

**Social Theory, Sociology 3140-090, Online**  
**3 Credit Hours, University of Utah**  
**Spring Semester, 2023**  
**Dr. Frank J. Page**  
**Dec 16, 2022**

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### **Course Goals**

The goal of this course is to introduce students to Sociological Theory in a way that is understandable and relevant to personal development and growth. It emphasizes a basic sociological model of society, core sociological concepts and theories and their application to the real world. In harmony with what C. Wright Mills called the *Sociological Imagination*, the materials covered should give students a basic understanding of the relationship between individual well-being and the structure and nature of society. This knowledge should empower students to make more enlightened decisions regarding events in their personal lives and a number of public issues and problems.

### **General Online Course Requirements**

There are two objective online exams required for this course. As explained below, there are also extra credit options that include posting up on the Discussion Board at least 10 times for 10 extra credit points and/or doing an extra credit report on a topic of your choice, one for 5 points, the other for 10.

Video-taped lectures and lecture note outlines are posted online on the Canvas web page. The video-taped lectures can be accessed in Pages where they are listed chronologically. The lectures address core materials and complement the text and assigned readings on Canvas, and include exam reviews. I advise all students to stay up with the readings. If possible, get a week ahead. Then, if something unexpected comes up that demands your attention, you won't fall behind. If you get behind and try to cover everything in the last week before an exam, you will probably not do as well as you would like. So, stay up with the readings and the class will be more fun and less stressful. Please introduce yourself on the discussion page, by noting your interests, major, or something unique about yourself. This is also a good way to make new friends and form study groups. Mathilda Scott, one of our outstanding graduate students, will be assisting me in this class, grading some of your extra credit papers and responding and occasionally posting on the discussion board. If you have questions regarding the materials or issues, feel free to contact Mathilda or myself.

## Exams, Grading, and Extra Credit

Exams in this class consist of an objective online midterm and a final composed of multiple choice, fill in the blank, true-false questions. Each exam covers lectures and assigned readings, and is worth 75 points. There will be a review before each exam. In preparing for exams, students should also review the “Weekly Lecture Reviews” that are posted on the Discussion Board. These reviews highlight core materials that will be on the exams, and I suggest you go over them weekly before you move on to new material. Then review them carefully before exams. Also, for this class, CSBS is requiring students in my theory course to complete a short examination near the end of the semester that will measure their general knowledge of sociology and basic sociological concepts. This will not be graded and I will not see your scores, but when you complete it, you will receive 10 points, which makes a total of 160 points for exams and assignments. Normally, I assign a final paper, but this semester, instead of assigning a paper, I am giving students extra credit options some of which may include writing a short paper. There are three options for obtaining up to 20 extra credit points that can be added to your total points. I strongly advise all students to take advantage of the extra credit options.

First, to receive 10 extra credit points, all students can post-up at least 10 times during the semester on the discussion board with a question or response regarding materials addressed in the lectures and readings or materials posted by myself, Mathilda or other students. Students also have two other writing options for extra credit, and can only do one, not both.

Writing Option One: To receive 5 extra credit points a student can write a 2-page (double-spaced) summary and analysis of one the Supplemental Videos posted on Pages in Canvas. This paper should summarize the video and its relevance to theories, concepts and theorists addressed in class and any current issues associated with inequality, oppression, privilege, or prejudice facing the country or the world.

Writing Option Two: To receive 10 extra credit points students must write a 5 to 6-page (double-spaced) paper on any of the following subjects or topics: (A) Write a paper about one of the theoretical schools addressed in the class, summarizing its main theorists, conceptions, strengths and weaknesses, and their moral and political relevance to the modern world. (B) Write a paper about a particular theorist and theory addressing central concepts, strengths, weaknesses and relevance to the modern world. (C) Write a paper about a particular book chosen from the suggested readings list, summarizing its key assumptions and their relevance to social theory, the world, and human-wellbeing. (D) Summarize the basic sociological model and assumptions put forth in this class and their relevance to the world and modern issues. (E) Write about a theory or theories or concepts addressed in the course that you personally found to be the most useful, enlightening, and morally and politically relevant. Be sure to carefully define your terms or concepts. (F) Write a critical analysis of sociology in terms of the weaknesses, misconceptions, and unfounded propositions, methods or assumptions associated with the field, and their moral and political relevance.

