparation for class and you will engage in group discussion during Wednesday classes to develop your shared understanding of the course concepts. Groups will be 3-4 people and each student will act as discussant for their group 3 times over the course of the term. You will also have the opportunity to pose questions and request clarification online before class and during class meetings. All of these activities will count toward your engagement grade.

### Attendance

Attendance will be checked at the beginning of each class session via sign in sheet (or Zoom poll if we are remote). The sign-in sheet / poll will be available for the first five minutes of class and you will need to respond with your name to be marked present. If you arrive late you will need to check in at the end of class to be marked present. There are 28 class meetings. I only require 25 points for full credit in Attendance. This gives you three "no questions asked" days. Use them wisely to accommodate life's challenges or attend all 28 and earn the extra credit, your call. This means, unless you are encountering major challenges, crisis, etc. or you have exceeded your 3

absences already, you don't need to explain to me why you are absent, that's why it's "no questions asked." You are adults and I trust you to manage your own life.

### Homework

At the beginning of the term, you will need to complete a **Syllabus Quiz** and submit a **Learning Plan**. Thereafter, each Monday I will give you a "**Jottings**" **Exercise**, a prompt for watching the assigned episode(s) from *Wild, Wild Country*. By this I mean I will tell you which theoretical concepts you would be looking for in the episode(s). You should simply create a document in which you "jot" down the timestamp and a brief description of each example you identify (eg. "Episode 1 – 0:22:30 – Weber Charismatic Domination – Niren discusses why he joined ..."). **You will submit your list of jottings on Blackboard by 11:59 pm on Tuesday** so that you are prepared for the Group Discussion on this same topic during Wednesday class. There will be 12 homework exercises across the course of the term.

### Group Discussions & Discussant

Each Wednesday I will set aside time for you to meet for Group Discussion. During Group Discussion you will compare notes and discuss your "jottings" based on the week's prompt. Each week a group member will act as "Discussant." Each group member must do so at least 3 times over the course of the term. If there is an unclaimed Discussant role (or someone must step up if a classmate is absent), extra Discussant work will count as extra credit.

The Discussant will record the names of all members present and their level on engagement, as well as brief notes on what was discussed on the form provided on Blackboard. **Discussant forms must be submitted by NOON on the following Thursday**. The Discussant will also compile the group's jottings and post the compiled jottings to the class wiki, where all class members will be welcome to view them at any time. **These discussions and documents are meant to help you prepare for the take-home exams. You will be permitted to use these notes (as well as any notes you take for yourself) when you are working on your exams, so it's in everyone's best interest to make them as detailed as possible.** There will be 12 Group Discussions over the course of the term.

## Exams

### Take-Home Exams

Following the organization of our readings, the course will be divided into five sections. **You will have five take-home exams over the course of the semester**, each addressing the preceding section. While this may seem like a lot, this is actually intended to lower the stakes of each of these exams. To further reduce any test-taking anxiety and allow you to produce your best work, **all of these exams are open book and open note, and you will have four days in which to complete each one. However, YOUR WORK SHOULD BE YOUR OWN.** These are take-home exams, so I must rely on you to conform to an honor code and the USC standards of academic integrity. **Additionally, you will also be permitted to drop your lowest exam score** (this is why Exams are worth only 400 points even though there are five 100-point exam).

***Each exam will be released to you through the course website on a Wednesday and you will have until midnight on the following Sunday to submit your answers.*** The exams will be comprised of several short essay questions. In writing these exam essays you should focus on demonstrating a deep analytical command of the readings identified in the question. Extra points may be awarded for making relevant connections to other course readings. Many questions will ask you to draw on *Wild, Wild Country* as examples. Exam dates are as follows:

- Take-Home Exam 1: released 9/22, due 9/26 by 11:59 pm
- Take-Home Exam 2: released 10/6, due 10/10 by 11:59 pm
- Take-Home Exam 3: released 10/27, due 10/31 by 11:59 pm
- Take-Home Exam 4: released 11/10, due 11/4 by 11:59 pm
- Take-Home Exam 5: released 12/1, due 12/13 by 4:00 pm

Because these exams are take-home, open book, open note, and allow over 96 hours for completion, I am unlikely to accommodate any requests for rescheduling or additional accommodations. If you anticipate a scheduling conflict or feel that you should be entitled to accommodations, speak to me as soon as possible to discuss your options. I am committed to providing an inclusive and empowering classroom, so I will accommodate any reasonable request.

