Brooklyn College of the City University of New York
Sociology Department
Classical Social Theory (SOCY.2101)
Course Syllabus- Fall 2024

Course Name: Classical Social Theory (SOCY.2101), Credits: 4.0; Code: 8252; MY12.
Class Meeting Time: Mondays and Wednesdays: 12:25 p.m. --- 2: 05 p.m.
Class Meeting Location: William James Hall, room 3604
Professor's Information:

- **Name:** Jean Eddy Saint Paul, Ph. D. (Sociology Professor)
- **Office Hours:** Monday & Wednesday, from 10 am to 10: 45 am or email me to set up remote (Zoom) office hours
- **University Email**: jeaneddy.saintpaul@brooklyn.cuny.edu
- **Personal Email**: dejapsa@gmail.com
- **Office Location**: William James Hall, room 3501
- **Office Telephone**: 718.951.5000, ext. 1762
- **Personal Telephone**: 917.651.4612

Classical Social Theory (SOCY. 2101) – Course Description

Classical Social Theory or Classical Sociological Theory university courses customarily focus on the ideas of such theorists as Auguste Comte, Alexis de Tocqueville, Karl Marx, Herbert Spencer, Thorstein Veblen, Émile Durkheim, Georg Simmel, Max Weber, George Herbert Mead, Robert E. Park, Karl Mannheim, and Talcott Parsons. These Euro-American white men are viewed as the most important contributors to the discipline. Hence, in SOCY.2101, we are interested in seeking answers to the following questions:

- Why does it seem that it is mainly white male scholars who are recognized as authors of classical texts in the field of sociology?
- What were the circumstances that turned their works classics in sociology?
- Why has the scientific community, for so long, marginalized and undermined the works of W. E. B. Du Bois and E. Franklin Frazier while promoting those of Robert E. Park and Talcott Parsons?
- What explains that most classical figures of social theory have not rigorously studied the impacts of slavery, racism, and caste's system on the configuration of the contemporary American society, and society in general?
- Considering the current political, social, and economic climate in the United States of America, of W. E. B. Du Bois and Talcott Parsons whose ideas would help us to understand better and tackle more effectively social and sociological problems such as racism, anti-blackness, racial injustice, mass incarceration system, and the extreme policing of black bodies?
- At a time of rhetorical discourses on decolonization of sociology, has white superiority and racism continued to influence the intellectual orientation of sociology at large and the subfield of classical social theory?
- Why is it only recently that the scientific community has started to recognize the intellectual contributions of women scholars such as Harriet Martineau, Jane Addams, Ida B. Wells, and Anna Julia Cooper?

Classical Social Theory (SOCY. 2101) – Course Goals
Classical Social Theory is designed to help students cultivate and improve their critical thinking skills. As they read, discuss, and analyze concepts and categories systematized by major thinkers in the field, students will be able to examine the strengths and limits of these scholars when it comes to mobilize their theories to understand problematic facets of our contemporary society. Two considerations derived from the previous: 1) In SOCY.2101, we will not study theory for the sake of theory, but rather with the intention to better understand what is happening in our current social environment; 2) Therefore, SOCY.2101's lectures will anticipate many ideas to be deepened in Contemporary Sociological Theory (SOCY.2102), a course that I also teach.

Course's Structure:
To achieve these goals, Classical Social Theory (SOCY.2101) is structured in three parts. Part one addresses some important concepts and analytical categories to understand the intellectual meaning of the course. About the Classics, which is the second part, is made of topics such as, -Karl Marx's Sociological Imagination, Theoretical and Methodological Sociology in Émile Durkheim; Georg Simmel as a Thinker of Modernity, and Max Weber's Contribution to Sociology. Part three titled, Beyond the Traditional Canon englobes the following themes -Sociological Thought and Intersectionality in Anna Julia Cooper's Intellectual Work, and W. E. B. Du Bois: Sociological Thought in a Context of Institutional Racism.

Pedagogical Techniques:
To achieve these goals, the course combines lectures, students' discussions, small groups' presentations, and written assignments (essays). This course is part of CUNY OER (Open Educational Resources) project. All readings are posted on the course website as listed in this syllabus. Throughout the semester, SOCY.2101 will be taught in person in James Hall room 3604 known also as the Seminar Room.