All extra credit papers must be in a readable sized font, at least size 12. Papers on Option One on a Supplemental Video do not need a cover page, abstract or reference page. Option Two papers require a cover page, with a short abstract at the bottom of the cover page, and a reference

page only if needed. ASA, APA, and MLA guidelines are recommended for Option Two, but being stylistically consistent is more important. The grade a student receives on extra credit papers will reflect the degree to which the student can make concise sound arguments and effectively define and explain sociological concepts and evaluate their relevance to sociological theory and important moral and political issues. Papers are also graded on good grammar and spelling, and more importantly, the extent to which they are authentic, insightful and creative. All extra credit papers must be turned in before the final exam begins. My specific criteria for grading 2-page extra credit papers on movies or documentaries are as follows: The points are doubled to 2 points each on the longer 5 or 6 page papers.

- 1 point if the paper is readable, coherent, and the proper length.
- 1 point for the correct application of concepts and materials.
- 1 point if the paper is thoughtful and insightful.
- 1 point if there are no or only a few grammatical or spelling errors.
- 1 point if the paper is authentic and creative.

There are 150 possible total exam points possible for this class, plus up to 20 possible extra credit points. Final grades reflect the following scale: 93-100%=A, 90-92%=A-, 87-89%=B+, 82-86%=B, 80-81%=B-, 77-79%=C+, 72-76%=C, 70-71%=C-, 67-69%=D+, 62-66%=D, 60-61%= D-, below =E.

If no one gets 100% on an exam, I will add points to all the scores until at least one or more students get 100%. Feel free to call or email me or Sarah if you have any questions or problems. If you have any technical problems call TACC at 801-581-6112, and if they can't fix it let us know.

### **Required Reading**

The required reading for this class consists of your text and assigned readings listed on the Canvas Home Page, and take an hour or sometimes two to complete per week. The E-Reserve readings are meant to give the student some firsthand experience reading the actual theorists, and can be accessed through Canvas by clicking on them. I have marked a number of Textbook Readings and a few articles as "Recommended Reading" which means they are not required and will not be on the exams, but they are highly recommended and will add to your understanding of the materials. If you are a Sociology major or are going to write a paper about a particular theorist, they will be very useful.

The lectures are typically about 30 to 40 minutes long and there are usually 3 or 4 and occasionally 5 per week. This amounts to about 2 to 3 hours per week, the same amount of time you spend in a live class. In studying follow the layout on the Canvas Page, which in order to balance the work load may vary a bit from the syllabus.

Text: Sociological Theory: Classical Statements, Sixth Edition, by David Ashley and David Michael Orenstein.

Assigned Readings marked E-Reserve on Canvas Page.

## Course Outline

### **Week One: January 9. Introduction / Society / The Sociological Imagination**

- Lesson One Online Lectures and Lecture Notes
- Sociological Theory: Chapter One: Ideology, History, and Classical Sociological Theory
- E-Reserve: The Classic Tradition, C. Wright Mills from Images of Man
- E-Reserve: The Cultural Apparatus, C. Wright Mills, from Power, Politics and People

### **Week Two: January 16. Epistemology / Scientific Method / Causality Correlation / Theory**

- Lesson Two Online Lectures and Lecture Notes
- Chapter Two: The Nature and Types of Sociological Theory
- E-Reserve: Language in Thought and Action. S. I. Hayakawa E-Reserve:
- E-Reserve: The Bottleneck, Edward O. Wilson, from The Future of Life.