## COURSE POLICIES

### What You Can Expect of Me

- I will treat all students with respect.
- I will foster a safe space for students to engage with the material.
- I will make my expectations for the class clear throughout the semester.
- I will post all materials and PowerPoint slides on Blackboard weekly.

### What I Expect of You

- ***Treat all members of the class with respect.***
  - a. ***This means that all class members will refrain from employing hateful or oppressive language or rhetoric,*** including but not limited to racist, sexist, ableist, homophobic, or transphobic statements. The first time a class member makes an oppressive or marginalizing statement, they will be “called in,” meaning that they will be given a brief explanation of why their language is problematic and offered the opportunity to make a correction and, if appropriate, an apology. The second time the same class member makes an oppressive or marginalizing statement, they may be “called out,” meaning they will be told directly, “that is racist/sexist/etc.” and they will be expected to correct themselves and, if appropriate, apologize. Class members who refuse to discontinue or correct hateful or oppressive language or rhetoric will be removed from the class session and may be dropped from the course at the instructor’s discretion.
  - b. ***This also means respecting others by using their chosen names, pronouns, and gendered address correctly.*** You are welcome to share your name and pronouns (or not). If you’re unsure, ask, or try reworking the sentence without assuming gender.

- c. ***This means respecting me as well. Using gender-neutral language and the correct pronouns (they/them) when referring to me is a critical part of civil behavior.*** If you are struggling with gender-neutral pronouns, you can simply use my name instead. You may call me Dr. Myers, Professor Myers, or Kit. Please do not use “sir” or “ma’am” with me, if you need a term of respect you may use “Professor,” “Doctor,” “Prof,” or “Doc.”
- ***Check your email and the course website site daily for messages and assignments.***
  - ***Complete all readings and course assignments before the start of class.*** I will teach each class under the assumption that all students are prepared to discuss the material.
  - ***If you begin to feel you are falling behind or are having trouble with the material, please come see me – that’s what I’m here for!*** I am a strong believer in justice, equity, inclusion, and accessibility. If you are struggling, let me know and we’ll figure it out.

#### Late Work Policy:

Almost every graded item in this course is tied directly to the schedule. Therefore, **it is essential that you do your very best to meet all deadlines.**

However, life does happen, and I want to make allowances for that. Consequently, ***I will offer alternative options for students experiencing challenging or extenuating circumstances.*** Given the challenging nature of the present situation, I anticipate that accommodations will have to be made on a case-by-case basis, so just come to me if you’re encountering challenges.

If you anticipate conflicts with course meetings or deadlines (e.g. due to religious observances, travel for athletics or other school sponsored activities, etc.) please speak to me IN ADVANCE. The more advanced warning you give me, the more time we have to work together to find a solution. I do, however, understand that unforeseen emergencies do happen. ***If a medical or family emergency occurs, please contact me as soon as possible (after the emergency has been resolved) and we will arrange an alternative learning plan that meets your needs.***

#### Communication Policy:

The best way to reach me is via email. **Always put the course number (e.g. SOCI 270) in the email subject line and also include a brief description of the contents (e.g. “SOCI 350 – Question about the reading”).** In general, I will respond to all emails within 24 hours (please allow up to 48 hours over weekends and holidays). If you have not received a response within 48 hours, please send me a follow up email. Last minute questions sent via email before due dates may not be answered in time (especially ones that are sent late at night), so ***ask questions well in advance of course deadlines.*** Always check the syllabus and the Blackboard site before emailing me, as answers to many questions are often to be found in those resources.

#### Synchronous Session Recording Notice

If I must teach remotely or include hybrid instruction for students attending remotely, I will have to record the Zoom session of the class to ensure accessibility to ill and quarantined students. I will make these recordings available to all students as a resource. Please remember that these are “sensitive” recordings, as they show you and your classmates engaged in learning, so please do not share them outside of the class. (Additionally, USC policy prohibits sharing any course recordings or other content.)