Technology & Policy on Electronic Devices
We will use the technology available at Brooklyn College. Students need to have their emails updated on both CUNY Blackboard and BC Web Central, where they will receive regular communications regarding the course. It is important to take notes. You can do it with a notebook and/or your preferred device. Please put your cellphone on silent mode and use it only for activities related to the course.

Group Presentations:
Three group presentations are scheduled throughout the Spring semester. The first will take place on October 9, 2024, on the topic titled, "Diagnosis of American Capitalism Through the Lens of Karl Marx's Sociological Theory." The second is programmed for October 28, 2024, to debate the topic titled, "The Actuality of Durkheimian Categories in the Twenty-

First Century." The third and last group presentation will be held on December 11, 2024, to address the topic - "Historical Struggles to Challenge Racism and Anti-Blackness in the United States of America - the Cases of Ida B. Wells and Anna Julia Cooper."

Grading & Exams Make-up Policies:
SOCY.2101 final grades will be based on a combination of the following activities: Attendance is worth 10 percent of the final grade. More than three missed class without notice will negatively influence your grade. Participation in classroom's discussions is counted for 10 percent. Here, I am referring to qualitative participation that contributes to enhance debates in-the-classroom. The midterm exam is worth 25 percent. The student group presentation is counted for 20 percent. Group presentation: It is expected that every group's member contributes to the activity. Lastly, the term/final paper is worth 35 percent.

There will be no make-up exams except in extraordinary circumstances, in which case students must contact me by e-mail (jeaneddy.saintpaul@brooklyn.cuny.edu) before scheduled exams. Doctor appointments are acceptable if they are supported by a doctor's note. Students will not be given the opportunity to revise and resubmit essays or other assignments.

Grading Scheme:
Your grade will be based on 100 points:

Attendance	10%	10 points
Participation	10%	10 points
Midterm	25%	25 points
Group presentation	20%	20 points
Term/final paper	35%	35 points
Total grade	100%	100 points

Note about grading: Your grades will be determined by the points you score out of the total of 100 points. The class will not have grading curve.

Grading Scale:

96.8-100%	A+	76.8-79.9%	C+
93.4-96.7%	A	73.4-76.7%	C
90-93.3%	A-	70-73.3%	C-
86.8-89.9%	B+	66.8-69.9%	D+
83.4-86.7%	B	63.4-66.7%	D
80-83.3%	B-	60-63.3%	D-
		Below 60%	F

Please note: You need to get a B- grade to pass this course & to be able to register in Contemporary Social Theory (SOCY.2102).

Academic Freedom

As an intellectual and University Professor, I do believe that history and knowledge are inscribed into a continuous process of questioning and deconstruction. As an intellectual community, we do have a moral obligation to work in an atmosphere compatible with freedom of speech of every individual; freedom of speech that needs to be mindful of the respect of the dignity of every individual. I strongly support the use of science to walk toward the construction of truth that is an intersubjective enterprise. I deeply believe that every Faculty has the right to be engaged in challenging teaching that might conflict with traditional history and narratives historically built on the distortion of the truth. Accordingly, I firmly encourage reciprocal practices of personal and academic integrity. Faculty are free to teach on challenging topics dealing with the continuous legacies of white superiority, settler colonialism and slavery against those classified as 'blacks' and 'browns' by the normative scientific community. Seeing in this perspective, I am for the promotion of a culture of tolerance and respect that are core values in any decent human society. Lastly, I do encourage the rejection of all forms of violence (epistemological, symbolic, psychological, and physical).

Outline of Class Sessions and Mandatory Readings (subject to change by Professor)

W1. **Session 1:** Wednesday, August 28, 2024.
Course Introduction/Syllabus Review
No reading

Brooklyn College is closed on Monday, September 2, 2024, because of Labor Day. There is no class scheduled.

