

11-128  
uwuc: AP-3/22/12  
Senate: Info-4/12/12

## Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

### Existing and Special Topics Course

Course: Soc 320 Sociological Theory

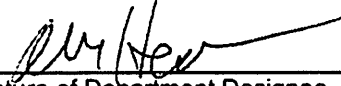
Instructor(s) of Record: Melanie Hildebrandt

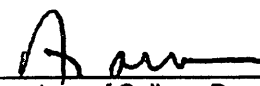
Phone: 7-7635 Email: melanieh@iup.edu

#### Step Two: Departmental/Dean Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

 3-7-12  
Signature of Department Designee Date

Endorsed:  3/12/12  
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

#### Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

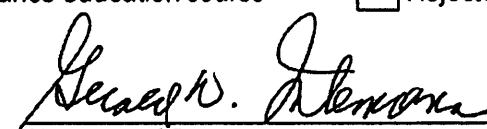
Negative

 3/26/12  
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

#### Step Four: Provost Approval

Approved as distance education course  Rejected as distance education course

 3/27/12  
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

Received  
MAR 19 2012  
Liberal Studies

## **Undergraduate Distance Education Review Directions**

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### **Step One: Proposer**

- A. Provide a brief narrative rationale for each of the items, A1- A5.
1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
  2. How will each objective in the course be met using distance education technologies?
  3. How will instructor-student and student-student, if applicable, interaction take place?
  4. How will student achievement be evaluated?
  5. How will academic honesty for tests and assignments be addressed?
- B. Place the Undergraduate Distance Education Review Form on top of the Proposal and then submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.
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### **Step One: Proposer**

A. Provide a brief narrative rationale for each of the items, A1-A5.

**1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?**

This will be my first fully online course. Since 2001, I have used many different Learning Management Systems, including BlackBoard, WebCT, and Moodle and I was trained on Moodle with the IT Support Center in 2010. I feel very comfortable with the various features of Learning Management Systems for on-line teaching. For instance, I am very familiar with using Learning Management Systems for quizzes, assignments, discussion boards, embedding internet links, posting PowerPoint slides, and coordinating group work. During the 2011 Summer Session I, I conducted a hybrid course (Global Service Learning, Soc 481/581) using Learning Management Systems for two of the five weeks, and I am currently using Learning Management System's discussion boards and forum postings extensively as part of Soc 361, Social Stratification.

Regarding my discipline: I am an Assistant Professor of Sociology and I have taught 10 different courses across the undergraduate and graduate levels since coming to IUP in 2004. I hold a PhD in Sociology from Columbia University, have published a peer-reviewed book chapter and teaching exercises related to Sociology, and have presented numerous papers at international and regional Sociology conferences. I have taught this particular course, Soc 320, nearly every semester since arriving at IUP in 2004. My teaching evaluations are consistently high, with over 90% of students ranking my teaching as Superior or Above Average and approximately 95% indicating that they would take another course with me as the instructor while between 95% of students found the workload to be higher than average. Students consistently appreciate the "interactive reading guides" that I have developed to focus their readings and the many ways I endeavor to make sociological theory applicable and accessible.

**2. How will each objective in this course be met using distance education technologies?**

This course is designed to develop students' ability to understand, explain and utilize sociological theory so most of the distance education technologies will be common to all of the modules. In each module, for example, students will complete a set of readings (some of which will be available on line) and then do an online quiz that checks for completion and comprehension of the readings. The text selected for this course offers free on-line ancillaries and supplemental resources for students and instructors. Students who register for this course will be given access to this site

<http://theory.routledgesoc.com/student/register>. As an additional supplement, I will provide PowerPoints that summarize, illustrate, and apply key aspects of the theory, clarify concepts, explain the socio-historical context, and point out the theory's strengths and weaknesses. On a Discussion Board, students will respond to questions that I pose on the Powerpoints as well as in

Interactive Responses to video and audio clips that are designed to make connections between theory texts and contemporary social phenomena. Some specific ways that distance education technologies will be used for the specific course objectives include the following:

### **Objective 1**

**Compare theories that social scientists use to understand and explain the relationship between individuals and society.**

In addition to the common elements used to teach all 7 modules, students will be directed to sites including the Dead Sociologists' Society (<http://media.pfeiffer.edu/lridener/dss/DEADSOC.HTML>) or Sociosite (<http://www.sociosite.net/topics/sociologists.php>) or Women's Contributions to the Development of Mind and Society (<http://www.webster.edu/~woolflm/women.html>), among others. I will ask students to analyze elements of these sources in their discussion posts by contrasting original texts with secondary source interpretations. Students will be instructed to conduct research on the underlying assumptions about human nature that undergird the work of the particular theorists covered in the course. By using a series of guiding questions, students will conduct internet research to compare how the various theorists understand and interpret the relationship individuals and society.

### **Objective 2**

**Utilize a variety of theoretical perspectives to explain or interpret social phenomena and everyday life, including class, racial and gender inequality, roles and relationships, power, authority, traditions, and bureaucracies.**

Again, in addition to the common elements used in all 7 modules, students will be asked to access information on the internet pertaining to a key social issue chosen by the instructor at the beginning of each week (e.g. sex trafficking, steroid use among athletes, conspicuous consumption, Facebook and social media, etc.). They will share their research on that issue and then analyze that research using different sociological theories. Students will be required to post theoretical interpretations of these current issues both in discussion forums as well as in written essay exams (following Modules 3 and 7). Possible internet sources for conducting this research include newspaper and magazine articles (*The New York Times*, *Washington Post*, *Atlantic Monthly*, *The Economist*, *Time*, *Newsweek*, *The New Yorker*, etc), and video clips/news stories from sources such as NBC, CNN, CBS, PBS, ABC and other contemporary news programs. Within this research, students will be asked to critically analyze the various dimensions of the social issue (economic, legal, norms/values/ideals, social/interpersonal) and offer interpretations of the phenomenon from multiple theoretical perspectives.

### **Objective 3**

**Compare the relationships between the socio-historical context and sociological theories, including the development of the discipline of sociology and its relevance to scientifically understanding modern social life.**

Each module contains readings and links to internet sites that offer timelines, historical documents, and narrated video footage describing the socio-historical

context for each theorist covered. In addition, the PowerPoints will reinforce and supplement the information contained in those sites, pointing out both the primary concerns and “blind spots” of the theorists in question. In addition, students will be asked to conduct independent internet research on gender relations, sexual mores/taboo, property rights, and majority/minority group relations in Europe and the US during a given time period, including the present day. Possible internet sources include PBS, The American Anthropological Association (AAA), NOW, the NAACP, The History Guide, and specific sites such as [http://www.pbs.org/wnet/jimcrow/stories\\_people\\_dubois.html](http://www.pbs.org/wnet/jimcrow/stories_people_dubois.html) (on racial segregation), <http://www.infoplease.com/spot/womenstimeline1.html> (on feminist movements), <http://history-world.org/Industrial%20Intro.htm> (on the Industrial revolution), <http://www.youtube.com/watch?v=8y06NSBBRtY> (on the military industrial complex) and [http://www.youtube.com/watch?v=m8t\\_tUEIUU8](http://www.youtube.com/watch?v=m8t_tUEIUU8) (on the gay revolution).

