The main purpose of this course is to introduce you to the multiple concepts of social structure, human subjectivity, and relations between them. The course is organized into five parts. In part one, we will discuss whether social structures or human subjectivity should be the starting point for sociological analysis. In part two, we will examine various theories of social structures. In part three, we will study multiple models of human subjectivity. In part four, we will take a close look at the relation between social structures and human subjectivity. Finally, in part five, we will take a critical look at mainstream sociological theories on relation between social structures and human subjectivity.

Class discussion is the most important component of this course. You are expected to come to class completely prepared, including a thorough, “quality-time” reading of the assigned texts and a mature, constructive, active and intellectually exciting, forward-looking agenda. You are expected to prepare at least one-page, single-spaced, typed outline of what you consider to be the “essence” of the work discussed during each week. It will be your responsibility to submit each week’s memo to the course Canvas no later than 7:00 pm on each Monday before the class meeting on Tuesday.

Course material

All reading materials - including books, book chapters and articles - are available in the course Canvas.
Student responsibility

- Students should log on to Canvas at least every other day to check for course updates.
- Students are expected to keep up with the class, engage with the course material, and submit assignments by the due dates.
- Assignments and exams are expected to be products of individual students per the [FSU Academic Honor Policy](http://example.com). Students should not discuss any of the questions with each other before or during the actual assignments, activities, or exams without instructor approval.
- To receive maximum points for questions, students need to follow the instructions carefully, follow word limits as instructed, and use spell and grammar checking.
- To be successful in this course, students need to complete all required assignments and exams.

Grading Policy

Attendance: Attendance will be taken at the end of the class. Since we meet only once a week, it is imperative that students attend all classes. During the semester you are allowed only one unexcused absence. More than one unexcused absence will lead to cumulative loss of 25% of the total grade points.

Memos: You are required to write at least 600 words memo on the reading material of each class. These memos must be submitted by 7:00 pm before the class on Tuesday. In the memo you are expected to accomplish three tasks. First, you are expected to briefly summarize the main points of the readings. Second, you are expected to discuss how the readings have changed (or not) your point of view on the main topic of their discussion. Third, you are expected to discuss their useful insights and weaknesses. You are expected to submit memos for every class, including those from which they were absent. Your memos will count for 10% of the total grade for the course. Late submission of memos will lead to loss of 25% of memo points.

Presentation: In every class we will have two presenters each of whom will make around ten minutes long presentation on the main points of the reading. In addition, each presenter will discuss how the relevant readings have changed (or not) their opinion on the topic of the reading and discuss their insights and weaknesses. Each student is expected to present at least twice during the semester. Presentations will count for 10% of the total grades.

Exams: There will be four non-cumulative essay-type exams during the entire semester. In each of these papers you will be asked to think through the relevant reading material with respect to
your political sociology projects. Each paper will be 20% of the total grade. Details regarding each exam - number of questions, word count, due date and so on - will be provided when exams will be announced. All students are required to discuss their first paper grades and my comments on them during the office hours. Late submission of exams will lead to loss of 25% of the exam points.

**Grading**

Memos: 10 points

Presentation: 10 points

Exam 1: 20 points

Exam 2: 20 points

Exam 3: 20 points

Exam 4: 20 points

**Grading Scale**

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>Excellent, creative and superb command of the subject matter</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
<td>Creative and outstanding command of the subject matter</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>Above average level but not outstanding grasp of the material</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td>Above average but thin understanding of some readings</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
<td>Above average but misses some parts of the readings and thus is unable to apply subject matter at all levels</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>Average level of achievement with some mastering yet narrow application of the material</td>
</tr>
<tr>
<td>74-76</td>
<td>C</td>
<td>Average level of achievement; refers to the readings in a superficial way suggesting spotty understanding of the material</td>
</tr>
</tbody>
</table>
70-73  C-  Close to average due to spotty understanding of the material and inability to apply readings

67-69  D+  Below average understanding, showing little knowledge of the material

64-66  D  Below average level with multiple contradictory arguments

60-63  D-  Below average understanding thus failure to apply readings

59 and below  F  Fails to understand and address the readings on the subject matter

Technology Requirements

Course content is accessible through Canvas. Students will need to write and upload assignments. Students should have access to high-speed internet and updated software. Mobile devices may be used to view course content, and upload assignments as determined by the instructor. To view the most current technology requirements, visit the FSU Canvas support site.

Canvas Support

Need help with Canvas? Contact FSU Canvas Support:

Email: canvas@fsu.edu

Phone: (850) 644-8004

Website: support.canvas.fsu.edu

Hours: 8am to 5pm, Monday - Friday

Course Policies

For Class Discussions:

- Please use polite and respectful behavior during class discussions.
- Be mindful of how you express your emotions and humor and be sensitive to cultural and ability differences of your peers.
- Make sure your comments are relevant to the topic of discussion.
- You must get in touch with me immediately in case you are feeling uneasy, disrespected, or offended by anyone's comments during the class discussions.