Part One -Concepts and Categories to Understand Classical Social Theory

W2. **Session 2:** Wednesday, September 4, 2024.
Concepts and Categories to Understand Classical Social Theory
Reading: Giddens, Anthony (1976). "Classical Social Theory and the Origins of Modern Sociology." *American Journal of Sociology*, vol. 81, no. 4, pp. 703–29. *JSTOR*. https://www-jstor-org.brooklyn.ezproxy.cuny.edu/stable/2777595 **[CUNY item. Off-campus login needed]**

M1. **Session 3:** Monday, September 9, 2024.
Concepts and Categories to Understand Classical Social Theory
Reading: Giddens, Anthony (1976). "Classical Social Theory and the Origins of Modern Sociology." *American Journal of Sociology*, vol. 81, no. 4, pp. 703–29. *JSTOR*. https://www-jstor-org.brooklyn.ezproxy.cuny.edu/stable/2777595 **[CUNY item. Off-campus login needed]**

W3. **Session 4:** Wednesday, September 11, 2024.
Concepts and Categories to Understand Classical Social Theory

Reading:
Giddens, Anthony (1976). "Classical Social Theory and the Origins of Modern Sociology." *American Journal of Sociology*, vol. 81, no. 4, pp. 703–29. *JSTOR*. https://www-jstor-org.brooklyn.ezproxy.cuny.edu/stable/2777595 **[CUNY item. Off-campus login needed]**

Part Two – About the Classics in Sociology
M2. **Session 5:** Monday, September 16, 2024.
About the Classics in Sociology
Reading: Kaesler, Dirk (2016). "Max Weber Never Was Mainstream—But Who Made Him a Classic of Sociology?" *Serendipities. Journal for the Sociology and History of the Social Sciences*, 1 (2):121–137. https://doi.org/10.7146/serendipities.v1i2.122850 **[Open Access item]**

W4. **Session 6:** Wednesday September 18, 2024.
About the Classics in Sociology
Reading: Kaesler, Dirk (2016). "Max Weber Never Was Mainstream—But Who Made Him a Classic of Sociology?" *Serendipities. Journal for the Sociology and History of the Social Sciences*, 1 (2):121–137. https://doi.org/10.7146/serendipities.v1i2.122850 **[Open Access item]**

M3. **Session 7:** Monday, September 23, 2024.
About the Classics in Sociology: Karl Marx's Sociological Imagination
Reading: Fuchs, Christian, Lara (2018). Repeating Marx: Introduction to the Special Issue "Karl Marx @ 200: Debating Capitalism & Perspectives for the future of Radical Theory," *tripleC*, 16(2) 406-414. https://doi.org/10.31269/triplec.v16i2.1037 **[Open Access item]**

M3. **Session 8:** Wednesday, September 25, 2024.
About the Classics in Sociology: Karl Marx's Sociological Imagination
Reading: Fuchs, Christian, Lara Monticelli (2018). Repeating Marx: Introduction to the Special Issue "Karl Marx @ 200: Debating Capitalism & Perspectives for the future of Radical Theory," *tripleC*, 16(2) 406-414. https://doi.org/10.31269/triplec.v16i2.1037 **[Open Access item]**

There is no class on Wednesday, October 2, 2024. It is a Jewish holiday named Rosh Hashanah. Brooklyn College is closed.

M4/M5. **Session 9:** Monday, October 7, 2024.
About the Classics in Sociology: Karl Marx's Sociological Imagination
Reading: Battistini, Matteo (2021). "Karl Marx and the Global History of the Civil War: The Slave Movement, Working-Class Struggle, and the American State within the World

Market." International Labor and Working-Class History 100: 158-85. https://doi.org/10.1017/S0147547921000089 **[Open Access item]**

W6. **Session 10:** Wednesday, October 9, 2024.
First Group Presentation in-Classroom.
Topic: Diagnosis of U.S. Capitalistic-Imperialism Through the Lens of Karl Marx's Sociological Theory
Aim of the group presentation: Discuss intellectually the current state of U.S. Imperial-Capitalism Through the Lens of Karl Marx's Sociological Theory;"

Focus and questions of Debate:
According to many experts in the field, Karl Marx's sociological theory and critical analysis on capitalism is more relevant today than yesterday to understand the 'greedy power elites' in the United States of America, a very unequal society where 69 percent of the total wealth is owned by the top 10 percent (U.S. Wealth Distribution by Statista); 11 million children live in poverty, including 1 in 7 of color and 1 in 6 children under 5 (The State of America's Children 2013, by Child Defense Funds); as of 2023, 548.462 individuals are experiencing homelessness, an increase of about 2,000 people since the last Census of 2020 (National Homelessness Facts & Statistics). Currently, 653,104 people are experiencing homelessness according to the report titled, State of Homelessness: 2024 Edition published by the National Alliance to end Homelessness; guns and ammunitions are among the most lucrative business. Over the last 5 years, its manufacture revenue grew to $21.0 billions (Guns & Ammunition Manufacturing in the U.S.).

