Many people have contributed to the development of sociology as an intellectual discipline and mode of social inquiry; however, few are as widely recognized as Emile Durkheim, Karl Marx, and Max Weber. This course focuses on influential texts and ideas generated by these and other theorists from sociology’s “classical era,” how these texts and ideas are challenged and put to use by contemporary sociologists, and on more recent theoretical developments and critical perspectives of influence in the field.

What are the cultural and material origins of modern industrial societies? To what extent do culture and symbolic meanings, as opposed to material interests and political-economic arrangements, drive social action and social change? What is the relationship between social structure, agency, and subjectivity? What type of knowledge of human individuals and collectivities should sociological research produce, and what conceptual tools and research methodologies are needed to generate such knowledge? Whose voices have been heard, recognized, or ignored in the history and canonization of sociological thought and theory, and why? How can (or should?) sociological knowledge contribute to ethical reflection and social activism? Such are the questions raised in profound and lasting manner by classical era theorists and their interlocutors, and such are the questions we will wrestle with as we seek to comprehend and critically engage some of the major texts and ideas that have shaped the sociological imagination from the 19th century to the present.

SOAN 330 is a reading- and discussion-intensive course, with an average weekly reading load of approximately 160 pages per week (or between 45-75 pages per class period, depending on the difficulty of the reading and where we are in the term). Because the reading consists largely of original texts—which can sometimes be difficult—this course will require you to spend a significant amount of time outside class reading, thinking, and writing about the major works we will be exploring this term. In fact, it will be impossible for you to succeed in this course without spending several hours prior to each class meeting actively reading and responding to these texts. As such, time management is critical skill. In exchange, this course has no exams, a very reasonable writing load, and a major portion of your grade allocated to participation and active engagement with the readings via reading questions and class discussions.
Student Learning Outcomes

The Department of Sociology and Anthropology has specified six student learning outcomes we want students to acquire before graduating. The relevant outcomes for this course are:

• Articulating the complexity of contemporary socio-cultural phenomenon in their many dimensions (e.g., temporal, structural, spatial, and symbolic).

• Learning how to connect information about historical and contemporary socio-cultural phenomena.

• Formulating appropriate sociological and/or anthropological research questions about socio-cultural phenomena.

• Applying sociological theory to analyze socio-cultural phenomena.

• Drawing upon your understanding of historical and contemporary socio-cultural phenomena to engage the world.

Course Materials

There is one course reader and one required book for the course, available at the Carleton bookstore. Other required readings will be made available on the Moodle course website.


Course Requirements

Your final grade for the course will be calculated as follows:

Reading Questions (RQ) 15%  [Due each class session]
Participation 10%  [Due each class session]
RQ Fridays 5%  [Due each Friday]
Exegesis Paper 10%  [Due Monday, 9/28]
Comparative Paper 15%  [Due Friday, 10/16]
Final Paper Draft 10%  [Due Wednesday, 11/4]
Final Paper Draft Peer Review 5%  [Due Friday, 11/6]
BYOT (Bring Your Own Theory) 5%  [Due Monday, 11/16]
Final Paper 25%  [Due Wednesday, 11/18]

A = 100-93; A- = <93-90; B+ = <90-87; B = <87-83; B- = <83-80; C+ = <80-77; C = <77-73;
C- = <73-70; D+ = <70-67; D = <67-60; F = <60

Readings: To do well in this course, it is imperative that you commit to several hours of active, focused reading prior to each class meeting in order to complete the readings and reading questions.
The readings for each week have been painstakingly curated and ordered sequentially for maximum coherence; therefore, it is to your benefit to do the readings in the exact order they are written in the syllabus.

Some questions to keep in mind while reading: What is the main argument of the section/text? Key concepts and definitions? What evidence or methods are used to support the authors’ arguments? What might be missing? Make a note of concepts/arguments you find difficult to understand (to bring up in class). Make a note of things you agree/disagree with, or find plausible/implausible, exciting/problematic, etc. (to bring up in class discussions).

Reading Questions: In order to facilitate active, critical engagement with the readings, and to stimulate discussion & debate with one another (through which much of our learning will occur), each student is required to upload via Moodle at least two reading questions prior to each class meeting:

(1) One (or more) question, comment, or critique about a main idea in the text. (Examples: What exactly are we to make of Durkheim’s notion of a “social fact”? I can’t get my mind around it. Or I think Weber’s discussion of the economic ethics of world religions is utterly [brilliant / wrongheaded / fascinating / offensive / unverifiable], and here’s why …)

(2) One (or more) comment or question comparing, contrasting, or otherwise relating something from the readings to a prior reading, personal experience, or contemporary issue. (Examples: I can’t believe how well Patricia Hill Collins’ discussion of the “outsider within” rings true to my experience. Or I find Weber’s approach to methodology in the social sciences far more convincing than Durkheim’s. Or After the triumph of capitalism over communism, why does anyone still read Marx?)