Course Expectations and Academic Integrity (or the recipe for academic success):

1. **Complete all reading assignments and come to class prepared.**  
It is important that you keep up on the reading and do not fall behind. Read *before* you come to class. Read thoroughly, preferably taking notes while you read. Please bring your readings and notes with you to class when we are due to discuss them.
2. **Attend class regularly and arrive on time.**  
Our in person meetings (or synchronous Zoom sessions) will be your best opportunities to ask me questions and engage with your classmates, so please do your best to attend. Arriving in the classroom or Zoom room on time (ideally a minute or two early) will allow us to make the best use of our limited time.
3. **Respectfully engage in classroom discussion and other activities.**  
Learning is about stepping outside of our comfort zones and exposing ourselves to new ideas. This may be uncomfortable at times. For this reason, beyond basic civility, it is necessary that you all help to cultivate a safe and supportive learning environment by engaging in a respectful manner at all times. Any student who uses disrespectful, inappropriate, or intolerant language or attacks another discussant will be asked to leave the classroom. All learning spaces—online and in-person—are intended for the cultivation of critical thinking. You should reflect on what you say (and the assumptions that may underpin it) before you speak. Active listening is also an important part of fostering classroom discussion. Don't interrupt your classmates when they are speaking. Listen to what they say with an open mind. If their comments spark thoughts, questions, or critiques, write those down and feel free to bring them up (always in a respectful manner) when your classmate is done speaking. Aim to contribute, but not to dominate.
4. **If you must attend remotely, follow appropriate Zoom etiquette.**
  - a. If at all possible, wear headphones while attending synchronous sessions.
  - b. Attend synchronous sessions from a quiet location with strong internet signal.
  - c. Place yourself on audio mute and only unmute when you are speaking (and remember to re-mute when you're done!)
  - d. Use the "raise hand" function to signal your intention to speak.
  - e. Make sure that anything that enters your video (or your audio) is appropriate to the classroom (don't aim your camera at your bar, don't leave the game on in the background, do tell your roommates to keep their smoking offscreen, etc.)
  - f. It helps boost everyone's morale to see other people's faces, so if you can, please do turn your video on. However, if you feel unsafe or uncomfortable doing so, you may keep your video off without penalty.
5. **DON'T SPREAD COVID-19!**  
You are required to wear a mask at all times when we meet in person. Should this move remote, you will not be required to wear a mask while attending virtual sessions. However, I must remind you to wear a mask any time you leave your room, especially when staying in one space with a number of other people for a prolonged period of time (e.g. classrooms, Commons, etc.). Wear your mask correctly! That means OVER YOUR NOSE AND MOUTH. Do not remove your mask to talk to people, cough, sneeze, yawn, etc. These are exactly the times you need to be wearing your mask most! Wash your mask regularly. It's best to have multiple reusable cloth masks, so that you can cycle them out, even over the course of the day. Wear a mask even if you're fully vaccinated! Vaccinated people can still carry and transmit COVID to unvaccinated people like children and those with conditions that prevent vaccination.
6. **IF YOU ARE SICK, STAY HOME!**  
Monitor your temperature daily. If your temperature is higher than usual, contact Health Services and professors for guidance. If you have a temperature of 100.4 or higher or other

coronavirus symptoms, don't go to class or any public area on campus. Call Health Services IMMEDIATELY. Do keep up with all readings, assignments, and deadlines, if at all possible. **If you or someone you take care of becomes ill and you need accommodation on deadlines, please contact me as soon as possible to discuss alternative grading structures.**

7. **Adhere to USC's standards of academic integrity and use your resources:**

- a. The USC Code of Academic Conduct defines plagiarism as "presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences." Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards." Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct.

8. **Use your resources!**

- a. **Counseling and Mental Health**  
phone number (213) 740-9355  
On call 24/7 Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
- b. **National Suicide Prevention Lifeline**  
Phone number 1 (800) 273-8255  
On call 24/7  
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.
- c. **Relationship and Sexual Violence Prevention Services (RSVP)**  
Phone Number (213) 740-9355(WELL), press "0" after hours  
On call 24/7  
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.
- d. **USC Office of Equity, Equal Opportunity, and Title IX**  
Phone number (213) 740-5086  
Title IX Office (213) 821-8298  
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.
- e. **Reporting Incidents of Bias or Harassment**  
Phone number (213) 740-5086 or (213) 821-8298  
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.
- f. **The Office of Disability Services and Programs**  
Phone number (213) 740-0776  
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.
- g. **USC Campus Support and Intervention**  
Phone number (213) 821-4710  
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.
- h. **Diversity at USC**  
Phone number (213) 740-2101  
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.
- i. **USC Emergency**  
UPC phone number (213) 740-4321  
HSC phone number (323) 442-1000  
On call 24/7  
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.
- j. **USC Department of Public Safety**  
UPC phone number (213) 740-6000  
HSC phone number (323) 442-1200  
On call 24/7  
Non-emergency assistance or information.



