Sociological Classics (Sociology 15)

Professor: Marc Dixon
Office: 103 Silsby
Phone: 603-646-9041
E-mail: Marc.D.Dixon@Dartmouth.edu

Course Information:
Office: 103 Silsby
Phone: 603-646-9041
E-mail: Marc.D.Dixon@Dartmouth.edu
Office hours: Monday and Wednesday 2-3:30, 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.

Evaluation:
Grades are based on participation and group work, in-class writing, and three exams. The composition of final grades and grading scale are as follows:

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<th>Course Requirements</th>
<th>Grading Scale</th>
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<tr>
<td>Participation– 5%</td>
<td>A  93-100</td>
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<tr>
<td>Theory Brief/Presentation-15%</td>
<td>A- 90-92.99</td>
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<td>In-class writing–20%</td>
<td>B+ 87-89.99</td>
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<td>Three exams–20% each</td>
<td>B  83-86.99</td>
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<td></td>
<td>B- 80-82.99</td>
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<td>C+ 77-79.99</td>
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<td>C  73-76.99</td>
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<td>C- 70-72.99</td>
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<td>Etc.</td>
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1- Participation: While I will lecture on certain materials, students are expected to attend and be active participants throughout the course. Participation is assessed in a number of ways. Over the quarter I will call on each one of you at least once to contribute on a various reading or topic.

2- Theory Brief and Group Presentation: Working in groups of 2-3, students will present on a particular theorist and work during the quarter. Groups will offer a short (10-12 minute) summary of the theorist and the work and then lead a class discussion. The written product will be a one to 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. Each group will also be responsible for evaluating another group’s presentation.

3-In-class writing: We will have two in-class writing days for each of three major sections of the course as well as 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 the course website the night before. In class students will work through a more specific subset of these questions for twenty 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.

4-Exams: Students will take in-class exams on Monday, January 25 and Friday, February 12. A take-home final is due by Sunday, March 13 at noon. 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 midterms 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. Exams will be graded for an integration and deep understanding of course material, coherent and well-reasoned arguments, and professional writing skills (more so for the final). The exams will be fairly evenly divided between readings and lecture/discussion.

Required Readings:
Available at the Dartmouth bookstore:


Optional: A copy will be on reserve at the library.


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


Course Policies:

Classroom Etiquette: Contribute. Attend all class meetings. Be on time. Be engaged and thoughtful. Be an informed participant. Read the materials in advance and come prepared to weigh in on them. 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: Essays and assignments will be conducted in accord with the principles of academic honor detailed in the Dartmouth Organization, Regulations and Courses. Students should read Dartmouth’s statement on Sources and Citations: [http://www.dartmouth.edu/~writing/sources/](http://www.dartmouth.edu/~writing/sources/)

Students with disabilities: Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to make an appointment to see me as soon as possible. All discussions will remain confidential, although the Student Accessibility Services office may be consulted to discuss appropriate implementation of any accommodation requested.

Religious Holidays: 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 as soon as possible to discuss appropriate accommodations.
Course Schedule & Assigned Readings:
The following 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.

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<th>Date</th>
<th>Topic &amp; Assigned Readings</th>
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| 1-4   | Course Introduction and Overview  
|       | C. Wright Mills, excerpt from The Sociological Imagination |
| 1-6   | What do we mean by Sociological Theory? And why go back to the ‘Classics?’  
|       | Gabriel Abend, “The Meaning of ‘Theory’” (see especially through p.181)  
|       | Jeffery Alexander, “The Centrality of the Classics” (see especially pp. 12-32)  
|       | Optional:  
| 1-8   | CST Introduction to Part III  
|       | Friedrich Engels, “Working Class Manchester”  
|       | Karl Marx, Preface to “Preface to a Contribution to the Critique of Political Economy”  |
| 1-11  | Karl Marx, Economic & Philosophic Manuscripts, CST Chapter 10  
|       | Arlie Hochschild, excerpts from The Managed Heart (see especially, pp.1-12, 17-23)  
|       | In-class writing #1 |
| 1-13  | Karl Marx, Manifesto of the Communist Party, CST Chapter 11  
|       | Optional: Friedrich Engels, The Origin of Family, Private Property and the State |
| 1-15  | Karl Marx, The German Ideology, CST Chapter 9  |
| 1-18  | MLK Holiday—No Class Meeting  |
| 1-20  | Marx on Commodity Fetishism, from Capital pp. 302-308; 319-29  
|       | Optional: Immanuel Wallerstein and World-Systems Theory  
|       | In-class writing #2 |
| 1-21  | X-Hour Antonio Gramsci, excerpts from the Prison Notebooks  
|       | Theodor Adorno & Max Horkheimer, “The Culture Industry,” CST Chapter 34 |
| 1-25  | Exam 1 in Class |

