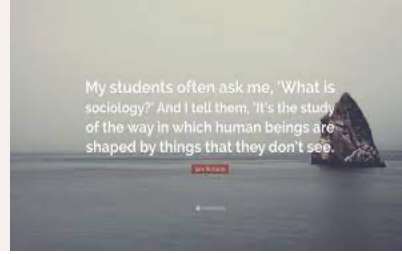


SOCIOLOGICAL THEORY



Professor: Dr. Jennifer G. Correa

Virtual Office Hours: By appointment

Meeting Location: Correa Webex Personal Room

(<https://tamusa.webex.com/meet/jcorrea>) Access Code: 2535 733 9720

Online WebEx Meeting Day/Time: Wednesdays/4:00 – 6:45 pm

Office Location: 350D Central Academic Building (CAB)

Email: jcorrea@tamusa.edu

Phone: 210-784-2249

“The Sociological Imagination enables us to grasp history and biography and the relation between the two in society.”
C.W. Mills

“I could shelter myself from conflict by leaving the conversation, but I have come to believe that the comfort we feel when we avoid hard conversations is a dangerous comfort, one that seduces us into ignorance about the experiences of others and about the full meaning of our own lives.” *Mari Matsuda*

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.”
Martin Luther King, Jr.

COURSE DESCRIPTION

This course will survey sociological theory – from the classical to the contemporary – and explore how social structures organize human behavior. Some theorists focus on macro-level structures (e.g. political economy, institutions) and others on micro-level or interactional dynamics (e.g. self, racial identity), while some study the interconnections between the two. Reading theory can be quite overwhelming, and at times feel completely abstract. This course will demand that you *closely* read these perspectives, *participate* in class discussion & ask questions, and *critically* think about how these perspectives describe, explain, and help us to further understand society. Keep in mind that each theorist is a product of his or her social, political, and economic context and these historical moments greatly shaped their writings.

LEARNING OBJECTIVES

- 1.) **Investigate** classical/contemporary sociological theories (e.g. functionalist, conflict, symbolic interaction, postmodern, critical race, feminism, and queer) which underlie social, cultural, political, and economic phenomena.
- 2.) **Evaluate** varying epistemological/methodological underpinnings of sociological theory.
- 3.) **Analyze** varying sociological theories and how they explain social, cultural, political, and economic phenomena.
- 4.) **Understand** micro and macro sociological theories which explain social, cultural, political, and economic phenomena.

SYNCHRONOUS ONLINE CLASS MEETINGS (WebEx)

- Synchronous online classes try to provide a more structured atmosphere like a formal face-to-face classroom albeit on WebEx online platform.
- During our WebEx meetings, I will begin each class with brief discussion of the material, then ask students if they have any questions, shift onto completing the discussion, then open the floor to general questions.
- Class meetings are not recorded. We are meeting via WebEx once a week, so your attendance and participation is crucial to your success.

EXPECTATIONS FOR SUCCESS

- Do your best to attend *all* WebEx Meetings on Wednesdays – your attendance and participation is crucial to your success.
- It's critical that you complete *all* readings and assignments.
- Ask questions and participate in class discussions.
- Carefully review your all materials – e.g., assigned chapters, any personal notetaking, any textbook chapter summaries, etc. before and during an exam.

REQUIRED TEXT

- Dillon, Michele. 2021. "Concise Reader in Sociological Theory."¹

BLACKBOARD

- Points, grades, course documents, relevant links, or course/syllabus updates & announcements are generated in Blackboard.
- Blackboard Assignments – Please make sure you receive confirmation of a submitted assignment. Blank documents are not accepted and/or will be counted as Late Work.
- For this class, any extra materials, if provided, will be in Blackboard under Course Content tab for your convenience.

¹ Need access to Bryte Wave Course Materials in Blackboard for ebook access. Please contact University Bookstore for information regarding ebook access if you are experiencing trouble (210)784-1070. If using another version, please keep in mind that page numbers will vary.

COURSE CONDUCT & POLICIES

GenAI SOFTWARE POLICY

- Developing your own skills and fostering creativity in (writing, argumentation, and critical thinking) are a major focus of this course, you must complete *all* assignments for this course entirely on your own. You may not copy from any online sites (e.g. Course Hero or Chegg) or utilize composition technologies (e.g. ChatGPT or other GenAI software).
- Any use of these GenAI sites or tools will be considered academic misconduct (e.g. plagiarism) and consequences will follow University policies. If you have any questions or concerns about this policy, contact your instructor before submitting any assignments.