I will ask students to incorporate critical analyses of ways that these historical movements or social currents influenced the assumptions and concerns that contributed to the development of different sociological theories.

### **3. How will instructor-student and student-student, if applicable, interaction take place?**

The primary location for interaction will be the discussion forums. There will be three for each module: 1) socio-historical context and assumptions; 2) interpretations of original texts, and 3) application to social issues. Students will be expected to respond to the questions that I pose, as well as post/respond to questions of their own. As the instructor, I will read and respond to posts in the forum. I will also be available to answer individual student questions via email and will make myself available from 9am to 6pm Monday through Friday. I will not respond between 9pm at night and 9am the next morning.

### **4. How will student achievement be evaluated?**

The course grade will be determined by two essay exams, 5 quizzes based on course readings, and the quality of participation in the various discussion forums as follows:

Essay Exams – 2	38% (19 points/exam)
Quizzes- 5	20% (4 points/quiz)
Discussion forums	42% (6 points/ module)

A letter grade for the course will be determined as follows:

A = 90-100	D= 60-69
B = 80-89	F = below 60
C = 70-79	

### **5. How will academic honesty for tests and assignments be addressed?**

Students will have only one opportunity to take the quiz for each week. The questions and order of the multiple choice answers on the quizzes will be shuffled

**(Learning Management System has this as a featured option) so the quizzes will appear different to each student.**

**A significant portion of the grade will come from discussion forums and postings which will require students to demonstrate their understandings (and difficulties) with the concepts and the socio-historical context of theory throughout the course. The current social issues forum will require students to demonstrate – over time- their knowledge of the specific topic as well as their ability to apply the different theoretical concepts to that topic.**

**The two exams will be written in essay format and uploaded onto Learning Management System by a given due date and time. Since these exams will require students to organize and systematically analyze a current social issue in light of theory, I will monitor all writings for unusual patterns. Unusual patterns might include students who consistently score well on quizzes but whose discussion posts reflect a lack of understanding or inaccurate applications of concepts; inconsistency in writing style. If necessary, I will use “Turn It In” to evaluate writing that I suspect of plagiarism from a previously published work. I will advise students clearly of my expectations with regards to citing sources, including the discussion posts of fellow students and PowerPoint slides.**

# SOC 320

# Sociological Theory

Dr. Hildebrandt

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Best way to reach me: email: [melanieh@iup.edu](mailto:melanieh@iup.edu)

## COURSE SYLLABUS

### Required Text:

Longhofer, Wesley and Daniel Winchester (2012) *Social Theory Rewired*. NY: Routledge

E-reserves : The link to E-reserves is posted on Our Learning Management System

Password HILSOC320

The text book is also available on Reserves at the Library.

### I. COURSE DESCRIPTION

A detailed survey of the historical development of sociological theory from the mid-nineteenth century to the present. Treats the classical theorists Marx, Durkheim, and Weber and such contemporary theoretical schools as functionalism, Marxian and Weberian conflict theory, cultural materialism, social evolutionism, rational choice theory, symbolic interaction, ethnomethodology, sociobiology, structuralism, and postmodernism. Students are encouraged to take this course in the second semester of their sophomore year or during their junior year.

### II. COURSE OUTCOMES

Students will be able to:

- a) Compare theories that social scientists use to understand and explain the relationship between individuals and society;
- b) Utilize a variety of theoretical perspectives to explain or interpret social phenomena and everyday life, including class, racial and gender inequality, roles and relationships, power, authority, traditions, and bureaucracies.
- c) Compare the relationships between the socio-historical context and sociological theories, including the development of the discipline of sociology and its relevance to scientifically understanding modern social life.

### Introduction

You might think theory is going to be dry and boring, confusing and abstract. You may also think that this course is going to be irrelevant to what you want to do in college, at work, or in life. But theory is something that we all use on a daily basis—it's how we make sense of the world. Theory also plays a crucial role in the scientific process. Scientific discoveries, medical breakthroughs, and technological advances – all require and make use of theory.

Making sociological theory *make sense* to you is a primary objective in this course. Sociological theories are powerful tools because they influence the way we see the world, how politicians make decisions, how men and women communicate, and how neighbors negotiate conflicts. Not only is theory an integral part of social science research, but theory is useful for making sense of trends, events and social phenomena encountered in daily life.

Theory is a challenge, both to teach and to learn, so I will work hard, and I expect the same from you. For you to be successful, it is **imperative that you understand the necessity for a commitment to class time, which includes involvement in the readings, discussions, and written work for this course.**

## **ABOUT THIS COURSE**

This course will take place during Summer Session I, 2012, for 5 weeks. It is set up in 7 modules which you will complete in sequence and are organized as follows:

Module 1	Week 1
Module 2	Week 2
Modules 3 &4	Week 3
Modules 5&6	Week 4
Module 7	Week 5

I recommend working at a consistent time every day and working at your own pace within each week. However, while you can access the Powerpoints, readings and video links at any time throughout the course, you can only access quizzes one time, and the discussion forums will be closed at the end of the week. .

### **Communication**

There are two primary ways to communicate with me—the discussion forums and via email. Students will be required to respond to questions or prompts but you may also post questions or topics on your own. There will be three separate discussion forums each week: Socio-historical Context, Interaction with original texts, and Social Issues. I will read and respond to posts on each of the forums, and typically make comments that address the entire class rather than individual posts.

If you would like to contact me outside of the forums, please feel free to email me, either via the Learning Management System message feature or at my Imail address:

. PLEASE PUT SOC 320 IN THE SUBJECT LINE. I will respond within 6 hours, Monday through Friday, between the hours of 9am and 6pm. I will not respond between 9pm and 9am.

### **Required Technology Skills and Software**

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use Learning Management System and associated tools including discussion forums, quizzes, and assignment submission features.