### **Week Three: January 23. Theoretical Schools / Functionalism / Conflict Theory / Symbolic Interactionism / Exchange Theory - Rational Choice Theory / Phenomenology / Feminist Theory / Sociobiology / Dramaturgical Theory, World Systems Theory**

- Lesson Three Online Lectures and Lecture Notes
- E-Reserve: The Power Elite, C. Wright Mills.
- E-Reserve: Political Parties. A Sociological Study of the Oligarchical Tendencies of Modern Democracy, Robert Michels.
- E-Reserve: Imperialism, and the Myth of Underdevelopment, Michael J. Parenti, from The Sword and the Dollar.
- E-Reserve Sex and Super Sex, by Desmond Morris from The Human Zoo.

### **Week Four: January 30. The Basic Sociological Model and Concepts / Culture / Socialization / Social Control / Norms / Deviance, The Social Order / Institutions / Roles / Power / Authority / Stratification / Class**

- Lesson Three Online Lectures and Lecture Notes
- E-Reserve: Jonestown as Perverse Utopia
- E-Reserve: The Presentation of Self in Everyday Life, by Erving Goffman.
- E-Reserve: Some Principles of Stratification, Kingsley Davis and Wilbert E. Moore. E-
- E-Reserve: Varieties of Feminist Theory, Rosemarie Tong, from Feminist Thought.
- Recommended Reading: Mountain People, Colin Turnbull (Controversial, Challenged)

### **Week Five: February 6. Historical and Conventional Theories of Deviance (Nietzsche, Beccia, Lombroso, Sheldon)**

- Lesson Four Online Lectures and Lecture Notes
- E-Reserve: The Madman, Friedrich Nietzsche
- Recommended Reading: Sociological Theory, Chapter 14, Friedrich Wilhelm Nietzsche

**Week Six: February 13. Sociological Theories of Deviance / Labeling Theory, (Merton, Sutherland, Becker, Freud)**

- Lesson Five Online Lectures and Lecture Notes
- E-Reserve: Social Structure and Anomie, Robert K. Merton.
- E-Reserve: Principles of Criminology, Edwin Sutherland and Donald R. Cressey.
- E-Reserve: The Other Side: Introduction by Howard S. Becker
- Recommended Reading. Sociological Theory, Chapter 10, Sigmund Freud

**Week Seven: February 20. Midterm Review and Midterm**

Lesson Six Online Lectures and Lecture notes

Online Midterm: Feb. 23-24. On Weeks 1-7 Lessons 1-6.

**Week Eight: February 27. Lecture on Rise of Science, Aristotle / Plato / Thomas Hobbes / Locke / Rousseau )**

- Lesson Seven Online Lectures and Lecture Notes.
- Lesson Eight Online Lectures and Lecture Notes
- Recommended Reading: Sociological Theory: Chapter Three, Aguste Marie François-Xavier Comte

**Week Nine: March 6. (Spring Break) (No Lectures) Rational Utilitarians & Exchange Theorists (David Hartley, Adam Smith, Jeremy Bentham, John Stewart Mill, Willard Waller, A. G. Homans, Peter Blau, James Coleman)**

- E-Reserve: Bounded Rationality and Satisficing, March and Simon
- E-Reserve: Public Goods, Free Rider Problem, Mancur Olson
- Recommended Reading: Sociological Theory: Chapter Five, Herbert Spencer.

**Week Ten: March 13. Nascent Functionalism / August Comte, Herbert Spencer, Emile Durkheim on Social Order, Social Integration, Anomie and Social Change**

- Lesson Nine Lectures and Lecture Notes
- Lesson Ten Online Lectures and Notes
- Sociological Theory: Chapter Four, Emile Durkheim.
- E-Reserve: The Elementary Forms of the Religious Life, Emile Durkheim.