Based upon these data and your own experience with American imperialism, to what extent can Karl Marx's original political economy of modern society help us to understand American capitalism in its neoliberal, corporatist, and oligarchic phase? Please, use statistical data and well-articulated arguments to defend your intellectual position.

There is no class on Monday, October 14, 2024. According to the United Courts of Appeals, it's a federal holiday named Columbus Day. Brooklyn College is closed.

M6. **Session 11:** Tuesday, October 15, 2024. Today, it is a conversion day. There is class with Prof. Saint Paul
About the Classics: Theoretical and Methodological Sociology in Emile Durkheim
Reading: Milbrant, Tara & Frank Pearce. "Émile Durkheim." In *The Wiley-Blackwell Companion to Major Social Theorists*. Edited by George Ritzer and Jeffrey Stepnisky. First published 15 April, 2011. https://doi-org.brooklyn.ezproxy.cuny.edu/10.1002/9781444396621.ch9 **[CUNY item. Off-campus login needed]** https://onlinelibrary-wiley-com.brooklyn.ezproxy.cuny.edu/doi/book/10.1002/9781444396621

W7. **Session 12:** Wednesday, October 16, 2024.

About the Classics: Theoretical and Methodological Sociology in Emile Durkheim
Reading: Milbrant, Tara & Frank Pearce. "Émile Durkheim." In *The Wiley-Blackwell Companion to Major Social Theorists*. Edited by George Ritzer and Jeffrey Stepnisky. First published 15 April, 2011. https://doi-org.brooklyn.ezproxy.cuny.edu/10.1002/9781444396621.ch9 **[CUNY item. Off-campus login needed]** https://onlinelibrary-wiley-com.brooklyn.ezproxy.cuny.edu/doi/book/10.1002/9781444396621

M7. **Session 13***:* Monday, October 21, 2024.
About the Classics: Theoretical and Methodological Sociology in Emile Durkheim
Reading:
Milbrant, Tara & Frank Pearce. "Émile Durkheim." In *The Wiley-Blackwell Companion to Major Social Theorists*. Edited by George Ritzer and Jeffrey Stepnisky. First published 15 April, 2011. https://doi-org.brooklyn.ezproxy.cuny.edu/10.1002/9781444396621.ch9 **[CUNY item. Off-campus login needed]** https://onlinelibrary-wiley-com.brooklyn.ezproxy.cuny.edu/doi/book/10.1002/9781444396621

W8. **Session 14:** Wednesday, October 23, 2024.
About the Classics: Theoretical and Methodological Sociology in Emile Durkheim
Reading:
Milbrant, Tara & Frank Pearce. "Émile Durkheim." In *The Wiley-Blackwell Companion to Major Social Theorists*. Edited by George Ritzer and Jeffrey Stepnisky. First published 15 April, 2011. https://doi-org.brooklyn.ezproxy.cuny.edu/10.1002/9781444396621.ch9 **[CUNY item. Off-campus login needed]** https://onlinelibrary-wiley-com.brooklyn.ezproxy.cuny.edu/doi/book/10.1002/9781444396621

M8. **Session 15:** Monday, October 28, 2024.
Second Group Presentation in-Classroom.
Topic: *The Actuality of Durkheimian Categories in the Twenty-First Century*
Focus and questions of debates [to be provided to the group's members]

Part Three – Beyond the Traditional Canon
W9. **Session 16:** Wednesday, October 30, 2024.
In-Class discussion on Individual Reading Report.
Aim of the report: To develop in students the sense of argumentation and synthesis. To make them mindful of the historical roots of racism and how lawmakers have used law to promote anti-blackness and foster, in the United States of America, a political and social system anchored in caste and racism.