For Email Communication:

- For email, please respond to your instructor’s and peers’ messages within a 24-hour period.
- Use a brief description in the subject line that outlines the topic of discussion.
- Avoid using slang or profane words.
- Use your instructor’s correct title he or she prefers for communication.
- Avoid using emoticons, such as smiley faces, and maintain a professional demeanor.
- Sign your email messages using your full name.
- AVOID USING ALL CAPS. This makes the message visually difficult to read and is perceived by the reader as "shouting."
- Use correct spelling, grammar, and punctuation, just as you would for any communication.
- Ask yourself whether you would be comfortable if someone other than the intended receiver were to read your message. Remember, email is not a completely secure form of communication.
- Refrain from "flaming," which is expressing a strongly held opinion without tact or regard for others. Don’t assume that recipients will know the intent of the message (e.g., "just kidding"). It reads differently when it’s in print (electronic or not).
- Report any inappropriate communication considered to be of a serious nature to your instructor, as it may be a violation of University policy.
- Treat others with respect by making messages clear and succinct.

POLICY ON RESPONDING TO STUDENTS

- Email responses typically within 24 to 48 hours. Emails after 4:00 pm on Fridays and on weekends will be responded by Monday.
- Graded assignments typically returned within 2 weeks after due date.

UNIVERSITY POLICIES

UNIVERSITY ATTENDANCE POLICY
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

You must get in touch with the “Case Management Services” provided by the Dean of Student Office in case you are facing health or personal or any other kind of issue because of which you are not able to keep up with your work. Below is the contact information of the Case Management services.

- **Location**: University Center A, Suite 4100, Tallahassee, FL 32306-2440
- **Case Management**: 850.644.9555
- **Dean of Students**: 850.644.2428
- **Fax**: 850.644.0687
- **https://dos.fsu.edu/cms/Links to an external site.**
- Please get in touch with them while contacting us to excuse your late submissions.

**ACADEMIC HONOR POLICY**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and... [to] strive for personal and institutional integrity at Florida State University." (For more details see the [FSU Academic Honor Policy and procedures for addressing alleged violations](https://dos.fsu.edu/cms/Links to an external site.).)

**AMERICANS WITH DISABILITIES ACT**

Students with disabilities needing academic accommodation should (1) register with and provide documentation to the Student Disability Resource Center and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

[Student Disability Resource Center (Tallahassee Campus)](https://dos.fsu.edu/cms/Links to an external site.)
874 Traditions Way
108 Student Services Building
Florida State University
FREE TUTORING FROM FSU (TALLAHASSEE CAMPUS)

On-campus tutoring and writing assistance are available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options - see the Academic Center for Excellence (ACE) Tutoring Services' website or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

SYLLABUS CHANGE POLICY

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Part 1: Between Social Structures and Human Subjectivity

Week 1: Should we study Structures or Subjectivity?


Chapter 1: What is a Social Fact? Pages: 50-59


Section 1: Chapter 1: Beyond the Antinomy of Social Physics and Social Phenomenology, Pages: 7-12

**Part 2: Social Structures**

**Week 2: Is there a Type of Social Structure?**


**Week 3: What is Relational Structure?**


**Week 4: What is Field Structure?**

Part 3: Human Subjectivity

Week 5: What is Phenomenological Model?


Introduction, Pages 1-18

Chapter 1: Pissed Off in L.A., Pages 18-87

Week 6: What is Cognitive Model?


Chapter 1: What’s Wrong with the Philosophy of Mind, Pages: 1-26

Chapter 4: Consciousness and its Place in Nature, Pages: 83-109

Chapter 1: Establishing a Sociology of Culture and Cognition, Pages: 1-15

Chapter 3: Signals and Interpretive Work: The Role of Culture in a Theory of Practical Action, Pages: 28-57

**Week 7: What is Freudian Model?**


Chapter 3: The Concept of the Unconscious, Pages: 127-191

Chapter 8: The Concept of Repression, Pages: 517-535

**Week 8: What is Habitus Model?**


Section 1: Chapter 4: The Fuzzy Logic of Practical Sense, Pages: 19-26

Section 2: Chapter 4: Interest, Habitus and Rationality, Pages: 115-140

Singh, Sourabh, " Rethinking Political Elites’ Mass-Linkage Strategies: Lessons from the Study of Indira Gandhi’s Political Habitus.” *Journal of Historical Sociology* (Forthcoming)

**Paper 2 Announced**

**Part 4: Relation between Social Structure and Subjectivity**

**Week 9: Gidden’s Formulation**


Chapter 1: The Contours of High Modernity, Pages: 10-34.

**Week 10: Sewell Jr’s Formulation**


Chapter 1: Theory, History and Social Sciences, Pages: 1-21.


**Week 11: Bourdieu’s Formulation**


Chapter 4: Bodily Knowledge, Pages: 128-163

Chapter 6: Social Being, Time and Sense of Existence, Pages: 206-246

**Paper 3 Announced**

**Part 5: What’s Wrong with Sociology?**

**Week 12: Feminists’ Answer**


Week 13: Critical Race Theorists’ Answer


Week 14: Postcolonial Studies' Answer


Stuart Hall, “When was the Postcolonial?” In the Postcolonial Question. Edited by Iain Chambers and Lidia Curti (Routledge 1996) Pp 242 -260


Week 15: Bourdieu’s Answer


Chapter 1: A Critique of Scholastic Reason, Pages: 9-33

Chapter 2: The Three Forms of Scholastic Fallacy, Pages: 49-85

**Paper 4 Announced**