BE PREPARED

- Assigned readings on a specific day must be completed by the following class meeting. Assignments must be completed by due date.

EXCESSIVE ABSENCES

- If you miss class, please try to provide me with official documentation as this may affect your attendance and/or participation. If you encounter an emergency (sickness or death in the family) during the semester, please keep me abreast of your situation as you can. Excessive absences can lead to a lower grade.

LATE SUBMISSIONS & MAKEUP WORK

- Late work is generally not accepted unless proper notification and/or justification has been provided. Blank documents submitted/uploaded to Blackboard are considered Late Submissions and depending on situation, may not be accepted.

GRADE CONCERNS

- You may set up an appointment with me to discuss any concerns about your grade(s). I do not view grades or grading as a process of negotiation.

CIVIL ACADEMIC DIALOGUE

- Sociology covers difficult, controversial, and at times, challenging topics. My expectation is that you will meaningfully and respectfully engage in discussion with your classmates and myself.
- The purpose of the course is not to agree with all the materials presented, but your task is to demonstrate a sociological understanding of the various perspectives & phenomena at hand.

EMAIL CORRESPONDENCE

- All correspondence between professor and students must occur via university email account. However, I strive to respond back to students within 24-48 hrs. during the week. I do not normally check my email over the course of the weekend.

CELL PHONES

- Please make sure to silence/power off your cell phone, if possible, as this is disruptive for me and your peers.

A&M-SA CONDUCT RULES, POLICIES & SERVICES

ACADEMIC INTEGRITY

- Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters.
- University policy prescribes serious consequences for acts of academic dishonesty including, but not limited to, a grade of 'F' on the particular paper or assignment, a failing grade in the course, or possible expulsion from the University. Academic Dishonesty falls under Acts of Dishonesty in the Student Handbook's Code of Conduct (Page 37):

<http://www.tamusa.edu/studentengagementsuccess/TexasA&MSanAntonioStudenthandbook.pdf>

A&M-SA OFFICE OF DISABILITY SUPPORT SERVICES

- The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities.
- If you believe you have a disability that may require accommodations, please contact Disability Support Services (DSS) for the coordination of services. DSS is located at the Main Campus on the 2nd floor of the Central Academic Building in room 210. The phone number for DSS is (210) 784-1335 and email is dsupport@tamusa.tamus.edu.
- If there are aspects of the instruction or design of this course that result in barriers to your inclusion, please notify me as soon as possible to rectify the issue.

A&M-SA JAGUAR WRITING CENTER

- This Center provides writing assistance to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments.
- Students can make individual or group appointments with a writing tutor. The Writing Center location: Central Academic Building, Suite 208; Email: tutoring@tamusa.edu or Call: (210)784-1332.

TEXAS SIX DROP RULE, SENATE BILL 1231

- You are subject to the requirements of Senate Bill 1231 passed by the Texas Legislature in 2007. SB 1231 limits you a maximum of 6 non-punitive drops during your undergraduate career.
- Please be aware of your drops because they can be punitive. Further information can be found: <http://www.tamusa.edu/registrar/registration/adddropwithdrawprocess/sixdroplimit.html>.

COURSE ASSESSMENTS

ESSAY EXAMS (Critical/Reasoning Skills & Interpretive/Reflexive Skills)

There will be a total of 2 exams in the course, which are comprised of the Midterm Essay Exam 1 (Week 5) & Final Essay Exam 2 (Week 9), worth **40 points each**. Please submit your essay responses by the due date/time noted in syllabus. FYI, exams given their essay style typically take me 2-3 weeks to assess and then submit back to you with a grade. I take time to read each response with a careful eye. Essay Exams will be emailed via Blackboard Announcement (please see course schedule for respective dates/due dates). Any late submissions without reasonable justification will not be accepted.