- The ability to use word processing software and to save in either RTF (Rich Text Format) or DOC/DOCX (Microsoft Word).
- The ability to use email
- The ability to demonstrate netiquette (appropriate online conduct)

### **Software**

The following software is required for students to participate in all course activities:

#### **Adobe Reader**

If you do not have this software, you can download it by clicking on the following link:

### **Technical Support**

For technical support for computer issues related to this course, please contact IUP's student helpdesk at 724-357-4000. If you experience issues outside of normal helpdesk hours, you can submit your error or question via email at \_\_\_\_\_ or via electronic form available on Learning Management System. Click the "Contact the IUP IT Help Center link in the upper right hand corner of any Learning Management System page.

## **GRADING PROCEDURES AND REQUIREMENTS**

### **Learning Modules**

The course is divided into 7 modules. In each module, you will complete a set of readings (some are from the required text, others will be available on line), explore a historical timeline, and watch videos or study links provided to illustrate particular concepts. Each module also contains PowerPoint slides that summarize and illustrate examples of the key concepts for that module/theory. After completing the readings, studying the PowerPoints and viewing the links, you will post your responses/findings/research on the discussion forums. Quizzes are to be taken at the end of each week and cover material in one or two modules (see course schedule).

### **Discussion Participation**

This course requires a substantial amount of participation in discussion forums. For each module, you will be asked to post to three separate forums by responding to prompts or questions provided. Some of your responses will require that you do some independent research. You will be expected to contribute to each forum at least 2 times per module and your posts will be graded on the quality of your contributions, not merely the quantity. High quality posts will add new information to the discussion and/or reflect critical thinking or offer insight into previous posts. During the first week of the course, I will offer feedback and pointers for improving the quality of your discussion posts. Your posts should include at least one reference to each reading as directed for that module. Please site references using APA style. **Posts will be graded collectively (all of your posts for that week will be give ONE grade) according to the following criteria:**

<u>Criteria</u>	<u>Credit 6 (= A)</u>	<u>Credit 3.5-4 (= B-/C+)</u>	<u>Little or No Credit 1- 0 (= F)</u>
<u>Postings</u>	More than 3 postings each week, including responses to others' posts	2 postings each week	0-1 postings each week
<u>Description of Contribution</u>	<p>It is very clear that readings were understood and incorporated into responses.</p> <p>Asks questions to clarify concepts while demonstrating an attempt to interpret or paraphrase independently.</p> <p>Contributes new information and identifies the source.</p> <p>Contributes relevant, high quality resources (e.g., web links, references to printed material, etc.)</p>	<p>Readings were mostly understood and sometimes incorporated into responses.</p> <p>Relates the issues to prior material covered in the course.</p> <p>Contributes some relevant, high quality resources (e.g., web links, references to printed material, etc.)</p>	<p>No evidence that readings were understood or incorporated into the discussion.</p> <p>Repeats basic correct information related to discussion.</p> <p>Contributes few relevant, high quality resources (e.g., web links, references to printed material, etc.)</p> <p>Violated acceptable netiquette.</p>

Thus you can earn a maximum of 6 points per module for a total of 42 points toward your final grade.

### **Quizzes and Exams**

Quizzes include questions from lectures as well as from the readings, reflecting material from assigned videos and timeline research in addition to PowerPoint and other notes. Quizzes will primarily consist of multiple choice questions, some of which ask you to interpret original texts or apply concepts. Quizzes (one per week) take place on Moodle and must be completed before the deadline established on line. **You are responsible for monitoring and keeping track of these deadlines.** Quizzes are an individual effort and Moodle randomizes questions, so you will not be taking the exact same quiz as any of your classmates.

There will be a total of **two** exams. Exam One will cover the material in Modules 1-4, and Exam Two will cover Modules 5-7.

Exams will be in the form of short essays. For these exams, you will apply theories to a particular social issue that will have been researched and discussed in class via discussion forums. The questions for the exam will be posted 24 hours before the exam

is due. Both exams will require application of theory to the *same article* and/or social issue.

### **Grading**

Your course grade will be based on the following:

Essay Exams x 2	19 points each	38%
Quizzes	5 x 4 points	20%
Discussion forums	6 points/module	<u>42%</u>
		100%

### **How to do well in this course:**

#### **Online Etiquette**

Discussion forums within this course are for class purposes only. Please remember to Soc 320 is a required course and a difficult course in the sense that you will be introduced to concepts and ways of thinking that are challenging (at first). However, there are many opportunities for you to develop a strong grasp of the ideas and principles that social theory entails. The quizzes are very important chances for you to make sure you understand the readings; discussion forums are where you can deepen your knowledge, clarify concepts and start to make concrete use of theory. Taking advantage of all of the supplemental videos, doing the readings, and engaging in discussion will also prepare you for the exams. On the other hand, missing an entire module will have a serious and detrimental impact on your final grade, automatically reducing your score by at least 6 points. Therefore, active and consistent participating is strongly recommended. conduct yourself collegially and professionally. Unlike in the classroom setting, what you say in the online environment is documented and not easily erased or forgotten. Please follow these guidelines:

- Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.
- Read all previous postings before posting your responses to discussion topics to as to not repeat information or re-post sites.
- Focus on one topic at a time when posting or chatting in forums.
- Remember that what you say in discussions on-line is documented and available to be revisited. Choose your words carefully.

#### **Students with Disabilities**

If you are a student who has a documented disability and need special accommodations, I will work with you to provide accommodation to ensure you a fair opportunity to perform in class. Please advise me in the first two days of the session regarding the disability and the desired accommodations.

#### **Academic Integrity**

IUP student are expected to maintain the highest standards of honesty and integrity. This means that all work submitted in your courses must be your own and all sources of

information and ideas must be properly attributed. You should familiarize yourself with definitions of cheating, plagiarism, and other violations of academic integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy.

While most students know that cheating is dishonest, many students do not understand what constitutes plagiarism. Plagiarism is a serious violation of academic integrity. Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is dishonest, illegal, and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on the assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions including suspension or expulsion from the university. **You are responsible for knowing and abiding by the IUP Academic Integrity Policy.**

<b>Conceptual Framework</b>	<b>INTASC Standards</b>	<b>NCSS Program Standards</b>	<b>Course Objectives</b>	<b>Course Assessment</b>
1a	1	1 Culture and Cultural Diversity 4 Individual Development and Identity 5. Individuals, Groups and Institutions	(a) – (c)	Midterm Evaluation  Final Evaluation

## COURSE OUTLINE

### Week 1 June 4-8 Introduction to Sociological Theory

**Module 1 Watch the following video clips and read these chapters:**

Required Readings	Powers, Charles. <i>Making Sense of Social Theory</i> , Chapters 1, 2, 3 (E-reserves)
Sociological Timeline	SocioSite: Theories <a href="http://web.missouri.edu/~brente/timeline.htm">http://web.missouri.edu/~brente/timeline.htm</a>
Logic, Religion, Science and Ideology	Clip from the Colbert Report: <a href="http://www.colbertnation.com/the-colbert-report-videos/370183/january-06-2011/bill-o-reilly-proves-god-s-existence---neil-degrasse-tyson">http://www.colbertnation.com/the-colbert-report-videos/370183/january-06-2011/bill-o-reilly-proves-god-s-existence---neil-degrasse-tyson</a>
Tell me a Story	Clip from Friends: <a href="http://www.youtube.com/watch?v=pr4UkL-TcHk">http://www.youtube.com/watch?v=pr4UkL-TcHk</a>
Article for Analysis	TBA on social issue Sample article: Branch, Taylor. <i>The Shame of College Sports</i> , The Atlantic Monthly, October, 2011.