**Week Eleven: March 20. American Pragmatism, Charles S. Peirce and William James,**

- Lesson Eleven Online Lectures and Lecture Notes
- Online Lecture and Notes on Jane Addams
- Sociological Theory: Chapter Thirteen, George Herbert Mead
- E-Reserve: The Self, George Herbert Mead
- Recommended Reading: Sociological Theory Chapter 12, Thorstein Bunde Veblen

**Week Twelve: March 27. American Pragmatism, George Herbert Mead, Charles Cooley, John Dewey.**

- Lesson Twelve Online Lectures and Lecture Notes.
- E-Reserve: Chapter XII, Freedom, Charles Cooley, Human Nature and the Social Order.
- E-Reserve: Symbolic Interactionism, Herbert Blumer.
- E-Reserve: Metropolis and Mental Life, Georg Simmel from Image of Man
- Recommended Reading: Sociological Theory: Chapter Nine, George Simmel

**Week Thirteen: April 3. Overview / Symbolic Interactionism / The Sociology of Knowledge / The Social Construction of Reality / Racism, Sexism, Speciesism**

- Lesson Thirteen Online Lectures and Lecture Notes
- E-Reserve: Ideology and Utopia, Karl Mannheim
- E-Reserve: The Social Construction of Reality, Peter L. Berger and Thomas Luckmann.

**Week Fourteen. April 10. Max Weber on Authority, Power, Politics, Science, Bureaucracy, Disenchantment, and Morality**

- Lesson Thirteen Online Lectures and Lecture Notes
- Sociological Theory: Chapter Eight, Max Weber.
- E-Reserve: Class, Status, and Party, Max Weber.
- E-Reserve: Moral Mazes: Bureaucracy and Managerial Work, Robert Jackall.

**Week Fifteen: April 17 Karl Marx on Power, Class, Capitalism, Social Change, Alienation & Happiness / Erich Fromm & the Frankfurt School / Thorstein Veblen / W.E.B. DuBois**

- Lesson Fifteen Online Lectures and Lecture Notes
- Lecture Notes and Online Lecture on Intersectionality and Class Predation
- Sociological Theory: Chapter Seven, Karl Marx
- E-Reserve: Alienated Labor, Karl Marx.
- E-Reserve: Man in Capitalist Society, Erich Fromm, from The Sane Society Part One
- Recommended Reading. Sociological Theory, Chapter 6, Wilhelm Friedrich Hegel

**Week Sixteen: April 24. Globalization, Critical Theory / Postmodernism / New Directions in Theory / Final Review / Epilogue**

- Lesson Sixteen Online Lectures and Lecture Notes (Final Review)
- Postscript and Notes on W.E.B. DuBois
- Epilogue on Social Theory (Final Review)

**Week Seventeen: May 1. Final Exam. All Extra Credit Work Due. CSBS Survey**

- All Extra Credit Papers and Posts Due by Midnight April 30.
- Online Final Exam: May 1-2, on Weeks 8-16, Lessons 8-16, Postscript, Epilogue
- CSBS Survey May 1-3.