Essay exams are outlined below:

- (A) **Essay Exam 1 (Critical & Reasoning Skills):** Will be derived from course assigned readings (professor will stipulate). Typically, I assign 3 shorter answer questions and/or followed by a comprehensive essay question that could be comparative of multiple theorists OR a theory application-based question using a vignette (e.g. a brief evocative description, account, or episode). Grade rubric: Each question ranges in points but will be worth up to a total of 40 pts. For formatting, please use American Sociological Association (ASA) for in-text citations and references section, link here: https://lib.trinity.edu/wp-content/uploads/2018/07/ASA-Style-Citations-5th-ed_rev.pdf.
- (B) **Essay Exam 2 (Interpretive & Reflexive Skills):** Will consist of an introspective narrative essay using course assigned readings and applying them to your own lived experience. Students will need to use a minimum of 2 assigned readings (professor will stipulate) and can be no less than 500 words. Grade rubric:
- (1) Present **understanding** of a theory and/or conceptual course assigned readings. --**10 pts**.
 - (2) Adequate **application** of frameworks/concepts from course assigned readings to your lived experiences --**10 pts**.
 - (3) Clearly **communicate (or convey)** thesis, position, or arguments (i.e. organization, grammar, creativity, & flow) --**10 pts**.
 - (4) Meet **minimum requirements** of 500 words of content, choose 2 articles not assessed in Exam 1, and include a reference section using ASA guidelines. -- **10 pts**

For formatting, please use American Sociological Association (ASA) for in-text citations and references section, link here: https://lib.trinity.edu/wp-content/uploads/2018/07/ASA-Style-Citations-5th-ed_rev.pdf.

Essay Exam 2 will use the following tentative structure detailed below:

- **Introduction:** *Definition* – An essay typically begins with introducing the larger picture of an issue, phenomena, or experience. Then, it begins to zone-in into the specifics of your focus. In the Introduction, you should state your thesis.
- **Thesis:** *Definition* – A focus, position or argument that is clearly stated and consistently maintained. Sophisticated thesis statement and development.
- **Body:** *Definition* – This is the section in the essay where you will expand on your thesis by engaging in a theoretical analysis of your experience. Use a theory and its relevant concept(s) that apply to your experience. In the body, your point(s) or argument(s) must make a clear theoretical application (or connection) between the course assigned readings and your experience. The author uses her/his sociological imagination to assess the issue. Ability to use creative/critical thinking, ingenuity, and original thought in a student's arguments is expected.
- **Conclusion:** *Definition* - The conclusion should be your final assessment of the theoretical understandings as they pertain to your lived experience.
- **References:** *Definition* – A references section is needed to cite all referenced materials –e.g. journal articles, books, films, etc.
- **General Essay Structure:** *Definition* – Writing includes a strong, beginning (or introduction), middle (or body of paper), and end (conclusion) with clear transitions and a focused closure. Displayed unity, progression, and coherence. A clear organizational strategy with a logical and well-executed progression of ideas.

CONCEPT MAP (Analytical Skills & Creative Thinking)

Students will create a Conceptualizing Map (CM), for an upcoming textbook OR a Blackboard Course Content reading (e.g. journal article/chapter) and present it to the class. CMs are visual representations of information. CMs demonstrate visual literacy and contribute to knowledge structures that students can then use for organizing and representing that knowledge. A student may choose their own upcoming reading beginning Week 2 & ending Week 9. Inform me via university email asap of that chosen reading. Every F2F meeting, students will have an opportunity to discuss their Concept Map for up to 3 minutes. Please see each F2F Meeting in Syllabus Course Schedule to see what dates are available for CM's & your Options. The objective is for you to individually discover a concept based on your own reasoning skills. In this instance, your objective is to focus on 3 components for this concept map: **1.)** Identify a concept – e.g. *why* is this concept important? **2.)** Define/Explain the concept – e.g. *how* does the theorist define/explain this concept? **3.)** “Big picture” of concept – e.g. *what* can the concept tell us about society at-large? A concept map is a visual depiction that can help explain and/or link concepts, ideas, theories, or questions. The links are labeled and denote direction with an arrow symbol.² Multiple examples of Concept Maps can be found here: <https://learningcenter.unc.edu/tips-and-tools/using-concept-maps/>. For help on constructing a concept map on Microsoft Word, please refer to this link for a step by step process: <https://www.techwalla.com/articles/how-to-make-a-concept-map-in-microsoft-word>.