## Course Schedule

### **Week 1: Introductions**

*Monday, August 23<sup>rd</sup>*

- **IN CLASS:**
  - Getting to know one another and the course
  - What is Theory?

*Wednesday, August 25<sup>th</sup>*

- **IN CLASS:**
  - Four Dominant Theoretical Frameworks
- **HOMEWORK:**
  - Complete **Basic Information Survey** by 11:59pm on 8/27
  - Complete **Syllabus Quiz** by 11:59pm on 8/27

### **Week 2: Introductions Continued**

*Monday, August 30<sup>th</sup>*

- Putting Social Theory in Historical Context
- **IN CLASS:**
  - Sign up for Discussant
- **HOMEWORK:**
  - EX 1: Using the template provided, create a timeline of the key historical moments of the 20th century that might have contributed to the formation of the Rajneesh Cult.

*Wednesday, September 1<sup>st</sup>*

- Introductions to *Wild, Wild Country* (Oregon, 70s cults, and other strange things)
- **IN CLASS:**
  - DG 1: Discuss historical antecedents to *Wild, Wild Country*
- **HOMEWORK:**
  - Complete **Learning Plan** by 11:59pm on 9/3

### **Week 3: Labor Day, Addressing Ableism, and AMA**

*Monday, September 6<sup>th</sup>*

- **LABOR DAY – NO CLASS MEETING**
- **Consider binging *Wild, Wild Country* just to get a sense of where we're going**

*Wednesday, September 8<sup>th</sup>*

- **IN CLASS:** Addressing personal bias and ableist language in relation to *Wild, Wild Country*
- **READINGS:**
  - Consider getting a jump start on the readings for next week

## Section I: Durkheim and Social Order

### **Week 4: Durkheim and Social (Dis)Order**

*Monday, September 13<sup>th</sup>*

- **READINGS:**
  - STR: Section 1 Intro + Durkheim, "The Division of Labor in Society"

- **HOMEWORK:**
  - EX 2: Jottings on division of labor, solidarity, anomie, collective effervescence, religious forms, and/or any other Durkheimian concepts you notice in Episode(s) 1 and/or 2.

*Wednesday, September 15<sup>th</sup>*

- **READINGS:**
  - STR: Durkheim, "Suicide"
  - "Here's How Winning the Lottery Makes You Miserable" [on Blackboard]
- **IN CLASS:**
  - DG 2: Discuss Durkheimian concepts in Episodes 1 and 2, with particular attention to anomie, the division of labor, and forms of solidarity.

### **Week 5: Contemporary Takes of Social Order**

*Monday, September 20<sup>th</sup>*

- **READINGS:**
  - STR: Garfinkle, "Studies in Ethnomethodology" + Latour, "Mixing Humans and Nonhumans Together: The Sociology of a Door-Closer"
- **HOMEWORK:**
  - EX 3: Jottings on human and non-human actors and any other relevant theoretical concepts you notice in Episode(s) 3 and/or 4.

*Wednesday, September 22<sup>nd</sup>*

- **READINGS:**
  - STR: Berger & Luckman, "The Social Construction of Reality"
- **IN CLASS:**
  - DG 3: Discuss the human and non-human actors in Episodes 3 and 4. Attempt to assemble an Actor-Network chart as a group.
- **EXAM:**
  - Take-Home Exam 1 Released (DUE: on Bb by Sunday 9/26 @ 11:59 pm)

### **Section II: Marx and Networks of Capital**

#### **Week 6: Marx & Networks Capital**

*Monday, September 27<sup>th</sup>*

- **READINGS:**
  - STR: Section 2 Intro + Marx & Engels, "The German Ideology"
- **HOMEWORK:**
  - EX 4: Jottings on modes of production, the material base, the (non-)alienation of labor, and/or any other Marxist theoretical concepts you notice in Episode(s) 2 and/or 3.

*Wednesday, September 29<sup>th</sup>*

- **READINGS:**
  - STR: Marx & Engels, "Manifesto of the Communist Party" + Marx, "Capital" + "Economic and Philosophic Manuscripts of 1844"
- **IN CLASS:**
  - DG 4: Discuss modes of production, the material base, capital and capitalism, the alienation of labor, and any other relevant theoretical concepts in Episode(s) 2 and 3.