Reading and assignment:

Wells, Ida B. (2005). *Southern Horrors. Lynch Law in All Its Phases* (Produced by Suzanne Shell, Melissa Er-Raqabi and the PG Online Distributed Proofreading Team) [**E-book**]. Project Guttenberg https://www.gutenberg.org/ebooks/14975
(Original work published 1892) **[Open Access item]**
https://digitalcollections.nypl.org/items
https://digitalcollections.nypl.org/items/868f8db7-fa74-d451-e040-e00a180630a7/book#page/5/mode/2up.
Wells, Ida B. (2013). *Southern Horrors. Lynch Law in All Its Phases* (James K. White and Laura Victoria., Narr.) [**Audiobook**]. LibriVox https://librivox.org/8050 (Original work published 1892) **[Open Access item]**

Student individual assignment:

i. What are your general opinions on the lynching of black people in the United States of America during the nineteenth century?
ii. Why did the great classics of sociology not address that problem?
iii. Are there contemporary forms of lynching institutionalized against black people in the United States? If yes, please give concrete examples.
iv. How to effectively fight contemporary forms of lynching?

The reading's report should not be more than three pages long. It must be typed using Times New Roman or Arial, font size 12, and 1.5 line spacing. It should be turned in by Sunday, October 27 before midnight.

M9. **Session 17:** Monday, November 4, 2024. Today is Black solidarity day. Be ready to participate in an on-campus event.
Georg Simmel as a Thinker of Modernity
Reading: Frisby, David. "Georg Simmel: First Sociologist of Modernity." *Theory, Culture & Society*. 1985. Vol 2 (3): 49-67. https://doi-org.brooklyn.ezproxy.cuny.edu/10.1177/026327648500200306 **[CUNY item. Off-campus login needed]**

W10. **Session 18:** Wednesday, November 6, 2024.
Georg Simmel as a Thinker of Modernity
Reading: Frisby, David. "Georg Simmel: First Sociologist of Modernity." *Theory, Culture & Society*. 1985. Vol 2 (3): 49-67. https://doi-org.brooklyn.ezproxy.cuny.edu/10.1177/026327648500200306 **[CUNY item. Off-campus login needed]**

M10. **Session 19.** Monday, November 11, 2024.
Georg Simmel as a Thinker of Modernity
Reading:

Frisby, David. "Georg Simmel: First Sociologist of Modernity." *Theory, Culture & Society*. 1985. Vol 2 (3): 49-67. https://doi-org.brooklyn.ezproxy.cuny.edu/10.1177/026327648500200306 **[CUNY item. Off-campus login needed]**

W11. **Session 20:** Wednesday, November 13, 2024.
Max Weber's Contribution to Sociology
Reading*:* Dreijmanis, John. Politics as a Vocation. In *Max Weber's Complete Writings on Academic and Political Vocations*. Edited and with an Introduction by John Dreijmanis. Translated by Gordon C. Wells. New York: Algora Publishing, 2007. **[CUNY item. Off-campus login needed]**

M11. **Session 21:** Monday, November 18, 2024.
Max Weber's Contribution to Sociology
Reading: *Dreijmanis, John. Politics as a VocationIn Max Weber's Complete Writings on Academic and Political Vocations*. Edited and with an Introduction by John Dreijmanis. Translated by Gordon C. Wells. New York: Algora Publishing, 2007. ***[CUNY item. Off-campus login needed]***

W12. **Session 22:** Wednesday, November 20, 2024.
Sociological Thought in the Intellectual Work of Anna Julia Cooper
Reading: Cooper, Anna J. *The Voice of Anna Julia Cooper: Including a Voice From the South and Other Important Essays, Papers, and Letters*. Rowman & Littlefield Publishers, 1998. *EBSCOhost*. [CUNY item. Off-campus login needed]. Read Introduction "Our Raison d'Être" & Chapter 1 "Womanhood a Vital Element in the Regeneration and Progress of a Race."