### Week 2 June 11-15 Functionalist Theory, Durkheim and Merton

**Module 2 DURKHEIM Watch the following video clips and read these chapters**

Required Readings	Longhofer and Winchester, Section I, pp 1-65; Powers, Charles. <i>Making Sense of Social Theory</i> , chapters 4 & 5
Theory Timeline	<a href="http://www.palgrave.com/bilton/students/St_timeline_index.htm">http://www.palgrave.com/bilton/students/St_timeline_index.htm</a>
Organic Solidarity	20/20 with John Stossel, part 4 of 6 <i>Greed</i> <a href="http://www.youtube.com/watch?v=l-bf1QuRLbU&amp;feature=related">http://www.youtube.com/watch?v=l-bf1QuRLbU&amp;feature=related</a>
Biography and Works of Durkheim	<a href="http://www.sociosite.net/topics/sociologists.php#durkheim">http://www.sociosite.net/topics/sociologists.php#durkheim</a>
Merton: Latent and Manifest Functions	<a href="http://media.pfeiffer.edu/lridener/courses/MERTONR1.HTML">http://media.pfeiffer.edu/lridener/courses/MERTONR1.HTML</a>

## Week 3 June 18-22 Conflict Theory- Marx and Weber

### Module 3 MARX Watch the following video clips and read these chapter

Readings	Longhofer and Winchester, Section II, pp 107-142; Powers (e-reserves) Chapter 6 & 7
About Marx	<a href="http://theory.routledgesoc.com/profile/karl-marx">http://theory.routledgesoc.com/profile/karl-marx</a>
Theory Timeline	Sadler Committee on Child Labor, testimonies. <a href="http://www.victorianweb.org/history/workers1.html">http://www.victorianweb.org/history/workers1.html</a>
Fetishism of Commodities	Browse the following catalogs: <a href="http://www.neimanmarcus.com/">http://www.neimanmarcus.com/</a> <a href="http://www.esquire.com/blogs/mens-fashion/esquire-big-black-book-fall-6505082">http://www.esquire.com/blogs/mens-fashion/esquire-big-black-book-fall-6505082</a> <a href="http://www.socialregisteronline.com/#!/weddings/vstc10=bissett/higgins">http://www.socialregisteronline.com/#!/weddings/vstc10=bissett/higgins</a>

### Module 4 WEBER Watch the following video clips and read these chapters

Readings:	Longhofer and Winchester, pp 201-208, 267-282; Powers (e-reserves) Chapters 8 & 12
Bureaucracy	Watch Clips 1/14-4/14 from Brazil <a href="http://www.youtube.com/watch?v=YeY1dxlC7Sg&amp;feature=related">http://www.youtube.com/watch?v=YeY1dxlC7Sg&amp;feature=related</a>
Dehumanization	<a href="http://www.youtube.com/watch?v=O-oaX0ZYplE&amp;feature=related">http://www.youtube.com/watch?v=O-oaX0ZYplE&amp;feature=related</a>
Weber, class status and party	<a href="http://media.pfeiffer.edu/lridener/DSS/Weber/WEBERW7.HTML">http://media.pfeiffer.edu/lridener/DSS/Weber/WEBERW7.HTML</a>

## Week 4 June 25-29 Conflict theory- DuBois and Feminist Theory

### Module 5 DUBOIS Watch the following video clips and read these chapters

Readings	Longhofer and Winchester, Section III, pp 323-336 (DuBois)
History of Race in American society	Study the History Timeline and compare to the timelines in Modules 1 and 2. <a href="http://www.understandingrace.org/home.html">http://www.understandingrace.org/home.html</a>
Flashback – DuBois interview	<a href="http://www.theatlantic.com/past/docs/unbound/flashbks/black/mcgillbh.htm">http://www.theatlantic.com/past/docs/unbound/flashbks/black/mcgillbh.htm</a>
The Veil	<a href="http://www.youtube.com/watch?v=YyLSEcAwB9c&amp;feature=related">http://www.youtube.com/watch?v=YyLSEcAwB9c&amp;feature=related</a> <a href="http://www.youtube.com/watch?v=gOS3BBmUxvs&amp;feature=related">http://www.youtube.com/watch?v=gOS3BBmUxvs&amp;feature=related</a>

**Module 6 FEMINIST Watch the video clips and read the following chapters**

Readings:	Longhofer and Winchester, pp. 388-414 (Smith and Collins)
C.P Gilman	Women and Economics <a href="http://digital.library.upenn.edu/women/gilman/economics/economics.html">http://digital.library.upenn.edu/women/gilman/economics/economics.html</a>
Women's History Timeline	<a href="http://www.bbc.co.uk/radio4/womanshour/timeline/1900.shtml">http://www.bbc.co.uk/radio4/womanshour/timeline/1900.shtml</a>
Gender inequality	<a href="http://www.now.org/">http://www.now.org/</a>
Gender Oppression	<a href="http://libraryguides.lib.iup.edu/content.php?pid=130614">http://libraryguides.lib.iup.edu/content.php?pid=130614</a> Films on Demand from IUP Libraries: search and select Yellow Wallpaper

**Week 5 July 2-6 Symbolic Interactionism - Mead and Goffman****Module 7 Watch the following video clips and read these chapters**

Readings	Longhofer and Winchester, pp 415-438 (Mead); pp 452-462 (Goffman) Powers (E-reserves), chapters 9 and 13
Bio of Mead	<a href="http://media.pfeiffer.edu/lridener/dss/Mead/MEADPER.HTML">http://media.pfeiffer.edu/lridener/dss/Mead/MEADPER.HTML</a>
Bio of Goffman	<a href="http://www.sociosite.net/topics/sociologists.php#GOFFMAN">http://www.sociosite.net/topics/sociologists.php#GOFFMAN</a>
Definition of the situation	A Class Divided <a href="http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html">http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html</a>
Spoiled performance	Annie Hall: <a href="http://www.youtube.com/watch?v=KFCe1wQeXA0">http://www.youtube.com/watch?v=KFCe1wQeXA0</a>