## Suggested Readings

- *Dark Ages Ahead*, Jane Jacobs (coming decline of western civilization)
- *A Peoples History of the United States*, Howard Zinn
- *Deep Ecology: As if Nature Mattered*. (ecology) Bill Devall & George Sessions
- *Never Cry Wolf*, Farley Mowat (naturalist, deep ecology)
- *Silent Spring*, Rachel Carson (ecology)
- *For Those I loved*, Martin Grey (holocaust autobiography, alienation, survival)
- *The Heart of Darkness*, Joseph Conrad (imperialism, society, truth)
- *The Sane Society*, Erich Fromm ( alienation, capitalism)
- *Escape From Freedom*, Erich Fromm (alienation, capitalism)
- *Of Wolves and Men*, Barry Lopez (speciesism, wolf society)
- *Culture Against Man*, Jules Henry (culture as vehicle and obstacle)
- *One Dimensional Man*, Herbert Marcuse (alienation, technology)
- *The Unsettling of America*, Wendell Berry, (ecology, economics, business)
- *What Are People For?* Wendell Berry (culture, economy, ecology)
- *Small is Beautiful*, Economics as if People Mattered. Schumacher (ecology & survival)
- *Bury My Heart at Wounded Knee*, Dee Brown (racism, imperialism)
- *Gorillas in the Mist*, Diane Fossey (speciesism)
- *The Culture of Narcissism*, Christopher Lasch (anomie, alienation in America)
- *The Minimal Self*, Christopher Lasch (alienation and anomie in America)
- *On Being Human*, Ashley Montagu (social interdependence and meaning)
- *Native Son*, Richard Wright (racism)
- *Black Boy*, Richard Wright (racism)
- *All Quiet on The Western Front*, Erich Maria Remarque (the reality of War)
- *There Are No Children Here*, Alex Kotlowitz(documentary on life in the ghetto)
- *The Jungle*, Upton Sinclair (industrialization, exploitation, alienation)
- *Johnny Get Your Gun*, Dalton Trumbel (the reality of war)
- *The Clansman*, Dixon (turn of the century racist novel, telling artifact)
- *Cry of the Kalahari*, (overpopulation, ecology, animal rights)
- *Animal Rights*, Peter Singer
- *The Acorn People*, Ron Jones, (Life with disabled and terminally ill kids, stigma)
- *The Sword and the Dollar*, M. J Parenti (imperialism)
- *The Conditions of the Working Class*. Frederick Engels
- *The Other Side*, Howard S. Becker (deviance)
- *The Hidden Injuries of Class*, Sennet & Cobb (real people talk on stratification)
- *Body Politics*, Nancy M. Henley (Social control under the skin)
- *Asylums*, Erving Goffman (total institutions)
- *The Abyss*, Jack London (powerful ethnography of poverty in England, 1900.)
- *Democracy for the Few*, Michael Parenti (radical view on elitism, class wars)
- *The Revolution Within*, Gloria Steinem (sexism)
- *The Second Sex*, Simone de Beauvoir (feminism, sexism)
- *Savage Inequalities*, Johnathan Kozol (school inequalities)
- *Civilization and It's Discontents*, Sigmund Freud (Society, control, human nature)
- *The Future of an Illusion*, Sigmund Freud (social function of religion)
- *The McDonaldization of Society*, George F. Ritzer

- *The Pursuit of Attention*, Charles Derber (identity , recognition, status)
- *Race Matters*, Cornel West (racism)
- *Man's Search For Meaning*, Viktor E. Frankl (holocaust, racism)
- *Black Elk Speaks*, John G. Neihardt (American Indian biography, racism)
- *The Lonely Crowd*, David Riesman (modern alienation)
- *The Axe maker's Gift*,(evolution of consciousness) James Burke and Robert Ornstein
- *Of Mice and Men*, John Steinbeck (human nature, stratification, social order, poverty)
- *Grapes of Wrath*, John Steinbeck (stratification, human nature, social criticism)
- *The Sociological Imagination*, C. Wright Mills (sociology, meaning, and morality)
- *The Power Elite*, C. Wright Mills, (Elites)
- *White Collar*, C. Wright Mills. (stratification, power, morality)
- *Power, Politics, and People*, C. Wright Mills (collected essays)
- *The Causes of World War Three*, C. Wright Mills, (social criticism)
- *The Marxists*, C. Wright Mills, (critical survey of Marxist thought)
- *The Social Order*, Charles Cooley, (Timeless classic on human nature)
- *Human Nature and the Social Order*, Charles Cooley.
- *Theory of the Leisure Class*, Thorstein Veblen
- *On Psychology*, William James (foundations of western psychology, classic)
- *Varieties of Religious Experience*, William James (psychology of religion, classic)
- *The Human Zoo*, Desmond Morris (human nature, naturalistic)
- *On the Division of Labor*, Emile Durkheim (classic in sociology)
- *Presentation of Self in Everyday Life*, Erving Goffman (classic on social interaction)
- *Obedience*, Stanley Milgram (authority)
- *Flow, The Psychology of Optimal Experience*, Michaly Csikzentmilhalyi
- *Working*, Studs Terkel (work in America)
- *Walden and Civil Disobedience*, Henry David Thoreau (classic on individual & society)
- *Uncle Tom's Cabin*, H. B. Stowe (racism)
- *Geronimo*, Penn Muller (imperialism, racism, war, exploitation)
- *Crazy Horse*, Larry McMurtry (imperialism, racism, war, exploitation)
- *The Nature of Prejudice*, Gordon Allport (prejudice)
- *Gulliver's Travels*, Jonathan Swift (Early Social Criticism)
- *On Civil Disobedience*, Thoreau (dissent, morality and society)
- *Tuesdays with Morrie*, Mitch Albom (social commentary)
- *Four Sociological Traditions*, Randall Collins, (overview of classical theory)
- *The Accidental Century*, Michael Harrington (critical analysis of U.S. culture)
- *The Social Construction of Reality*, Peter & Luckmann (sociology of knowledge)
- *Technopoly*, Neil Postman, (critical analysis of technology and progress)
- *On Violence*, Hannah Arendt (social psychology of violence)
- *Who Rules America*, G. William Domhoff (power elite)
- *Life is A Miracle*, Wendell Berry (science, art, knowledge, morality)
- *In the Presence of Fear*, Wendell Berry (globalization)
- *Feminist Thought*, A Comprehensive Introduction, Rosemarie Tong (feminism)
- *On Human Nature*, Edward O. Wilson (socio-biology)
- *On the Future of the Planet*, Edward O. Wilson (deep ecology)
- *The Protestant Ethic and the Spirit of Capitalism*, Max Weber
- *The Organizational Man*, William F. White (classic in sociology on conformity)