**Week 7: Global Networks of Capital / Forms of Capital***Monday, October 4<sup>th</sup>*

- **READINGS:**
  - STR: Wallerstein, “The Rise and Future Demise of the World Capitalist System” + Castells, “Materials for an Exploratory Theory of the Network Society”
- **HOMEWORK:**
  - EX 5: Jottings on network society, considering whether and how the commune functions as an “alternative network,” and/or other theoretical concepts relating to network society, globalization, or global markets that you notice in Episode(s) 2 and/or 3.

*Wednesday, October 6<sup>th</sup>*

- **READINGS:**
  - STR: Bourdieu, “The Forms of Capital” + “Distinction” (pages 184-215)
- **IN CLASS:**
  - DG 5: Discuss globalism, global markets, capitalism, and any other relevant theoretical concepts in Episode(s) 2 and 3.
- Take-Home Exam 2 Released (DUE: on Bb by Sunday 10/10 @ 11:59 pm)

**Section III: Weber and Modernity****Week 8: Weber and Modernity***Monday, October 11<sup>th</sup>*

- **READINGS:**
  - STR: Section 3 Intro + Weber, “Basic Sociological Terms”
- **HOMEWORK:**
  - EX 6: Jottings on “ideological” (values-based) dynamics and any other Weberian theoretical concepts you notice in Episode(s) 2, 3, and/or 4. Attempt to create a Weberian “typology” of “ideal types” various actors mobilize. For example, the Rajneeshis and the “locals” each function with ideal types about who the Rajneeshis are (peace lovers seeking enlightenment or dangerous deranged cult members?), what America is or should be (multicultural and inclusive or white and Christian?), what freedom of religion means, what the role of the state should be, etc. Ask yourself questions like “how would the locals describe what it “means” to be American vs how the Rajneeshis would describe it?” What kind of ideal types do the Rajneeshis align the Baghwan with vs the ideal types that the “locals” associate him with?

*Wednesday, October 13<sup>th</sup>*

- **READINGS:**
  - STR: Weber, “The Protestant Ethic and the Spirit of Capitalism”
- **IN CLASS:**
  - DG 6: Discuss the role of the “material” (capital) and the “ideological” (values), and any other relevant theoretical concepts in Episode(s) 1-4.

**Week 9: Weber and Modernity***Monday, October 18<sup>th</sup>*

- **READINGS:**
  - STR: Weber, “The Types of Legitimate Domination” + “Class, Status, Party”
- **HOMEWORK:**
  - EX 7: Jottings on “legitimate” forms of domination and any other Weberian theoretical concepts you notice in Episode(s) 2, 3, and/or 4.

*Wednesday, October 20<sup>th</sup>*

- **READINGS:**
  - STR: Weber, “Bureaucracy”
- **IN CLASS:**
  - DG 7: Discuss forms of domination and any other relevant theoretical concepts in Episode(s) 1-4.

### **Week 10: Contemporary Takes on Modernity**

*Monday, October 25<sup>th</sup>*

- **READINGS:**
  - STR: Foucault, “Discipline and Punish”
- **HOMEWORK:**
  - EX 8: Submit jottings on varying manifestations of discipline and punishment, and any other relevant theoretical concepts you notice in Episode(s) 5 and/or 6.

*Wednesday, October 27<sup>th</sup>*

- **READINGS:**
  - STR: Marcuse, “One-Dimensional Man”
- **IN CLASS:**
  - DG 8: Discuss legal domination, governmentality, discipline and punishment, and any other relevant theoretical concepts in ALL Episodes.
- **EXAM:**
  - Take-Home Exam 3 Released (DUE: on Bb by Sunday 10/31 @ 11:59 pm)
  - I recognize that this is Halloween weekend and I know we’re all hoping for a real Halloween this year. I ask that you plan in advance so that your exam and festivities can exist harmoniously.

### **Section IV: Critical Perspectives – Race and Gender in Theory**

#### **Week 11: Race and Gender in “Transitional” Theory / Contemporary Takes on Race**

*Monday, November 1<sup>st</sup>*

- **READINGS:**
  - STR: Section 4 Intro + Du Bois, “The Souls of Black Folk” + de Beauvoir, “The Second Sex”
- **HOMEWORK:**
  - EX 9: Submit jottings on dynamics of “othering” both within Rajneeshpuram and between the Rajneesh and the “locals.” Look for examples of certain people or groups being constructed as “a problem,” as well as the race and gender and any other relevant theoretical concepts you notice in any/all Episodes.