## Sample Lesson Plan for Module 3- Conflict theory- Karl Marx

### 1. Required Readings and weblinks:

<b>Module 3    MARX    Watch the following video clips and read these chapter</b>	
<b>Readings</b>	Longhofer and Winchester, Section II, pp 107-142; Powers (e-reserves) Chapter 6 & 7
<b>About Marx</b>	<a href="http://theory.routledge.com/profile/karl-marx">http://theory.routledge.com/profile/karl-marx</a>
<b>Theory Timeline</b>	Sadler Committee on Child Labor, testimonies. <a href="http://www.victorianweb.org/history/workers1.html">http://www.victorianweb.org/history/workers1.html</a>
<b>Fetishism of Commodities</b>	Browse the following catalogs: <a href="http://www.neimanmarcus.com/">http://www.neimanmarcus.com/</a> <a href="http://www.esquire.com/blogs/mens-fashion/esquire-big-black-book-fall-6505082">http://www.esquire.com/blogs/mens-fashion/esquire-big-black-book-fall-6505082</a> <a href="http://www.socialregisteronline.com/#!/weddings/vstc10=bissett/higgins">http://www.socialregisteronline.com/#!/weddings/vstc10=bissett/higgins</a>

### 2. Main Concepts and Theoretical Overview- see Powerpoint

### 3. Discussion Forums:

- I. Socio-historical context:
- II. Original text reading: The German Ideology
- III. Current Social Issues

### 4. Quiz #3 to be taken by end of week 3 (covers Marx and Weber)



print

Subscribe to all forums  
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**General forums**

Forum	Description	Discussions
News forum	General news and announcements	0

**Learning forums**

Section	Forum	Description	Discussions	Unread posts	Track	Subscribed
1	Sociohistorical Context- Marx	After reading the short biography of K. Marx and the testimonies from the Sadler Committee, reflect on Marx's ideas related to <i>praxis</i> (do some research on this term before you answer this question). What issues were compelling Marx to write and speak out and did he live up to his philosophy of praxis?	1	0		
	Original Text- Interaction	As you read The German Ideology, note that Marx and Engels outline their theory of <u>historical materialism, or the idea that social change happens through disruptions in the mode of production</u> . In one of their most eloquent passages, Marx and Engels argue that the ruling ideas of any period have always been the ideas of the ruling class. Keep this in mind as you answer ONE of the following questions about the reading in this Forum.  1. How did the development of modern societies ...	0	0		
	Current Social Issues- Marx	Do you know people who will work extra hours or jobs so they can afford a particular style or brand of clothing, handbags, shoes, cars, house, etc? If so, why do you they do this? As you browse through the catalogs and links, revisit Sections 1 and 4 of Capital (pages 129-135 in Longhofer and Winchester) and discuss ways the catalog items illustrate differences between the "use" value of these commodities and their "exchange value" (cost) and the notion of commodity fetishism....	0	0		

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**Preview Quiz #3- Conflict theory- Marx and Weber**  
Students will see this quiz in a secure window

**Question 1**

Classes are groups of individuals who share a common position in relation to

- a. their religious affiliation
- b. how they interpret the world
- c. the forces of production
- d. how they consume products

**Question 2**

Marx argues that fetishizing commodities:

- a. creates the condition necessary for developing class consciousness and thus sparking the communist revolution
- b. leads us to attribute magical, personally transforming properties to the goods we buy
- c. leads workers to endow machines with human qualities and blame their exploitation on technology and the production of commodities
- d. increases the surplus value produced during the production process

**Question 3**

Marx refers to the middle-class owners of capital as

- a. proletariat
- b. bourgeoisie
- c. verstehen
- d. veblen

**Question 4**

According to Weber, rationalization disenchants Western society and creates an "iron cage".

Choose one answer.

- a. true
- b. false

**Question 5**

Weber defines \_\_\_\_\_ as an estimation of social honor expressed through styles of life or conventions.

Choose one answer.

- a. party

- b. class
- c. traditional authority
- d. status

**Question 6**

Weber defines traditional authority as

Choose one answer.

- a. legitimacy based on the rule of "eternal yesterday"
- b. type of domination based on the rule of law and obedience owed to the office
- c. legitimacy based on the rulers "state of grace"
- d. the primary source of rationalization in modern societies

**Question 7**

Marx refers to propertyless wage earners as

Choose one answer.

- a. proletariat
- b. bourgeoisie
- c. verstehen
- d. veblen

**Question 8**

According to Weber, the most tenuous (or unstable) type of authority is:

Choose one answer.

- a. charismatic
- b. rational-legal
- c. traditional
- d. According to Weber, no type of authority is more unstable than any other

**Question 9**

What concept does Weber define as "the chance of a man or of a number of men to realize their own will in a social action even against the resistance of others...?"

Choose one answer.

- a. party
- b. class
- c. power
- d. status

**Question 10**

For Marx, which of the following is a catalyst for social change and the prime mover of history?

Choose one answer.

- a. forces of production
- b. bourgeoisie
- c. alienation
- d. class struggle

**Question 11**

The two factors of a commodity according to Marx are its use and surplus values

Choose one answer.

- a. True
- b. False

**Question 12**

The superstructure consists of everything non-economic such as legal, political, and educational systems.

Choose one answer.

- a. True
- b. False

**Question 13**

Weber defines rationalization as

Choose one answer.

- a. the tendency for an increasing number of individuals in modern societies to become more tolerant, educated and well-rounded
- b. the attempt on the part of capitalists to create divisions within the working class
- c. an ongoing process in which social interaction and institutions become increasingly governed by methodical procedures and calculable rules
- d. making excuses for morally corrupt decisions

**Question 14**

People who share "life chances" or possibilities are labeled what by Weber?

Choose one answer.

- a. class
- b. party
- c. status
- d. authority

**Question 15**

**Marx used the term class consciousness to refer to:**

**Choose one answer.**

- a. an awareness on the part of the working class of their common relationship to the means of production**
- b. the alienation of the working class**
- c. the false ideology of the working class**
- d. All of the above**

**Question 16**

**Weber defines a "class" as a group that not only shares the same economic situation, but also has a strong sense of community.**

**Choose one answer.**

- a. true**
- b. false**

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# **Syllabus of Record**

## **SOC 320- SOCIOLOGICAL THEORY**

### **I. CATALOG DESCRIPTION**

**Prerequisite:** SOC 151 and second semester sophomore standing **03c-01-3cr**

A detailed survey of the historical development of sociological theory from the mid-nineteenth century to the present. Treats the classical theorists Marx, Durkheim, and Weber and such contemporary theoretical schools as functionalism, Marxian and Weberian conflict theory, cultural materialism, social evolutionism, rational choice theory, symbolic interaction, ethnomethodology, sociobiology, structuralism, and postmodernism. Students are encouraged to take this course in the second semester of their sophomore year or during their junior year.