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“The Distribution of Power within the Political Community,” CST Chapter 22  
| 1-29 | Max Weber, *The Protestant Ethic and the Spirit of Capitalism,* CST Chapter 21 |
| 2-1 | Max Weber, excerpts on Authority and Bureaucracy, CST Chapters 23 & 24 |
| 2-3 | Georg Simmel, “The Metropolis and Mental Life” &  
“Group Expansion and the Development of Individuality,” CST Chapter 27 |
| 2-5 | Stephen Kalberg, Introduction to the "The Protestant Sects in America..."  
Max Weber, “Churches’ and ‘Sects’ in North America.”  
William Whyte, excerpts from *The Organization Man* |
| 2-8 | Robert Merton, “The Bureaucratic Personality”  
A. Aneesh, “Global Labor”  
Andrew Martin et al., “Bureaucratic Rule Breaking” |
| 2-10 | Weber wrap-up  
Walter Benjamin, “Capitalism as Religion”  
Excerpts from George Ritzer’s *Enchanting a Disenchanted World* |
| 2-11 | X-Hour if necessary |
| 2-12 | Exam 2 in Class |
| 2-15 | CST Introduction to Part IV | Excerpt from Durkheim’s *The Division of Labor,* CST Chapter 16 |
| 2-17 | Excerpt from Durkheim’s *Rules of Sociological Method,* CST Chapter 15  
Methodological Appendix from Shamus Kahn’s *Privilege* |
| 2-19 | Excerpt from Emile Durkheim’s *Suicide,* Book II Chapters 1-3 (through p.216)  
Chaeyoon Lim and Robert Putnam, “Religion, Social Networks, and Life Satisfaction” |
| 2-22 | Excerpts from Book II of Suicide, CST Chapter 18  
Robert Merton, “Social Structure and Anomie” |
| 2-24 | The Suicide Debate | Mark Anthony Hoffman and Peter Bearman, “Bringing Anomie Back In”  
David Maimon and Danielle Kuhl, "Social Control and Youth Suicidality: Situating Durkheim’s Ideas in a Multi-Level Framework." |
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| 2-26  | Optional: Gabriel Tarde, “The Laws of Imitation”  
Robert Putnam, excerpt from *Bowling Alone*  
Peter Hart-Brinson, “New Ways of Bowling Together”  
Optional: Excerpt from *Elementary Forms of Religious Life*, CST Chapter 17 |
| 2-29  | American Sociology at the Turn of the Twentieth Century  
Roberta Garner, “Pragmatism, Progress and Ethnicity”  
Optional: George Herbert Mead, “The Self,” CST Chapter 25  
*In-class writing #7* |
| 3-2   | Perspectives on Race:  
W.E.B. Du Bois, excerpt from *The Souls of Black Folk*, CST Chapter 30  
Robert Park, “The Concept of Social Distance” |
| 3-3   | X-Hour if necessary |
| 3-4   | Perspectives on Class & Gender:  
Thorstein Veblen, excerpt from *A Theory of the Leisure Class*  
Charlotte Perkins Gilman, excerpt from *Women and Economics* |
| 3-7   | Course wrap-up  
C. Wright Mills, “On Intellectual Craftsmanship”  
Craig Calhoun, “What Counts for Sociological Theory” |
| 3-13  | Final Exam Due by 12pm |