



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2024

Course Prefix: Soc

Course and Section #: 4100-001

Course Title: Contemporary Theory

Credits: 3

Course Description

Examines major contemporary sociological theories that provide the basis for sociological research and the interpretation of social processes. Explores the nature of sociological theory and theory-building to understand the difference and connection between theoretical, methodological, and empirical works in sociology. Engages with diverse theoretical voices shaping social scientific thought.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Matt Comi

Student Learning Outcomes

- 1 Explore original texts written by contemporary social theorists, considering their concerns, contexts, and methodologies.
- 2 Synthesize and compare contemporary sociological frameworks.
- 3 Analyze the sociopolitical contexts in which contemporary social theories are produced.
- 4 Apply key theoretical concepts and frameworks to current and historical sociological issues and events.
- 5 Apply principles of academic writing to produce sociological analysis.

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Course Materials and Texts

No additional materials besides Articles and E-books available at UVU's Fulton Library (See below for readings)

Course Requirements

Course Assignments, Assessments, and Grading Policy

Grade Breakdown

Assessments	Percent
Theoretical Synthesis	40%
Paper Context	(8%)
Proposal (Idea)	(8%)
Rough Draft	(8%)
Final Copy	(16%)
Reading Responses	20%
Class Lead Day	20%
Final (Self- Grade)	10%
	100%

Final Grades are rounded to the nearest tenth and letter grades are assigned as follows:

A	93–100
A-	90–92.9
B+	87–89.9
B	83–86.9
B-	80–82.9
C+	77–79.9
C	73–76.9
C-	70–72.9
D+	67–69.9
D	63–66.9
D-	60–62.9
E	00–59.9

Required or Recommended Reading Assignments

All required readings are freely available through open online sources or the UVU Fulton Library with links on the course LMS (Canvas). See Below for readings organized by relevant subject

General Description of the Subject Matter of Each Lecture or Discussion

**Below is the course calendar as organized by subject and unit with associated readings. As a note, many class days for this course are student led (see assignment breakdown for “class-lead day”). Students are required to lead class on topics relevant to our recent readings, as well as to bring something “new” to the course, whether that’s exploring a topic from the readings we haven’t addressed already, or relating some new scholarship to the dialogues we’ve planned. Because of this, the subject matter discussed may vary based on student interest.*

Week 1 (1.7)		Introductions—From Modernity to Postmodernity or elsewhere?
(1.9)	Read prologue + Ch 1 of <i>Age of Fracture</i> (Rogers)	Unit 1 Democracy, Power, and Society after Modernity (Contextualizing American Public life in the late twentieth century)
Week 2 1.14	Readings Ch 2+4 <i>Age of Fracture</i> (Rogers)	Unit 1 Democracy, Power, and Society after Modernity (Contextualizing American Public life in the late twentieth century)
1.16		
Week 3 1.21	Readings John Dewey Excerpt Glaude Ch 1 <i>In a Shade of Blue</i>	Unit 1 Democracy, Power, and Society after Modernity (Introducing Philosophy of American Pragmatism)
1.23		
Week 4 1.28	Readings Glaude Ch 1 <i>An Uncommon Faith</i>	Unit 1 Democracy, Power, and Society after Modernity (Pragmatism, Race, and Religion in American Democracy)
1.30	Reading Response 2 Due	
Week 5 2.4	Readings Glaude Ch 2+3 <i>An Uncommon Faith</i>	Unit 1 Democracy, Power, and Society after Modernity (Pragmatism, Race, and Religion in American Democracy)
2.6		
Week 6 2.11	Readings excerpts “Grassroots postmodernism” Eteva+ Prakash, on Canvas:	Unit 2 Bodies and Power after Modernity Introducing alternative theories of democracy and power
2.13		
Week 7 2.18	Readings Excerpts “Discipline and Punish” Foucault	Unit 2 Bodies and Power after Modernity Relating Power, surveillance, and Bio-politics
2.20		
Week 8 2.25	Readings Excerpts from Butler +Fraser debate (“Merely Cultural”, and “A Response to Merely Cultural”	Unit 2 Bodies and Power after Modernity Comparing theories about, justice, inequality, and bodily autonomy.
2.27		

Week 9	3.4	NO NEW READINGS	THEORY SYNTHESIS WEEK
		THEORY SYNTHESIS PROPOSALS DUE WEDNESDAY (see assignment sheet)	
	3.6		
Week 10		Spring Break	
	3.11		
	3.13	Spring Break	
Week 11		Readings Bennet Article in the Atlantic	Unit 3: Not Postmodernity but what Else? (Introducing the Assemblage Theory + New Materialism)
	3.18		
	3.20		
Week 12		Readings Bennet excerpt from Vibrant Matter	Unit 3: Not Postmodernity but what else? (Continued exploration of New Materialism)
	3.25		
	3.27		
Week 13	4.1	Kallis and March: Imaginaries of Hope, the utopianism of degrowth"	Unit 3: Not Postmodernity but what else? (Future-oriented social theory)
	4.3		
Week 14	4.8	Readings Phull et al "Is it a pleasure to eat together?"	Unit 3: Not Postmodernity but what else? Conviviality and social solidarity
	4.10		
Week 15			Final Paper Draft Conferences
	4.15		
	4.17		
Week 16			Final Papers Due-No additional subject
	4.22		
	Finals Week		

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual

voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.