M12. **Session 23:** Monday, November 25, 2024.
Sociological Thought in the Intellectual Work of Anna Julia Cooper
Reading: Cooper, Anna J. *The Voice of Anna Julia Cooper: Including a Voice From the South and Other Important Essays, Papers, and Letters*. Rowman & Littlefield Publishers, 1998. *EBSCOhost*. [CUNY item. Off-campus login needed]. Read Introduction "Our Raison d'Être" & Chapter 1 "Womanhood a Vital Element in the Regeneration and Progress of a Race."

M13. **Session 24:** Monday, December 2, 2024.
Sociological Thought in the Intellectual Work of Anna Julia Cooper
Reading: Cooper, Anna J. *The Voice of Anna Julia Cooper: Including a Voice From the South and Other Important Essays, Papers, and Letters*. Rowman & Littlefield Publishers, 1998. *EBSCOhost*. [CUNY item. Off-campus login needed]. Read Introduction "Our Raison d'Être" & Chapter 1 "Womanhood a Vital Element in the Regeneration and Progress of a Race."

W13. **Session 25:** Wednesday, December 4, 2024.
W.E. B. Du Bois: Sociological Thought in a Context of Institutional Racism
Reading: Du, Bois, W. E. B. *Black Folk Then and Now : An Essay in the History and Sociology of the Negro Race*, edited by Henry Louis, Jr. Gates, Oxford University Press, Incorporated, 2007. ProQuest Ebook Central. **[CUNY item. Off-campus login needed]**. Read Chapter XVI, "The Future of World Democracy." Available online at Brooklyn College Library.
https://search-alexanderstreet-com.brooklyn.ezproxy.cuny.edu/view/work/bibliographic_entity%7Cbibliographic_details%7C4386980#page/374/mode/1/chapter/bibliographic_entity%7Cdocument%7C4386997

M14. Session 26: Monday, December 9, 2024
W.E. B. Du Bois: Sociological Thought in a Context of Institutional Racism
Reading: Du, Bois, W. E. B. *Black Folk Then and Now : An Essay in the History and Sociology of the Negro Race*, edited by Henry Louis, Jr. Gates, Oxford University Press, Incorporated, 2007. ProQuest Ebook Central. [CUNY item. Off-campus login needed]. Read Chapter XVI, "The Future of World Democracy." Available online at Brooklyn College Library.
https://search-alexanderstreet-com.brooklyn.ezproxy.cuny.edu/view/work/bibliographic_entity%7Cbibliographic_details%7C4386980#page/374/mode/1/chapter/bibliographic_entity%7Cdocument%7C4386997

W14. **Session 27:** Wednesday, December 11, 2024.
Sociological Thought in a Context of Institutional Racism
Third Student-Group Presentation:
Anna Julia Cooper and Ida B. Wells are now recognized as figureheads of the historical struggles to challenge racism and anti-blackness.

i. After reading their works, how do they compare?
ii. What are the possible similitudes and differences in their intellectual points of views?
iii. What are the possible lessons that you can take from their public intellectualism and activism?

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M15. **Session 28:** Monday, December 16, 2024.
Final exams
Students must turn in their final papers to the Professor on Monday, December 16, 2024, by 5 pm. My emails are: jeaneddy.saintpaul@brooklyn.cuny.edu and/or dejapsa@gmail.com. The Guidelines of this term paper will be provided over the semester.

University's policy on Academic Integrity
Academic dishonesty of any type, including cheating and plagiarism, is unacceptable at Brooklyn College. **Cheating** is any misrepresentation in academic work. **Plagiarism** is the representation of another person's work, words, or ideas as your own. Students should consult the Brooklyn College Student Handbook for a fuller, more specific discussion of related academic integrity standards.
Academic dishonesty is punishable by failure of the "…test, examination, term paper or other assignment on which cheating occurred" (Faculty Council, May 18, 1954).
In addition, disciplinary proceedings in cases of academic dishonesty may result in penalties of admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, complaint to civil authorities, or ejection (Adopted by Policy Council, May 8, 1991).
NOTE: If you have a question about how to cite correctly **ask your teacher BEFORE** submitting your work.