Reading questions should be posted by 8:30am before each class session. You may miss two session’s worth of reading questions without consequence; beyond that, each failure to upload reading questions will incrementally lower your reading question grade. Reading question submissions can range from a couple sentences up to a single paragraph in length.

Participation: Your personal success in this course (as well as its collective success) depends on your active and sustained engagement throughout the entire term. I expect everyone to participate at a high level; however, I recognize we don’t all have the same personalities or learning styles. While participation includes asking questions and contributing actively to class discussions, it also involves consistent presence and attentiveness to others throughout the term. Active participation also means refraining from non-course related use of electronic devices during class time.

Inclusive Participation: I strive to create an inclusive and respectful classroom that values diversity. Our individual differences enrich and enhance our understanding of one another and of the world around us. This class welcomes the perspectives of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities. Let’s work together to listen to, and learn from, our different experiences and understandings of the world, even when we find it difficult to do so.
Exegesis Paper: A 2-3 page paper, due Monday, 9/28, critically examining a section of Durkheim or Marx.

Comparative Paper: A 3-4 page paper, due Friday, 10/16, critically comparing ideas from Marx/Weber/Durkheim.

Final Paper Draft: A 6-8 page draft of your final paper, due Wednesday, 11/4, at 5pm.

Final Paper Draft Peer Reviews: Constructive critical feedback on the final paper drafts of two of your peers, due Friday, 11/6 in class, consisting of notes, in-class verbal feedback, and a one-page (maximum) summary of key comments and suggestions to be given to author(s) and turned in to me.

BYOT (Bring Your Own Theory): A short 4-minute in-class presentation describing a personal favorite academic or non-academic “theory” or “theorist” and relating them to a theme/theory from class.

Final Paper: A 10-12-page paper, due Wednesday, 11/18 at Midnight, analyzing a social problem, current/historical event, or other social phenomena using one or more theoretical perspectives covered in the course.

Paper Formatting: All papers must be uploaded to Moodle in either a Microsoft Word or PDF file format and use APA, ASA, MLA, or Chicago citation styles.

Policy on Late Work: Late work will be penalized one grade increment (e.g., A to B, B to C) per day beginning 48 hours after assignment deadline in the absence of clear and demonstrable extenuating circumstances (e.g., extended illness, family emergency, letter from dean’s office, etc.).

Important Note: If at any point in the term you become concerned about your grade, a particular assignment, classroom participation or classroom climate issues, falling behind, or anything else, please don’t wait to visit me during office hours or otherwise contact me! The sooner we identify potential problems and concerns, the more effectively we will be able to work together to address them.

Plagiarism & Academic Integrity

In line with Carleton’s policy on academic integrity and plagiarism, it is assumed that a student is the author of all coursework submitted by that student. Please refer to Carleton’s full policy for additional information or see me if you have questions.

Academic & Other Support

College & COVID-19: In these unprecedented times, we will need to exhibit flexibility and patience with each other throughout the term. I have done my best to design the course so that everyone can be successful, regardless of personal circumstances. Communication will be key; please keep me updated about your situation in addition to reaching out to the other relevant offices on campus. If you experience significant technological problems that limit your ability to participate, please contact the ITS Helpdesk at 507-222-5999 or helpdesk@carleton.edu. For announcements of known
technical issues, visit the Helpdesk portal. If your personal situation (due to COVID-19 illness or other circumstances) begins to impact your ability to engage with the course, please contact me and/or the Dean of Students Office.

Taking Care & Well-Being: With the college, I urge you to take care of yourself—your health and well-being—throughout this term and your entire Carleton career. If you are having difficulties maintaining your well-being, don’t hesitate to contact me and/or other campus resources such as Student Health and Counseling or the Office of Health Promotion.

Accommodations for Students with Disabilities: Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact disability@carleton.edu or call Sam Thayer (’10), Accessibility Specialist (x4464) or Chris Dallager, Director of Disability Services (x5250) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Technological Resources for Students with Disabilities: The Assistive Technologies program brings together academic and technological resources to complement student classroom and computing needs, particularly in support of students with physical or learning disabilities. Accessibility features include text-to-speech (Kurzweil), speech-to-text (Dragon) software, and audio recording Smartpens. If you would like to know more, contact aztechs@carleton.edu or visit go.carleton.edu/aztech.