Concept Map Grade Rubric:

- (1) Identify a Concept (the *why*) = 5 pts
- (2) Define/Explain the Concept (the *how*) = 5 pts
- (3) “Big picture” of the Concept (the *what*) = 5 pts
- (4.) Briefly discuss your Concept Map w/class (3 minutes max) = 5 pts

THEORETICAL ANALYSIS PROJECT (Analytical, Inference, & Communication Skills)

Students will work individually on this task. Using Microsoft PowerPoint, Google Slides, Prezi, or a similar media-rich content, you will need to construct a presentation that uses a sociological theory to analyze a social phenomenon from a New York Times (NYT) article. I am interested in a sociological analysis, not a summary of the article, not your opinion of the article, or that of the article author. A strong analysis will go beyond the surface and explore the processes at work, both in the theory and in the news content you have chosen. Your overall task to apply a sociological framework or concept to the social phenomena at hand. In doing so, some items to think about are: what can we learn by using this theoretical framework or concept to further our understanding of this phenomenon? What advantage or challenge can come from viewing it from a particular theoretical framework or conceptual lens? Are there any social, political, or economic implications that we should consider using this sociological framework or conceptual lens? *Instructions for how to create a free student NYT account:

- **Creating a New York Times Account:** As an A&M-SA student, you have free access to NYT. Go to the A&M-SA homepage, use the search key and type in “library.” Once on the library landing page, scroll down on the page and search for “Databases by Type” then click on “Newspapers” on the list. You will see the page you are on then states A-Z Databases: Newspapers, below you will see the alphabet, click on the letter “N.” After clicking on “N” the following page is all the newspapers that start with that letter, choose the first selection that states “New York Times All Access Digital Pass (The New York Times Company).” You will then be asked to continue using your university credentials – username and password – in order to begin the process of registering for a free account with the NYT.

² <https://provost.rpi.edu/learning-assessment/teaching-tools-and-resources/teaching-strategies/concept-maps>

Presentation Structure (5-6 slides) and Grade Rubric:

1. **Introduction** – briefly discuss the social phenomena (or issue) at hand in the NYT article in order to establish context for the reader. **(10 pts.)**
2. **Thesis statement** – Toward the end of your introduction, the thesis statement makes clear *what* theoretical perspective you plan to use to analyze the account in the NYT article **(10 pts)**
3. **Sociological Analysis (body)** – discuss the analyses that you bring to bear using the theoretical framework or concept to examine the social phenomena (or social issue) at hand from the NYT article. *You may use an added primary (first-hand accounts)/secondary (interpretive/evaluative) source if it adds strength to your analysis. For more on primary/secondary sources: <https://umb.libguides.com/PrimarySources/secondary>.* **(20 pts)**
4. **Conclusion** on the importance of your social issue unpacked from the NYT article - e.g. how and why is this knowledge or information you provided useful and/or impactful as it applies to society at-large? **(10 pts)**
5. **References Section** – detail your source(s) here; use disciplinary standards for formatting. For sociology major/minors, the American Sociological Association formatting guidelines are found here: https://lib.trinity.edu/wp-content/uploads/2018/07/ASA-Style-Citations-5th-ed_rev.pdf. **(10 pts)**

PARTICIPATION

A student's participation grade is assessed using the following participation scale ³

1. **High Participation** = 20 pts (A student *frequently* participates in meaningful & productive discussion regarding lecture/textbook during class meetings)
2. **Moderate Participation** = 15 pts (A student *periodically* participates in meaningful & productive discussion regarding lecture/textbook during class meetings)
3. **Low Participation** = 10 pts (A student *seldomly* participates in meaningful & productive discussion regarding lecture/textbook during class meetings)
4. **No Participation** = 0 pts (A student *never* participates in any meaningful & productive discussion or exchange throughout entire semester).

GRADING SCHEME

Essay Exam 1	40
Essay Exam 2	40
Concept Map	20
Theoretical Analysis Project	60
Participation	<u>20</u>
Total ----->	180 points total

162 – 180 = A
144 – 161.5 = B
126 – 143.5 = C
108 – 125.5 = D
Below 108 = F

³ **Note:** Meaningful in this context refers to its relevance to the subject/topic as embedded in class lecture and the textbook. Productive in this context refers to input that illustrates critical thinking and can potentially positively elevate the subject matter in an evidence-based direction. Participation is not solely focused on whether a student is present, although that is a major factor. I assess Participation also by the engagement level of the student in class discussion and the frequency that students contribute their thoughts, ideas, reflections etc on the topic at hand; all this is based on my assessment of the student throughout the semester.