- *Manufactured Consent*, Noam Chomsky (media, communication, politics)
- *Hegemony or Survival* Noam Chomsky (media, left criticism)
- *In Cold Blood*, Truman Capote, (deviance, Murder)
- *The Sea of Cortez*, John Steinbeck, (science, art, evolution, human nature)
- *The Lemming Condition*, Alan Arkin (family, deviance, labeling)
- *Genome*, Matt Ridley, (Genetics, Deep Sociobiology)
- *The True Believer*, Eric Hoffer (Social psychology of reactionary movements)
- *The Chicago Poems*, Carl Sandburg
- *Life is a Miracle*, Wendell Berry (modernity, globalization)
- *Marx's Concept of Man*, Eric Fromm
- *Selected writings of George Herbert Mead*, Edited by Andrew J. Reck
- *On Suicide*, Emile Durkheim
- *Freedom and Culture*, John Dewey
- *The End of Faith*, Sam Harris (critique of modern religion)
- *Beyond the Chains of Illusion*, Eric Fromm
- *The Robbers Cave Experiment*, Muzafer Sherif, Harvey, White, Hood, Sherif
- *Collapse*, Jerad Diamond, (ecological basis of society)
- *Freakonomics*. Steven D. Levitt. (creative data analysis of social problems)
- *Overthrow: America's Century of Regime Change*, Stephen Kinzer
- *The Sacred Canopy*, Peter Burger (sociology of religion)
- *Souls of Black Folk*, W.E. B. Du Bois
- *Anatomy of Peace*, Arbinger Institute
- *Primates and Philosophers: How Morality Evolved*, Frans De Waal
- *Gang Leader For a Day*, Sudhir Venkatsh (ethnography of a gang)
- *A Long Way Gone, Memoirs of a Boy Soldier*, Ishmael Beah (biography on child's experience of war)
- *In the Wake of 9/11 The Psychology of Terror*, Tom Pyszczynski, Sheldon Solomon, and Jeff Greenberg, (Terror Management Theory)
- *Terror in the Mind of God, the Global Rise*
- *The Lucifer Effect: Understanding How Good People Become Evil*, Philip C. Zimbardo
- *The Happiness Hypothesis*, Jonathan Haidt research on the nature of happiness)
- *The Social Conquest of Earth*. David O. Wilson (Socio-biology)
- *The Spirit Level: Why Greater Equality Makes Societies Stronger*. Richard Wilkinson and Kate Picket. (inequality, stratification)
- *The Righteous Mind: Why Good People are Divided by Politics and Religion*, Jonathan Haidt (Ideology, psychology, politics)
- *On Violence*, Hannah Arendt (classic work on violence)
- *The Origins of Totalitarianism*, Hannah Arendt (classic)
- *Shop Class as Soulcraft* Mathew B Crawford (revaluing skilled labor in the modern age)
- *Agenda for A New Economy: Moving From Phantom Wealth to Real Wealth*, David Korten
- *The Good Society*. Walter Lippmann (classic on the good society)
- *Saving Capitalism*, Robert Reich (challenging inequality through legislation)
- *The New Jim Crow*, Michelle Alexander (racism in the drug war)
- *The Protestant Ethic and the Spirit of Capitalism*. Max Weber

