

**Department of Sociology  
Dartmouth College  
Fall 2019**

**Sociological Classics (Sociology 15)**

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*Course Information:*  
MWF, 8:50-9:55, 007 Blunt  
X-period: Thursday, 9:05-9:55  
Office hours: Mondays and Wednesdays 2-3,  
or by appointment

**Course Description**

This course offers an introduction to sociological theory through the works of seminal nineteenth and twentieth-century thinkers including Max Weber, Karl Marx, Emile Durkheim and Georg Simmel among others, writers whose ideas are still of enormous significance in shaping perspective and framing terms of argument among many major contemporary social and political thinkers. It fulfills the theory requirement for majors in the Department of Sociology. Among specific subjects to be covered are the following: sources of social and political order; conflict and inequality; social networks and social integration; and questions of how shared ideals or divisive interests affect not just the study of human society, but the course of history itself.

**Course Requirements & Grading**

Readings: Most readings are from *Classical Sociological Theory*, 3<sup>rd</sup> edition (indicated by CST on the schedule), edited by Craig Calhoun, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk. (Wiley-Blackwell. ISBN: 978-0470655672). This is the only required text you will need to purchase.

Canvas: Several required readings are posted on the Canvas course site. It is your responsibility to check the site at the beginning of each week for updates.

The following are optional and will be on reserve at the library:

- Durkheim, Emile. 1979. *Suicide*. The Free Press. (translated by John A Spaulding and George Simpson). ISBN 0-684-83632-7
- Weber, Max. 2009. *The Protestant Ethic and the Spirit of Capitalism with Other Writings on the Rise of the West* (Stephen Kalberg Translation). Oxford. ISBN 978-0-19-533253-7
- Marx, Karl. 1978. *The Marx-Engels Reader* (2nd edition edited by Robert C. Tucker). Norton & Co. ISBN 0-393-09040-X

A note on the readings: It is expected that you will have done the reading by the time class meets on the date for which the assignment is due. These are original works and are often difficult to get through on the first try. *It is in your interest to keep up.* I will help put these works in context and there are several texts with additional materials on individual theorists that you may find useful. See especially:

Coser, Lewis A. 1971. *Masters of sociological thought: ideas in historical and social context.*

New York: Harcourt Brace Jovanovich. <http://libcat.dartmouth.edu/record=b2203114~S1>  
 Zeitlin, Irving M. 1981. *Ideology and the development of sociological theory*. Prentice-Hall sociology series. Englewood Cliffs, N.J.: Prentice-Hall.  
<http://libcat.dartmouth.edu/record=b1558290~S1>  
 Martin, John Levi. 2011. *The Explanation of Social Action*. New York: Oxford.  
<http://libcat.dartmouth.edu/record=b4995326~S1>

Participation (10%): While I will lecture on certain materials, students are expected to attend and be active participants throughout the course. Active class participation can take a variety of forms, including enthusiastic and intellectually rigorous discussion, work on in-class assignments and discussion groups, and regular class attendance. Please note that regularly attending class is necessary but not sufficient for a strong participation grade.

Theory Brief and Group Presentation (20%): Working in groups of 2-3, students will present on a particular work during the quarter. Groups will offer a 10-minute summary of the theorist and the work and then lead a class discussion. The written product will be a two-page single-spaced brief that gives a short background on the author, identifies the particular problem the author is addressing, lays out the main themes of the author's argument, and identifies areas of contention or problems with either the argument or the evidence the author provides. Any power point slides or presentation link (if using) must be e-mailed to me by 7AM the day of the presentation. The write-up is due at the beginning of class. Late write-ups are penalized 10 points (one letter grade) per day.

In-class writing (20%): We will have two in-class writing days for each of three major sections of the course as well as one for our introduction to American sociology, seven total (see the Canvas course calendar). The goal is to work through a complex argument, identify its key claims, and draw out some logical implications. A series of general questions pertaining to that day's reading and topic will be posted on Canvas the night before. In class students will work through a more specific subset of these questions for 15-20 minutes and will submit their write-up via Canvas or to the instructor if writing by hand. We will spend the next segment of the class period working through these questions as a group. *Please note: I count your top six writings. Writings will not be accepted if the student does not attend and participate in class that day. Late writings are not accepted. There are no makeups.*

Exams (25% each): Students will take an in-class midterm exam on Wednesday, October 23, and a take-home final due by noon on Sunday, November 24. Exams are open book, but you will not be permitted to discuss them with anyone else. You may bring your laptop to write the essay portion of the midterm if you choose. If you do choose this option, you must be able to submit the essay via the course website at the end of the exam and it is your responsibility to make sure it arrives "postmarked" no later than the end of the class period at 9:55 AM. Exams will be graded for an integration and deep understanding of course material, coherent and well-reasoned arguments, and writing (more so for the final). The exams will be evenly divided between readings and lecture/discussion.