### **II. COURSE OUTCOMES**

Students will be able to:

- a) Compare theories that social scientists use to understand and explain the relationship between individuals and society;
- b) Utilize a variety of theoretical perspectives to explain or interpret social phenomena and everyday life, including class, racial and gender inequality, roles and relationships, power, authority, traditions, and bureaucracies.
- c) Compare the relationships between the socio-historical context and sociological theories, including the development of the discipline of sociology and its relevance to scientifically understanding modern social life.

### **III. COURSE OUTLINE [Below are example topics and content for this course.]**

<b>Week One</b>	<b>What is theory?</b> Wheel of Science Rational and Non-rational Assumptions about human nature Micro and Macro
<b>Week Two:</b>	<b>Durkheim</b> Socio-historical context Anomie/Suicide Division of Labor in Society Elementary Forms of Religious Life (sacred and profane)
<b>Week Three:</b>	<b>Functionalism</b> Parsons and the Unit Act Merton Manifest and Latent functions
<b>Week Four</b>	<b>Marx</b> Socio-historical Context Capital- fetishism of commodities German Ideology- alienation of labor

<b>Week Five</b>	<b>Marx and conflict theory</b> Communist Manifesto C Wright Mills Application to modern life
<b>Week Six</b>	<b>Weber</b> Socio-historical context Protestant Ethic and the Spirit of Capitalism Class, Status and Party Rationalization and Bureaucracy
<b>Week Seven</b>	<b>Midterm Evaluation</b> Review and Discuss material to date [Note: Each faculty member should adjust the schedule for holidays or breaks and reflect them in the syllabus.]
<b>Week Eight</b>	<b>WEB DuBois</b> Socio-historical context Race, Class and Conflict theory Double Consciousness The Veil
<b>Week Nine</b>	<b>Feminist theory- classical</b> Socio-historical Context Charlotte Perkins Gilman Harriette Martineau
<b>Week Ten</b>	<b>Feminist theory- contemporary</b> Socio-historical Context Dorothy Smith Patricia Hill Collins
<b>Week Eleven</b>	<b>Symbolic Interactionism</b> Socio-historical Context George Herbert Mead Mind, Self, and Society Me and I
<b>Week Twelve</b>	<b>Dramaturgy</b> Erving Goffman Presentation of Self Total Institutions

**Week Thirteen**      **Ethnomethodology or Phenomenology**  
Harold Garfinkel  
Berger and Luckman

**Week Fourteen**      **Post modern theory**  
Foucault - Discipline and Punish  
Baudrillard- Simulacra Simulcrum

**Week Fifteen**      **Exam week**  
[Each faculty member should determine the culminating activity and state it in the syllabus.]

#### **IV. EVALUATION METHODS**

The final grade will be determined as follows:

Participation	0 to 15%
Writing Assignments	10 to 50%
Class Presentation(s)	0 to 25%
Quizzes (may be in class, on-line, or Take home, multiple choice or Essay)	0 to 40%
Exams (may be in-class, on-line, or Take home, multiple choice or Essay)	25 to 75%
Other forms of Evaluation	<u>0 to 50%</u>
	100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

#### **V. GRADING SCALE**

Grading Scale: A: 90% or higher    B: 80-89%    C: 70-79%    D: 60-69%    F: 59% or lower

#### **VI: ATTENDANCE POLICY**

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e. MWF classes); 2 absences for classes that meet for 75 minutes twice per week (i.e., T/Th classes); and 1 absence in classes that meet for 150 or more minutes per week.

[Note: Individual faculty members should develop an attendance policy for the course that is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]



## **VII. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS**

- Calhoun, Craig, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk . 2002. *Classical Sociological Theory*. Malden, MA: Blackwell Publishing.
- Calhoun, Craig, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk . 2002. *Contemporary Sociological Theory*. Malden, MA: Blackwell Publishing.
- Edles, Laura Desfor and Scott Appelrouth. (2009) *Sociological Theory in the Classical Era*. Thousand Oaks, CA: Pine Forge Press.
- Hurst, Charles. 2005. *Living Theory: the Application of Classical Social Theory to Contemporary Life, Second Edition*. Boston, MA: Pearson.
- Kivisto, Peter. 2007. *Social Theory: Roots and Branches: Readings*. New York: Oxford University Press.
- Powers, Charles H. 2004. *Making Sense of Social Theory: A Practical Introduction*. New York: Rowman & Littlefield Publishers.
- Ritzer, George. 2010. *Sociological Theory*. New York: McGraw-Hill.
- Wallace, Ruth A. and Alison Wolf. 2004, *Contemporary Social Theory, Expanding the Classical Tradition*. New York: Prentice Hall.

## **VIII. SPECIAL RESOURCE REQUIREMENTS**

### **Technology Skills and Software**

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

### **Technical Support**

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at [it-support-center@iup.edu](mailto:it-support-center@iup.edu) or via electronic form available online in Moodle.

### **Disability Services**

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing,

vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

### **Academic Integrity**

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

### **IX. BIBLIOGRAPHY**

Ashley, David and David Michael Orenstein. 2001. *Sociological Theory: Classical Statements, Fifth Edition*. New York: Allyn and Bacon.

Calhoun, Craig, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk . 2002. *Classical Sociological Theory*. Malden, MA: Blackwell Publishing.

Calhoun, Craig, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk . 2002. *Contemporary Sociological Theory*. Malden, MA: Blackwell Publishing.

Collins, Randall and Michael Makowsky. 2010. *The Discovery of Society, 8<sup>th</sup> edition*. New York: McGraw Hill.

Coser, Lewis. 1956. *The Functions of Social Conflict*. New York: The Free Press.

DuBois, W.E.B. 1986. *WEB DuBois, Writings*. New York: Penguin Books.

Kimmel, Michael S. 2007. *Classical Sociological Theory, 2<sup>nd</sup> Edition*. New York: Oxford University Press.

Kivisto, Peter. 2008. *Social Theory: Roots and Branches, Third Edition*. New York: Oxford University Press.

Mills, C. Wright. 1956. *The Power Elite*. New York: Oxford University Press.