- *Labor and Monopoly Capital, The Degradation of Work in the Twentieth Century*, Harry Braverman
- *Four Sociological Tradition*, Randall Collins
- *On Social Psychology*, George Herbert Mead
- *On Pragmatism*, William James
- *The Will to Believe*, William James
- *Democracy and Social Ethics*. Jane Addams (pragmatism and feminism)
- *The Communist Manifest*, Karl Marx
- *Capital, Volume One*, Karl Marx
- *The Protestant Ethic and the Spirit of Capitalism*, Max Weber,
- *The Sociology of Religion*, Max Weber
- *Countdown*, Alan Weisman (overpopulation)
- *The Rules of Sociological Method*, Emile Durkheim
- *Elementary Forms of Religious Life*, Emile Durkheim
- *Conditions of the Working Class in London*, Friedrich Engels
- *Symbolic Interactionism*, Herbert Blumer
- *On Psychology, The Briefer Course*, William James
- *On Feminist Thought, A Comprehensive Introduction*. Rosemarie Tong
- *When Corporations Ruled The World*. David C. Korten
- *The Culture of Make Believe*, Derrick Jensen
- *Buddha's Brain*, Rick Hansen (coping in the modern world)
- *White Rage, The Unspoken Truth of Our Racial Divide*. Carol Anderson
- *Hardwiring Happiness* Rick Hansen (good mental health habits)
- *The Faith Instinct*, Nicholas Wade (*evolutionary origins of religion*)
- *God and His Demons*, Michael Parenti (*Marxist critique of religion*)
- *The Fire Next Time*, James Baldwin (*experience of racism*)
- *The Price of Fear*, Wendell Berry (Local vs total economies and deep ecology)
- *The Collected Essays from 1960-1985*, Wendell Berry
- *The Jungle*, Upton Sinclair (*novel about oppression of American workers*)
- *The House on Mango Street*, Sandra Cisneros (Latin American ghetto in Chicago)
- *The Tortilla Curtain*, Frank T.C. Boyle (privilege of white suburbanites vs oppression of undocumented immigrants)
- *God and His Demons*, Michael Parenti
- *Countdown: Our Last, Best Hope for a Future on Earth*, Alan Weisman (overpopulation)
- *Sex and War, How Biology Explains Warfare and Terrorism and Offers A Path to a Safer World*. Malcolm Potts and Thomas Hayden
- *Double Speak*, William Lutz (commentary on the misuse of language and propaganda)
- *Narrative of the Life of Frederick Douglass, An American Slave*, Frederick Douglas
- *The Spirit Level: Why Greater Equality Makes Society Stronger*, Richard Wilkinson and Kate Pickett
- *The Price of Inequality*: Joseph E. Stiglitz
- *The Rediscovery of North America*, Barry Lopez (colonialism)
- *The Ecological Rift: Capitalism's War on the Earth*, John Bellamy foster, Brett Clark, and Richard York
- *The Robbery of Nature*, John Bellamy Foster, Brett Clark
- *Caste: The Origin of Our Discontents*, Isabel Wilkerson, Caste in America.