Learning Strategies & Time Management: Oscar Alvarez, Academic Skills Coach, is eager to help you develop learning strategies that work in the Carleton context. His goals are to heighten your awareness of your personal strengths and to offer different ways you can approach your academic work so you’re more efficient and effective. For details on how to schedule a videoconference with Oscar, visit: Learning Strategies & Time Management. If you prefer to learn these skills and strategies on your own, visit “Helpful DIY Resources.”

Library: Librarians work as liaisons to academic departments, and yours can be found at https://apps.carleton.edu/campus/library/help/help/liaisons/. You can make an online appointment with your library liaison or chat with a librarian online 24/7. You can also email and call. Librarians help students find and evaluate articles, books, websites, statistics, data, government documents, and more. For more information on hours and librarians, visit the Gould Library website at go.carleton.edu/library.

The Writing Center: The Writing Center is offering a full schedule of videoconferences with peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the writing center website. You can reserve specific times for conferences by using their online appointment system.
The Term-Long Program for Multilingual Writers: If you are a second language writer and believe you might benefit from working individually with a writing consultant on a regular basis this term, email Renata Fitzpatrick, Multilingual Writing Coordinator, at rfitzpatrick@carleton.edu. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term. Meetings will be in an online format until in-person classes resume on campus.

Title IX: Carleton is committed to fostering an environment free of sexual misconduct. Please be aware all Carleton faculty and staff members, with the exception of Chaplains and SHAC staff, are “responsible employees.” Responsible employees are required to share any information they have regarding incidents of sexual misconduct with the Title IX Coordinator. Carleton’s goal is to ensure campus community members are aware of all the options available and have access to the resources they need. If you have questions, please contact Laura Richelle-Merrill, Carleton’s Title IX Coordinator, or visit the Sexual Misconduct Prevention and Response website: https://www.carleton.edu/sexual-misconduct/.

Course Outline and Reading Schedule

* Please read the selections in order as they are listed on the syllabus, and be sure to bring the day’s readings with you to class. Stop and start your reading at the obvious place (section beginning/end, first/last paragraph, etc.) unless otherwise noted.

PROLEGOMENA

Mon 9/14 (Week 1)

Introduction, Realism, Nomativism, Interpretivism

  - Isaac Reed *Interpretation and Social Knowledge* 163, 167 (finish paragraph on 168), 169-171, 1-11 (stop at section IV) [15]

THE “CLASSICAL” ERA (AND RECENT APPROPRIATIONS THEREOF)

Wed 9/16

Durkheim (1)

  - Michele Dillon, 77-107 (including Boxes, excluding Topics) in *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*


Fri 9/18

Durkheim (2)
- *Emile Durkheim: Sociologist of Modernity*, Social Solidarity: 58-78, 258-263; Political Sociology: 172 (bottom page)-185; Economic Sociology: 193-211; Civil Society: 218-226, 230 (last paragraph only), 237-244;
- “Mechanical and Organic Solidarity” figure (Moodle) [69]

Mon 9/21 (Week 2)

Durkheim (3) (*Exegesis Paper Assignment Distributed*)

- Michele Dillon, 107-115 (including Boxes, excluding Topics) in *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*

Wed 9/23

Marx (1)

- “Karl Marx and Friedrich Engels” and “Mode of Production” (Moodle)
- Michele Dillon, 31-38, 43-47, 49-75 (including all Boxes and Topics 1.4 & 1.5) in *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*
- *The Marx-Engels Reader* 681-682, 53-54 (stop at “The following exposition”), 64 (from “Where is there?”)-65, 469-470, 473-491, 499-500, 728-733 [61]

Fri 9/25

Marx (2)

- *The Marx-Engels Reader* 203-220, 364-376, 384-411 (stop at Section 9), [56]

Mon 9/28 (Week 3)

***Exegesis Paper Due***

Marx (3)

- *The Marx-Engels Reader* 419-431, 431-438, 700 (from top)-717
- “Notes on Marx, 18th Brumaire” (Moodle)
- *The Marx-Engels Reader* 586, 588 (from “As soon as it has risen up”)-591 (stop at “December 10, 1848”), 594-596 (stop at “From 1848 to 1851”)
- Paris Commune” and “On the Commune” (Moodle)
- *The Marx-Engels Reader* 618 (caption only), 629 (from “Of late”)-632 (finish sentence on 633), 635 (from “It is a strange fact”) -636 (stop at “And yet”)
- Isaac Reed *Interpretation and Social Knowledge* 29 (start at section V)-32 [56]

Wed 9/30

Marx (4)
Fri 10/2

Weber (1)
- “Max Weber and Marianne Weber” (Moodle)
- Michele Dillon, 117-152 in Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century
- Isaac Reed Interpretation and Social Knowledge 138-141 (starting at Section VI) [38]