Course Schedule: Readings, Exams & Due Dates

WEEK 1

Why is Theory Important? Studying the Social

Charles Wright Mills – Sociological Imagination/Emile Durkheim – Social Facts

AUGUST 28, WEDNESDAY (WEBEX MEETING)

- Course Introduction
- **READ via Blackboard Course Content:**
 - Correa, Jennifer G. “Importance and Underpinnings of Theory” Class Guide pp. 1-2.
 - Charles Wright Mills’s “The Promise” pp. 1-5.
- **READ via Textbook:**
 - *Concise Reader*, “Introduction,” pp. 1-6.
 - *Concise Reader*, “Emile Durkheim,” pp. 31-34.
 - *Concise Reader*, Emile Durkheim, “The Rules of Sociological Method,” pp. 34-40.
- **Watch YouTube Films:**
 - **Charles W. Mills “C.W. Mills Sociological Imagination”:** URL:
<https://www.youtube.com/watch?v=a2BKcboLgmw>.
 - **Emile Durkheim “Social Facts”** URL:
<https://www.youtube.com/watch?v=cd9rraNMZbs&t=11s>.

WEEK 2

Structural Functionalist Theory

Mills & Durkheim Social Facts...(cont.)/Emile Durkheim: Suicide Types

SEPTEMBER 4, WEDNESDAY (WEBEX MEETING)

- **Date Open for Students’ Discussion of Concept Map**
 - Concept Map Options: Durkheim “*The Rules of Sociological Method*” & Mills’s “The Promise” pp. 1-5.
- **READ via Textbook:**
- *Concise Reader*, Emile Durkheim, “Suicide: A Study in Sociology,” pp. 41-46
- **Watch YouTube Films:**
 - **Emile Durkheim “Egoistic and Altruistic Suicide”** URL:
<https://www.youtube.com/watch?v=zgxZm9p4wwA>.
 - **Emile Durkheim “Anomic and Fatalistic Suicide”** URL:
<https://www.youtube.com/watch?v=Qpc30S4bpEo>.

WEEK 3

Structural Functionalist Theory

Durkheim Suicide...(cont.)

SEPTEMBER 11, WEDNESDAY (WEBEX MEETING)

- **Date Open for Students' Discussion of Concept Map**
 - Concept Map Options: Durkheim "Suicide: A Study in Sociology"
- **READ via Textbook:**
 - *Concise Reader*, "Karl Marx," pp. 9-12.
 - *Concise Reader*, "Economic and Philosophic Manuscripts of 1844," pp. 17-26.
- **Watch YouTube Films:**
 - **Karl Marx "Class Struggle" URL:**
https://www.youtube.com/watch?v=ZvGX1Xl1HnE&list=PLgIPpm6tJZoS-H4312Sw3_-ghbGwNVM1D&index=36
 - **Karl Marx "Alienation" URL:** <https://www.youtube.com/watch?v=TTzFwnk8CIQ>

WEEK 4

Marxian Theory

Karl Marx: Labor & Alienation

SEPTEMBER 18, WEDNESDAY (WEBEX MEETING)

- **Date Open for Students' Discussion of Concept Map**
 - Concept Map Options: Marx "Economic and Philosophic Manuscripts of 1844"
- **READ via Textbook:**
 - *Concise Reader*, "Max Weber," pp. 47-50.
 - *Concise Reader*, "The Protestant Ethic and the Spirit of Capitalism," pp. 50-58.
- **Watch YouTube Film:**
 - **"The Protestant Ethic and the Spirit of Capitalism" URL:**
https://www.youtube.com/watch?v=CpGupes7NvI&list=PLgIPpm6tJZoS-H4312Sw3_-ghbGwNVM1D&index=55

WEEK 5

Weberian Theory

Max Weber: Protestantism & Capitalism/ Essay Exam 1

SEPTEMBER 25, WEDNESDAY (WEBEX MEETING)

- Date Open for Students' Discussion of Concept Map
 - Concept Map Option: Weber's "*The Protestant Ethic and the Spirit of Capitalism.*"
- **Essay Exam 1 Discussion:** Discuss Format for Exam 1 - Essay Questions will draw be emailed via Blackboard Announcement by 8 p.m. *Exam 1 is due by Wednesday, October 2nd at 11:59 p.m. via Blackboard Submission.
- **READ via Textbook:**
 - *Concise Reader*, "Symbolic Interaction" pp. 131-134.
 - *Concise Reader*, George Herbert Mead, "Mind, Self & Society," pp. 134-136.
 - *Concise Reader*, Erving Goffman, "The Presentation of Self in Everyday Life," 136-140.
- **Watch YouTube Film:**
 - "Symbolic Interaction" URL: <https://www.youtube.com/watch?v=jFQIIM8IRZU>.