- The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism.
- Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both.
- View complete text of CUNY Academic Integrity Policy and Brooklyn College procedure for policy implementation.
- If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the **faculty member must report the violation**.
- Please read the section entitled "Academic Regulations and Procedures" in the Brooklyn College Undergraduate Bulletin or Graduate Bulletin for a complete listing of academic regulations of the College.

Statement about the Center for Student Disability Services:
The Brooklyn College Center for Student Disability Services is back to working in-person on campus, though you can still reach out via email and phone. Please email them at testingcsds@brooklyn.cuny.edu for assistance.
Location: 138 Roosevelt Hall
Phone: 718.951.5538
FAX: 718.951.4442
Department Office Hours:

- Monday: 9 a.m.–4:45 p.m.
- Tuesday: 9 a.m.–4:45 p.m.
- Wednesday: 9 a.m.–6:45 p.m.
- Thursday: 9 a.m.–6:45 p.m.
- Friday: 9 a.m.–4:45 p.m.

Note: Office hours during **summer** and **winter intersession** breaks varies.

Students should inform the professor if they have a disability or any other situation that may require Section 504/ADA accommodations. The faculty and staff will attempt to work out whatever arrangements are necessary.
Please provide your professor with your course accommodation form and discuss your specific accommodation with your professor as soon as possible to ensure accommodations are met in a timely fashion.
In order to receive academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or who suspect that they might have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell or the Assistant Director, Josephine Patterson or their general
email testingcsds@brooklyn.cuny.edu

Sexual and Gender-based Harassment, Discrimination, and Title IX
Brooklyn College is committed to fostering a safe, equitable and productive learning environment. Students experiencing any form of prohibited discrimination or harassment on or off campus can find information about the reporting process, their rights, specific details about confidentiality of information, and reporting obligations of Brooklyn College employees on the Office of Diversity and Equity Programs website. Reports of sexual misconduct or discrimination can be made to Public Safety (719.951.5511), the New York City Police Department (911 or a local NYPD precinct), Ivana Bologna, Title IX Coordinator (718.951.5000, ext. 3689), or Michelle Vargas, Assistant Director of Judicial Affairs, Division of Student Affairs (718.951.5352).

Consideration of Religious Observance
Please bear in mind that due to religious holidays and related religious observances, a number of students will not be able to attend classes or take examinations. New York State Education Law (Title I, Article 5, Section 224-a) requires that we "make available to each student who is absent from school, because of [their] religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which [they] may have missed because of such absence on any particular day or days."

The University of Michigan maintains a helpful list of religious holidays for the 2020-2021 academic year, which may be useful when planning your activities for the term. Note that students may adhere to religious traditions, or have other religious obligations, not reflected in this list; the list should not be taken as exhaustive. If you have specific questions regarding granting a student's request to miss class or reschedule an examination on religious grounds, seek guidance from Anthony Brown, Chief Diversity Officer. Students may also be directed to Ronald Jackson, Vice President for Student Affairs, if they have questions about accommodations for religious observance. Faculty who must miss a class session for religious reasons should arrange for another faculty member to cover the class, as discussed above.

Campus Resources

Immigrant Student Support Office (ISSO)

"As an educator, I support the rights of undocumented students to an education. If you have any concerns in that regard, feel free to discuss them with me, and I will respect your wishes concerning confidentiality. For resources and support, please visit Brooklyn College's Immigrant Student Support Office located at 117 Roosevelt Hall. You can also contact them via email at ISSO@brooklyn.cuny.edu or via phone at 17189515023."

For access to services, emergency grants, food pantry, laptop loans, etc., please visit the following link:
http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/health-wellness/coronavirus/student-resources.php

Internships and Post-Graduation Plans

The **Magner Center** can help you find an internship, prep your resume, and practice interviewing to prepare for whatever you might want to do post-graduation. They can also help you find ways of getting paid for internships. Look out for their emails and check their calendar for events and stipend deadlines. **THE STIPEND DEADLINE FOR SPRING 2025 INTERNSHIPS IS OCTOBER 31, 2024.** You don't have to have a position lined up to apply for the stipend.

If you are a Sociology major, you can get academic credit for internship experiences and additional guidance finding positions. Contact your advisor or Prof. Molina (etmolina at brooklyn dot cuny dot edu) to learn more.