Ritzer, George. 1999. *Enchanting the Disenchanted World: Revolutionizing the Means of Consumption*. Thousand Oaks, CA: Pine Forge Press.

Siedman, Steven. 1994. *Contested Knowledge: Social Theory in the Postmodern Era*. Cambridge, MA: Blackwell Publishers.


Thompson, Anthony. 2010. *The Making of Social Theory: Order, Reason, Desire. Second edition*. New York: Oxford University Press.

Tong, Rosemarie Putnam. 1998. *Feminist Thought, second edition*. Boulder, CO: Westview Press.

Turner, Jonathan. 1986. *The Structure of Sociological Theory, Fifth edition*. Belmont, CA: Wadsworth Publishing Company.

[See also American Sociological Association teaching resources available at [www.asanet.org](http://www.asanet.org).]

<b>Conceptual Framework</b>	<b>INTASC Standards</b>	<b>NCSS Program Standards</b>	<b>Course Objectives</b>	<b>Course Assessment</b>
1a	1	1 Culture and Cultural Diversity 4 Individual Development and Identity 5. Individuals, Groups and Institutions	(a) – (c)	Midterm Evaluation  Final Evaluation



**KARL MARX**

(1818-1883) was a socialist theoretician and organizer, a major figure in the history of economic and philosophical thought, and a great social prophet.

**KARL MARX**

His view of human nature was idealistic and actually, quite beautiful. He predicted that humans would someday create a paradise on earth, living in brotherhood, sharing our talents and our wealth.

**Social Evolution**

Marx's vision was based on an evolutionary point of departure. Society was comprised of a moving balance of antithetical forces that generate social change by their tension and struggle.

**Forces of Production**

Marx believed that the basis of the social order in every society is the production of economic goods. What is produced, how it is produced, and how it is exchanged determine the differences in people's wealth, power, and social status.

**Relations of Production**

For Marx, the entire social system is based on the manner in which men and women relate to one another in their continuous struggle to wrest their livelihood from nature.

**Relations of Production**

"The first historical act is...the production of material life itself." Marx goes on to say that "this is indeed an historical act, a fundamental condition of history."

In other words, unless this act is fulfilled (the production of material life), there would be no other. All social life is dependent upon the quest for a sufficiency of eating and drinking, for habitation and for clothing.

**Relations of Production**

This quest to meet basic needs is central to understanding social life—and is as true today as it was in prehistory.

**Secondary Needs**

When basic needs have been met, this leads to the creation of new needs. Man (and woman) is a perpetually dissatisfied animal. Man's struggle against nature does not cease when basic needs are gratified.

**Secondary Needs**

The production of new needs evolve when means are found to allow the satisfaction of older ones. Humans engage in antagonistic cooperation as soon as they leave the communal stage of development in order to satisfy their primary and secondary needs.

**Antagonistic Cooperation**

Marx argued that because human beings must organize their activities in order to clothe, feed, and house themselves, every society is built on an economic base. The exact form social organization takes varies from society to society and from era to era.

**Division of Labor**

The organization of economic activities leads to the division of labor which causes the formation of classes; over time, these classes develop different material interests, they become "antagonistic." Thus antagonistic classes became the primary actors in the historical drama.

**Economic Organization Determines:**

- Polity
- Family
- Education
- Religion

**Economic Organization**

Economic organization to meet our material needs eventually comes to determine virtually everything in the social structure. All social institutions – what he calls the *superstructure* – are dependent upon the economic base, and an analysis of society will always reveal its underlying economic arrangements.

**Economic Organization**

"...The anatomy of civil society is to be sought in political economy."

**Social Structure**

Marx's unique contribution lay in identifying the forces of production as the most powerful variable influencing the rest of the social system.

**Social Structure**

Marx regarded society as a structurally integrated whole. Consequently for Marx, any aspect of that whole—be it legal codes, systems of education, art, or religion—could not be understood by itself.

**Social Structure**

Like all of the founders of sociology, he believed that we must examine the parts in relation to one another and in relation to the whole. Although historical phenomena were the result of the interplay of many factors, all but one of them were in the final analysis dependent variables—that is, dependent upon the economic base

**Social Structure**

"Political, legal, philosophical, and artistic development all depend on the economic. But they all react upon one another and upon the economic base."

***Forces of Production***

The forces of production are, strictly speaking, the technology and work patterns that men and women use to exploit their environment to meet their needs.

***Forces of Production***

These forces of production are expressed in relationships between men, which are independent of any particular individual and not subject to individual wills and purposes.

***Forces of Production***

While industrialism would be a particular force of production, capitalism would be the relations of production. By relations of production, Marx means the social relationships people enter into by participation in economic life.

***Social Evolution***

Struggle, rather than peaceful growth, was the engine of progress; strife was the father of all things, and social conflict was the core of the historical process.

***Relations of Production***

The relations of production are the relations men establish with each other when they utilize existing raw materials and technologies in the pursuit of their productive goals.

***Relations of Production***

The relations of production (economic organization) constitute the foundation upon which the whole *cultural superstructure* of society comes to be erected.

***Social Class***

According to Marx, men and women are born into societies in which property relations have already been determined. These property relations, in turn, give rise to different social classes. Just as men cannot choose who is to be his father, so he has not choice as to his class. [Social mobility, though recognized by Marx, plays no role in his analysis.]

***Social Class***

Once a man is ascribed to a specific class by virtue of his birth, once he has become a feudal lord or a serf, an industrial worker or a capitalist, his behavior is proscribed for him. His attitudes, beliefs, and behaviors are all "determined."

***Social Class***

The class role largely defines the man. In the preface to *Capital* Marx writes: "Here individuals are dealt with only as fact as they are personifications of economic categories, embodiments of particular class-relations and class interests."

### *Social Class*

Different locations in the class structure lead to different *class interests*. Such differing interests flow from objective positions in relation to the forces of production.

### *Social Class*

In saying this Marx does not deny the operation of other variables in human behavior, but he concentrates on class roles as primary determinants of that behavior. These class roles influence people whether they are conscious of their class interests or not. People may well be unaware of their class interests and yet be moved by them, as it were, behind their backs.

### *Social Class – class interests*

The division of labor gives rise to different classes, which leads to differing interests and gives rise to different:

- Political Views
- Ethical Views
- Philosophical Views
- Religious Views
- Ideological Views

### *Social Class*

These differing views express existing class relations and tend either to consolidate or undermine the power and authority of the dominant class.

### *Ruling Class*

"The ideas of the ruling class are, in every age, the ruling ideas; the class which is the dominant material force in society is at the same time its dominant intellectual force."