- *The Ecological Rift: Capitalism's War on the Earth*. John Bellamy Foster, Brett Clark, and Richard York
- *A Room of One's Own*, Virginia Woolf (Sexism, Patriarchy)
- *Prison Notebooks*, Antonio Gramsci (hegemony)
- *Fiver and the Psychology of Rabbits*, Dr. Frank J. Page (A novel about meaning and morality in the modern world) (Available at Kings English, Sam Weller's, and on Amazon.com in paperback and Kindle)

## Institutional Polices & Procedures

1. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
2. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
3. ***Drop/Withdrawal.*** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. See the [Academic Calendar](#) for the last day to withdraw from term, first and second session classes.
4. ***Plagiarism/Cheating.*** It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code, "includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication

or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” For detailed definitions and possible sanctions please see the **Student Code** below. <http://regulations.utah.edu/academics/6-400.php>

5. **Wellness Statement.** Your personal health and wellness are essential to success as a student. Personal concerns such as stress, anxiety, relationships, depression, cross-cultural differences, etc., can interfere with a student’s ability succeed in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems. Additional resources can be found at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776. If you have any type of infection, including Covid-19 or any variant, please contact me or my TA and the appropriate accommodation will be made.
6. **Veterans Support Center.** The Veterans Support Center is a “one stop shop” for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201. You can visit their website for more information about their services and support at <http://veteranscenter.utah.edu>.
7. **LGBT Resource Center.** The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu>.
8. **Learners of English as an Additional/Second Language.** If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu>); the Writing Program (<http://writing-program.utah.edu>); the English Language Institute (<http://continue.utah.edu/eli>).
9. **The University of Utah** values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).
10. **Class Rosters** are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile your CIS account. Your instructor will try to honor you referring to you with the name and pronoun that feels best for you in class or on assignments.
11. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center, and will not jeopardize your student status, financial aid, or any other part of your residence. **The Dream Center** offers resource to support undocumented students \*with and without DACA) as well as students from mixed-status families, and can be contacted at 801-213-3697.

**12. R-1 Statement**

As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state of the art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

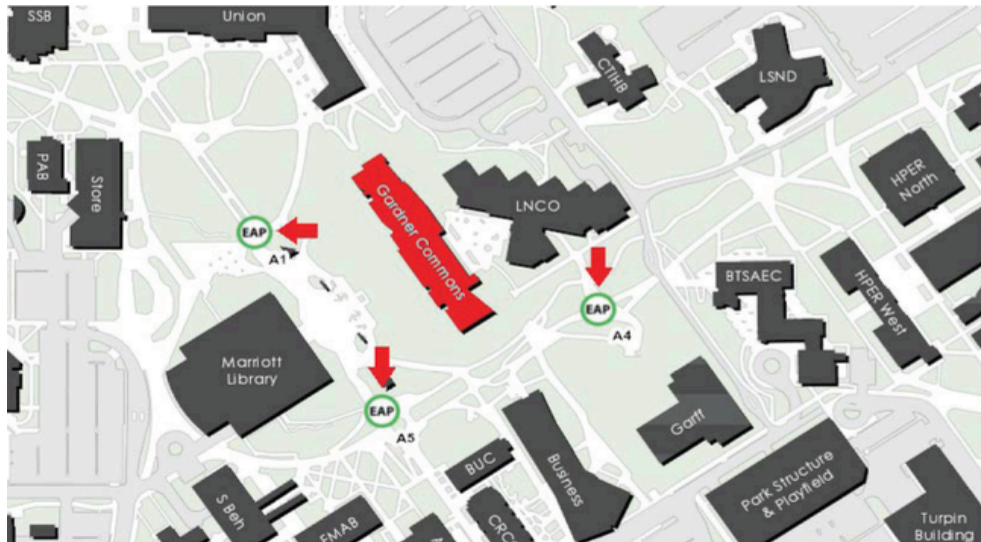
**13. University Safety Statement.**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort call campus police at 801-585-COPS, 801-585-2677. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit Utah.edu.

**14. CSBS Emergency Preparedness Information**

Study the information below, making sure you know the evacuation plan for each relevant building.

**CSBS Emergency Action Plan**





## **BUILDING EVACUATION**

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>



## **CAMPUS RESOURCES**

**U Heads Up App:** There's an app for that. Download the app on your smartphone at <http://alert.utah.edu/headsup> to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus if you see a life threatening or emergency situation, please call 911!
- **Safety Escorts:** For students who are on campus at night or passed business hours and would like an escort to your care, please call 801-585-2677. You can call 24/7 and a security officer will walk with you or give you a ride to your desired on-campus location.