Grading Scale:

A	94-100
A-	90-93.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D	60-69.99
F	<60

I follow Dartmouth's Scholarship Ratings:

[http://www.dartmouth.edu/~reg/transcript/grade\\_descriptions.html](http://www.dartmouth.edu/~reg/transcript/grade_descriptions.html)

Earning an "A" entails the following:

*Excellent mastery of course material*

*Student performance indicates a very high degree of originality, creativity, or both*

*Excellent performance in analysis, synthesis, and critical expression, oral or written*

*Student works independently with unusual effectiveness*

Please note that the grade cut-offs are firm. Scores are not rounded up (or down) to the nearest grade just because a student is close to another grade. Thus, for instance, a 79.99% is a C+ and not a B-.

### **Course Policies**

**Classroom Etiquette:** Above all, do your part to help make this a great learning experience. This means: DO ask questions. DO challenge ideas, and foster debate and dialogue in class. DO contribute helpful resources for learning. DO take me and your fellow students seriously. And, Please, Please DO NOT message with friends, shop, sleep, walk in and out, converse with others, and otherwise disrupt lecture and discussion. It is nearly impossible for me to concentrate on lecturing and guiding discussions, and for others to hear, pay attention, and participate in discussions when students are behaving in disrespectful and/or disruptive ways.

**Honor Principle:** Assignments and exams will be conducted in accord with the principles of academic honor, as detailed here:

<http://student-affairs.dartmouth.edu/policy/academic-honor-principle>

Students should also take time to read Dartmouth's statement on Sources and Citations:

<http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>

**Student Accessibility Needs:** Students with disabilities who may need disability-related academic adjustments and services for this course are encouraged to see me privately as early in the term as possible. Students requiring disability-related academic adjustments and services must consult the Student Accessibility Services office (Carson Hall 125, 646-9900, [Student.Accessibility.Services@Dartmouth.edu](mailto:Student.Accessibility.Services@Dartmouth.edu)).

Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to me. As a first step, if you have questions about whether you qualify to receive academic adjustments and services, you should contact the SAS office. All inquiries and discussions will remain confidential.

Religious Observances: Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

### **Tentative Course Schedule & Assigned Readings**

This is an outline. I will occasionally update readings or place other documents and announcements on Canvas for your edification. It is your responsibility to check the course site at the beginning of each week. Readings from the *Classical Sociological Theory* reader are indicated by CST and then chapter number. All other readings are posted on Canvas.

Date	Topic & Assigned Readings
<i>Foundations</i>	
9-16	<i>Course Introduction and Overview</i> C. Wright Mills, excerpt from <i>The Sociological Imagination</i>
9-18	<i>What do we mean by Sociological Theory? And why go back to the 'Classics?'</i> Gabriel Abend, "The Meaning of 'Theory'" (see especially through p.181) Jeffery Alexander, "The Centrality of the Classics" (see especially pp. 12-32)  <u>Optional:</u> Robert Merton, "On the History and Systematics of Sociological Theory."
9-20	<i>Precursors to Sociological Theory</i> CST Introduction, pp.1-17 Excerpts from Hobbes and Rousseau, CST Chapters 1 and 2
<i>Critical Theories of Society: Karl Marx &amp; Friedrich Engels</i>	
9-23	CST Introduction to Part III E.P. Thompson, "Time, Work-Discipline, and Industrial Capitalism." Friedrich Engels, "Working Class Manchester" Karl Marx, Preface to "Preface to a Contribution to the Critique of Political Economy"  <i>In-class writing #1</i>
9-25	Karl Marx, <i>Economic &amp; Philosophic Manuscripts</i> , CST Chapter 10 Arlie Hochschild, excerpts from <i>The Managed Heart</i> (see especially, pp.1-12, 17-23)
9-27	Karl Marx, <i>Manifesto of the Communist Party</i> , CST Chapter 11 Marx and Lincoln on Slavery, Labor, and Capitalism <u>Optional:</u> Karl Marx, <i>The Eighteenth Brumaire of Louis Bonaparte</i> , CST Chapter 12
9-30	Karl Marx, <i>The German Ideology</i> , (use the extended excerpt on Canvas) <i>In-class writing #2</i>