WEEK 6

Symbolic Interaction Theory

Mead & Goffman/ Essay Exam 1 Due

OCTOBER 2, WEDNESDAY (WEBEX MEETING)

- Date Open for Students' Discussion of Concept Map
 - Concept Map Options: Mead's *Mind, Self & Society* & Goffman's *The Presentation of Self in Everyday Life*.
- **ESSAY EXAM 1 Due:** Submit your Exam 1 by 11: 59 p.m. in Blackboard under Exams & Quizzes tab.
- **READ via Textbook:**
 - *Concise Reader*, "Michel Foucault and Queer Theory," pp. 209-212.
 - *Concise Reader*, Michel Foucault, "The History of Sexuality," pp. 212-216.
- **Watch YouTube Film:**
 - "Foucault Power and Knowledge" URL: <https://www.youtube.com/watch?v=brqCtHSlAQ>.

WEEK 7

Power Theory

Michel Foucault: Power & Sexuality

OCTOBER 9, WEDNESDAY (WEBEX MEETING)

- Date Open for Students' Discussion of Concept Map
 - Concept Map Option: Foucault's *The History of Sexuality*.
- **READ via Textbook:**
 - *Concise Reader*, "Postcolonial Theories," pp. 263-264.
 - *Concise Reader*, "The Souls of Black Folk," pp. 264-270.
- **Watch YouTube Films:**
 - "What is Postcolonialism? A Short Introduction to Postcolonial Theory" URL: <https://www.youtube.com/watch?v=1nC428rtMB8>.
 - "WEB DuBois's The Souls of Black Folk" URL: <https://www.youtube.com/watch?v=de8MTsguFgU&t=51s>.

WEEK 8

Postcolonial Theories on Race

W.E.B. DuBois: Race & Identity

OCTOBER 16, WEDNESDAY (WEBEX MEETING)

- Date Open for Students' Discussion of Concept Map
 - Concept Map Options: DuBois's "*The Souls of Black Folk*"
- **READ via Blackboard Course Content:**
 - bell hooks "Understanding Patriarchy," pp. 1-4.
 - Kimmel, Michael "Masculinity as Homophobia," pp. 213-219.

WEEK 9

Gender Theory

*hooks: Gender & Patriarchy/Kimmel: Masculinity/ **Essay Exam 2***

OCTOBER 23, WEDNESDAY (WEBEX MEETING)

- Date Open for Students' Discussion of Concept Map
 - Concept Map Options: hooks's "*Understanding Patriarchy*" and Kimmel's "*Masculinity as Homophobia*"
- **Essay Exam 2 Discussion:** Discuss Format for Exam 2 will be emailed via Blackboard Announcement by 8 p.m. *Exam 2 is due by Wednesday, Oct 30th at 11:59 p.m. via Blackboard Submission.

WEEK 10

*Work on Theoretical Analysis Projects/***Essay Exam 2 Due**

OCTOBER 30, WEDNESDAY (WEBEX MEETING)

- **ESSAY EXAM 2 Due:** Submit your Exam 2 by 11: 59 p.m. in Blackboard under Exams & Quizzes tab.
- **Discuss Theoretical Analysis Projects** – assist students with project & questions during class. Students will need to create a New York Times (NYT) complimentary (student) account with the NYT via university library website and begin process of searching for a suitable NYT article for analysis.

WEEK 11

Work on Theoretical Analysis Projects

NOVEMBER 6, WEDNESDAY (WEBEX MEETING)

- Theoretical Analysis Projects – Professor will check-in individually with students to assess progress on project. Students should work on their projects by analyzing their respective NYT article.

WEEK 12

Work on Theoretical Analysis Projects

NOVEMBER 13, WEDNESDAY (WEBEX MEETING)

- Theoretical Analysis Projects – Professor will check-in individually with students to assess progress on project. Students should work on their projects by analyzing their respective NYT article.

WEEK 13

Theoretical Analysis Student Presentations (Day 1)

NOVEMBER 20, WEDNESDAY (WEBEX MEETING)

- **Theoretical Analysis Presentations:** Approximately 10 students will present their work to the class; each student will have 10 minutes total for their presentation.

WEEK 14

THANKSGIVING BREAK November 28th – 30th

WEEK 15

Theoretical Analysis Student Presentations (Day 2)

DECEMBER 4, WEDNESDAY (WEBEX MEETING)

- **Theoretical Analysis Presentations:** Approximately 10 students will present their work to the class; each student will have 10 minutes total for their presentation.

I reserve the right to change any part of this syllabus at anytime during the course. I will do my best to provide adequate notification if changes are made.