### *Ruling Class – Ideology*

For example, the business of America is business. We think naturally in these categories. The goal of the economic system is to grow; our goal is to make more money to buy nice things. The point of the educational system is to provide education and training so that young adults can eventually assume their role in the workforce.

### *Ruling Class*

"The class which has the means of material production at its disposal has control at the same time over the means of mental production." This is done through control over the media, educational curricula, grants and such. This is not the result of a conspiracy, rather, it is a dominant viewpoint that pervades the culture.

### *Ruling Class*

Because it owns and controls the forces of production, the social class in power uses the non-economic institutions *within the superstructure* to uphold its authority and position

### *Ruling Class*

Marx believed that religion, the government, educational systems, and even sports are used by the powerful to maintain the status quo.

*The Oppressed*

Although they are hampered by the ideological dominance of the elite, the oppressed classes can, under certain conditions, generate counter ideologies to combat the ruling classes.

*The Oppressed*

These conditions are moments that Marx terms "revolutionary."

*Revolution*

The social order is often marked by continuous change in the forces of production, that is, technology. Marx argued that every economic system except socialism produces forces that eventually lead to a new economic form.

*Revolution*

The process begins with the forces of production. At times, the change in technology is so great that it is able to harness "new" forces of nature to satisfy man's needs. New classes (and interests) based on control of these new forces of production begin to rise.

*Revolution*

As a consequence, it sometimes happens that "...the social relations of production are altered, transformed, with the change and development . . . of the forces of production."

*The Capitalist Revolution*

New social relationships (based upon the new mode of production) begin to develop within older social structures, exacerbating tensions within that structure.

*The Capitalist Revolution*

"The economic structure of capitalist society has grown out of the economic structure of feudal society. The dissolution of the latter sets free elements of the former."

*Class Theory:*

"The history of all hitherto existing societies is the history of class struggles."

*Class Theory:*

Under capitalism, there is an antagonistic division between the buyers and sellers of labor power, between the exploiters and the exploited—rather than a functional collaboration between them.



**Class Theory:**

The relationships between men are shaped by their position in regard to the forces of production, that is, by their access to scarce resources and power.

**Class Theory:**

Conflicting *class interests* are the central determinant of social processes, they are the engine of history. The potential for class conflict is inherent in every society that has a division of labor.

**Class Theory:**

It is when *class consciousness* is attained that revolution becomes possible. Self-conscious classes, as distinct from aggregates of people sharing a common fate, need for their emergence a number of conditions.

**Class Theory:**

The emergence of Class consciousness depends on:

- A network of communication
- Critical mass
- Common enemy
- Organization
- Ideology

**Class Theory:**

In revolutionary periods it even happens that some representatives of the dominant class shift allegiance, thus "Some of the bourgeois ideologists, who have raised themselves to the level of comprehending theoretically the historical movement as a whole, will go over to the proletariat."

**Alienation**

For Marx, the history of mankind has a double aspect: it was the history of increasing control of man over nature and at the same time, it was the history of the increasing alienation of man.

**Alienation**

Alienation may be described as a condition in which men are dominated by forces of their own creation, which then confront them as an alien power. It occurs when people lose the recognition that society and social institutions are constructed by human beings and can be changed by human beings.

**Alienation**

When people are alienated they feel powerless, isolated, and feel the social world is meaningless. They look at social institutions as beyond their control, and consider them oppressive.

**Alienation**

For Marx, all major spheres of capitalist society—religion, state, economy—were marked by a condition of alienation. Alienation thus confronts man in the whole world of institutions in which she is enmeshed.

*Alienation*

But alienation in the workplace is of overriding importance because it is work that defines us as human beings; we are above all homo faber. Marx insisted that labor was man's essence. This assertion caused him to describe the division of labor as something wrong with that essence.

*Alienation*

Marx believed that the capacity for labor is one of the most distinctive human characteristics. All other species are objects in the world; people alone are subjects, because they consciously act on and create the world, thus shaping their lives, cultures, and the self in the process.

*Alienation*

Economic alienation under capitalism means that man is alienated in daily activities—in the very work by which he/she fashions a living. There are four aspects to economic alienation. Man is alienated from :

- The object of labor
- The process of production
- Himself/Herself
- Fellow human beings

*Capitalism*

Under capitalism, the worker has diminished responsibilities over the work process. The worker does not own the tools with which the work is done, does not control the process or the pace, does not own the final product. The worker does not set the organizational goals, does not have the right to make decisions.

*Capitalism*

The worker is therefore reduced to a minute part of a process, a mere cog in a machine. Work becomes an enforced activity, not a creative or satisfying one. It becomes the means for maintaining existence, it is no longer an expression of the individual, it is a means to an end.

*Capitalism*

For Marx the source of this alienation is in the "relations of production," that is, capitalism, the fact that workers are laboring for someone else.

*Capitalism*

Others have since argued that it is not capitalism per se, but the detailed division of labor that is responsible for the condition. Alienation, others say, is the psychic price we pay as we play our specialized roles in modern industrial society. But even these critics concede that capitalism is a powerful force in promoting this detailed division of labor.

*Capitalism*

But for Marx, alienation was a philosophical and moral critique of the situation imposed on man by capitalism (relations of production), not industrialism (forces of production).

*Capitalism*

Capitalist societies are dehumanizing because the social relations of production prohibit men from achieving the freedom of self-determination that the advance of technology has made possible. If not for capitalism, the new technology could be used to free men of rote, repetitive labor rather than enslaving men.

*Capitalism*

According to Marx, when men realize how capitalism robs them of this self-determination and freedom (economic and social) the revolution will come.

*Social Change*

"Men begin to distinguish themselves from animals as soon as they begin to produce their means of subsistence."

*Social Change*

In contrast to all other animals who can only passively adjust to nature's requirements by finding a niche in the ecological order that allows them to subsist, man has consciousness and is active in relation to his surroundings. People alone fashion tools with which to transform the natural environment.

*Social Change*

Class antagonisms specific to each particular societal type led to the emergence of classes whose interests could no longer be asserted within the framework of the old social order. The continued growth of new productive forces reach the limits imposed by the existing relations of production.

*Social Change*

In the case of capitalism, the prediction is that the existing relations of production (private ownership) will prevent the further development of industrial production—there will be no profit in their further expansion—though social need will remain.

*Social Change*

The masses will be impoverished amid exorbitant wealth for the few—and the unfulfilled potential to supply the many. When this happens, the new class, which represents a novel productive principle, will break down the old order, and the new productive forces will be unleashed to create the material conditions for further material advance.

*Social Change*

In other words, the proletariat will rise to take control of the forces of production away from private owners and employ them to meet the needs of all.