10-2	Marx on Commodity Fetishism, from <i>Capital</i> pp. 302-308; 319-29 Antonio Gramsci, excerpts from the <i>Prison Notebooks</i>
10-4	Theodor Adorno & Max Horkheimer, “The Culture Industry,” CST Chapter 34 Bruno Latour, “The Compositionist Manifesto” <u>Optional:</u> Immanuel Wallerstein and World-Systems Theory
<i>Max Weber on Social Action and Modern Organization</i>	
10-7	CST Introduction to Part V Max Weber, “Basic Sociological Terms,” CST Chapter 20 “The Distribution of Power within the Political Community,” CST Chapter 22 Pierre Bourdieu, “The Forms of Capital”  <u>Optional:</u> Max Weber, “Objectivity in Social Science,” CST Chapter 19
10-9	Max Weber, <i>The Protestant Ethic and the Spirit of Capitalism</i> , CST Chapter 21 plus Canvas excerpt
10-11	Weber, <i>PE</i> Continued  <i>In-class writing #3</i>
10-14	Max Weber, excerpts on Authority and Bureaucracy, CST Chapters 23 & 24, & “Politics as a Vocation”
10-16	Georg Simmel, “The Metropolis and Mental Life” & “Group Expansion and the Development of Individuality,” CST Chapter 27
10-18	Stephen Kalberg, Introduction to the "The Protestant Sects in America..." Max Weber, “Churches' and 'Sects' in North America.” William Whyte, excerpts from <i>The Organization Man</i> <u>Optional:</u> Excerpts from George Ritzer’s <i>Enchanting a Disenchanted World</i>
10-21	Robert Merton, “The Bureaucratic Personality” Zygmunt Bauman, “Modernity and the Holocaust” Andrew Martin et al., “Bureaucratic Rule Breaking”  <i>In-class writing #4</i>
10-23	<i>Midterm Exam</i>
10-25	No Class Session
<i>Social Connectivity in the Modern World: The Sociology of Emile Durkheim</i>	
10-28	CST Introduction to Part IV Excerpt from Durkheim’s <i>The Division of Labor</i> , CST Chapter 16
10-30	Excerpt from Durkheim’s <i>Rules of Sociological Method</i> , CST Chapter 15 Methodological Appendix from Shamus Kahn’s <i>Privilege</i>  <i>In-class writing #5</i>
10-31	<b>X-Hour:</b> Excerpt from Emile Durkheim’s <i>Suicide</i> , Book II, Chapters 1-3 on Canvas (through p.216) Chaeyoon Lim and Robert Putnam, “Religion, Social Networks, and Life Satisfaction”
11-1	Extensions-From Robert Merton to Contemporary Research on Suicide

	CST Chapter 18, Excerpt from Book II of Suicide Robert Merton, Social Structure and Anomie Anna Mueller and Seth Abrutyn, "Adolescents Under Pressure"
11-4	Excerpt from Durkheim's <i>Elementary Forms of Religious Life</i> , CST 17  Plus, Putnam and Hart-Brinson on Contemporary Sources of Integration: Robert Putnam, excerpt from <i>Bowling Alone</i> Peter Hart-Brinson, "New Ways of Bowling Together"  <i>In-class writing #6</i>
<i>American Sociology at the Turn of the Twentieth Century and Beyond</i>	
11-6	Roberta Garner, "Pragmatism, Progress and Ethnicity" Jane Addams, "Democracy and Social Ethics"
11-8	<i>Perspectives on Race:</i> W.E.B. Du Bois, excerpt from <i>The Souls of Black Folk</i> , CST Chapter 30 W.E.B. Du Bois, <i>The Souls of White Folk</i> Robert Park, "The Concept of Social Distance"
11-11	<i>Perspectives on Gender:</i> Charlotte Perkins Gilman, excerpt from <i>Women and Economics</i>  <i>In-class writing #7</i>
11-13	<i>Perspectives on Class:</i> Thorstein Veblen, excerpt from <i>A Theory of the Leisure Class</i> Richard A. Peterson and Roger M. Kern, "Changing Highbrow Taste: From Snob to Omnivore." Shamus Kahn, excerpts from <i>Privilege</i>
11-15	Erving Goffman, "The Presentation of Self in Everyday Life"
11-18	Course wrap-up C. Wright Mills, "On Intellectual Craftsmanship" Kieran Healy on Nuance
11-24	Final Exam Due by 12pm