*Wednesday, November 3<sup>rd</sup>*

- **READINGS:**

- STR: Omi & Winant, "Racial Formation in the United States"
- **IN CLASS:**
  - DG 9: Discuss dynamics of race, religion, gender, sexuality, and the "othering" of the Rajneesh, as well as any other relevant theoretical concepts in ALL Episodes.

### **Week 12: Standpoint and Black Feminisms / Contemporary Takes on (Post) Colonialism**

*Monday, November 8<sup>th</sup>*

- **READINGS:**
  - STR: Smith, "The Conceptual Practices of Power" + Hill Collins, "Black Feminist Thought"
- **HOMEWORK:**
  - EX 10: Submit jottings on racial formation projects in play and any other relevant theoretical concepts you notice in any/all Episodes. Think back to your Weberian ideal type jottings and consider what vision of "America" is each group operating on / promoting / defending? What role does race (including racialized categories like ethnicity, nationality, language, religion, etc.) play in the "projects" (goals, ideals, etc.) being advanced by the "locals" and by the Rajneeshis?

*Wednesday, November 10<sup>th</sup>*

- **READINGS:**
  - STR: Fanon, "Black Skin, White Masks" + Said, "Orientalism"
- **IN CLASS:**
  - DG 10: Discuss the racial formation projects in play, as well as any other relevant theoretical concepts in ALL Episodes.
- **EXAM:**
  - Take-Home Exam 4 Released (DUE: on Bb by Sunday 11/14 @ 11:59 pm)

### **Section V: The Self & Society**

#### **Week 13: Bridging Classical and Contemporary Takes on Self & Society**

*Monday, November 15<sup>th</sup>*

- **READINGS:**
  - STR: Section 5 Intro + Mead, "Self"
- **HOMEWORK:**
  - EX 11: Submit jottings on the how one might apply Simmel's theory of rural vs. metropolitan life to the conflict between the Antelope "locals" and the Rajneeshis. You can also consider applications of Simmel's concept of "the stranger" to this situation and/or Goffman's "presentation of self" and management of identity (e.g. think about the variation presentation of the Rajneeshis in different times and situations and how that is significant), as well as any other relevant theoretical concepts you notice in any/all Episodes.

*Wednesday, November 17<sup>th</sup>*

- **READINGS:**
  - STR: Simmel, "The Metropolis and Mental Life" + "The Stranger" + Goffman, "The Presentation of Self in Everyday Life"
- **IN CLASS:**

- DG 11: Discuss the role of the stranger, presentation of self, dramaturgical roles, as well as any other relevant theoretical concepts in ALL Episodes.

#### **Week 14: Thanksgiving Week**

*Monday, May 11<sup>th</sup>*

- **IN CLASS: Flex Day, catch up, ask me anything**

*Wednesday, May 13<sup>th</sup>*

- **THANKSGIVING BREAK – Wishing you a safe and low drama Thanksgiving! If you are travelling, please do exercise extra caution!**

#### **Week 15: The Self, Gender, Sexuality, and Society**

*Monday, November 29<sup>th</sup>*

- **READINGS:**
  - STR: Foucault, "The History of Sexuality"
  - Foucault, "Part Five" from *The History of Sexuality* [Posted on Blackboard]
- **HOMEWORK:**
  - EX 12: Submit jottings on the how one might apply Foucault's theory of sexuality to this case (pay attention to both forms of and conflict over "non-standard" sexualities), as well as any other relevant theoretical concepts you notice in any/all Episodes. Attempt to create "ideal types" of the centered sexuality in Antelope vs the centered sexuality in Rajneeshpuram.

*Wednesday, May 13<sup>th</sup>*

- **READINGS:**
  - [PDF] West & Zimmerman "Doing Gender" [Posted on Blackboard]
  - [PDF] Ridgeway, "Framed Before We Know It: How Gender Shapes Social Relations" [Posted on Blackboard]
- **IN CLASS:**
  - DG 12: Discuss the role of sexuality, gender performance, and any other relevant theoretical concepts in ALL Episodes.
- **EXAM:**
  - Take-Home Exam 5 Released (DUE: on Bb by Monday (12/13) @ 4pm)
  - Since the Study Days occur during the usual due date window, the Exam 5 due date will be pushed back to our class final exam date. However, I encourage you to do yourself a favor by turning it in sometime before then!