Mon 10/5 (Week 4)

Weber (2) (Comparative Paper Assignment Distributed)
- The Essential Weber Interpretation/Social Action: 312-331 (stop at §3), 333 (from §4)-335 (stop at §5), 337-341 (stop at “1. There is an”), Community/Association: 343 (from §9)-345 (finish sentence on 346); Power/Domination: 355 (start at §16)-358; The State/ Legitimate Rule: 131-145; Class/Status: 182-194 [53]

Wed 10/7

Weber (3)
- The Essential Weber Sociological Knowledge & Methods: 360 (from Section I)-403; 270-285 (stop at “Now, you will be tempted”) [58]

Fri 10/9

Weber (4)
- The Essential Weber Protestant Ethic and Spirit of Capitalism: 25-34; Religion, Economy, Society: 55-59 (stop at “Within the religious ethic”), 68 (from “The differing and valued states”)-73 (stop at “An exemplary prophecy”), 75 (second and third paragraphs only); Comparative-Historical: 101-110 (stop at “In another respect”); Bureaucracy/Rationality: 245-249, 171-175
- Wes Markofski, New Monasticism and the Transformation of American Evangelicalism 128-130 (Excursus), 237-241 (Excursus)

AMERICAN SOCIOLOGY: CHICAGO SCHOOL / PRAGMATISM

Mon 10/12 (Week 5)

Chicago School / Pragmatism (1)
- Hans Joas Pragmatism and Social Theory “Pragmatism in American Sociology” 14-26 (stop at section II), 28 (from “The way in which”)-29 (stop at “The founders”), 32 (from “For some time”)-36 (stop at “Although it is not possible here”)
Jane Addams *Democracy and Social Ethics*, Introduction to the Illinois Edition (Charlene Haddock Seigfried) and Introduction

Patricia Madoo Lengermann and Gillian Niebrugge, “The Chicago Women’s School of Sociology: Research as Advocacy,” 229-235, 247-250, 259-261 (Reading 7-2), 265-267 (Reading 7-5), 272-274 (Reading 7-8) in *The Women Founders: Sociology and Social Theory 1830-1930, A Text/Reader* [59]

Wed 10/14

**Chicago School / Pragmatism (2)**

- Michele Dillon, 274-279 in *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*
- G.H. Mead *Mind, Self, and Society* 117-125, 132 (from “Mentality on our approach”) -134, 135-139, 140 (from “The self, as that which”) -142, 153 (from “The fundamental difference”) -160 (stop at “What goes on in the game”), 162 (from “What goes to make up”) -164, 173-176 (stop at “Our specious present”), 177 (from “The I, then”) -178, 303-311, 319 (from “Ethical ideas”) -328
- Michele Dillon, 281-293 in *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*
- Erving Goffman *Interaction Ritual* “Introduction” [65]

Fri 10/16

***Comparative Paper Due***

TBD

Mon 10/19 (Week 6) Mid-term Break

**AMERICAN SOCIOLOGY & THE SOCIOLOGICAL UNCONSCIOUS: W.E.B. DU BOIS**

Wed 10/21

W.E.B. Du Bois (1)

- Julian Go, “The Case for Scholarly Reparations,”
- Emirbayer and Desmond “Race and Reflexivity” 574-581 (stop at “Critical reflection”) [54]

Fri 10/23

W.E.B. Du Bois (2)

- *The Souls of Black Folk*, The Forethought, Chapters I, III, VI, VIII-X, Afterthought [69]

Mon 10/26 (Week 7)
W.E.B Du Bois (3)

- Darkwater, Postscript, Credo, Chapters II-IV, VII (skip poetry/fiction at chapters’ end);
  Black Reconstruction in America, 711-715 (stop at “Or, to come nearer”), 725-727;
  Other Readings (Moodle)
- (re)read Isaac Reed Interpretation and Social Knowledge 67-69 [70]

GLOBAL FEMINISMS & THE SOCIOLOGICAL UNCONSCIOUS

Wed 10/28

Feminist Sociology & Classical Theory (1)

- Patricia Madoo Lengermann and Gillian Niebrugge, “Present at the Creation: Women in the
  History of Sociology and Social Theory,” 1-22 (chapter 1) in The Women Founders: Sociology and
  Social Theory 1830-1930, A Text/Reader
- Marianne Weber, 193-200, 202-228 (chapter 6) in The Women Founders: Sociology and Social Theory
  1830-1930, A Text/Reader
  Century Christian Thought (chapter 8) [60]

Fri 10/30

Feminist Sociology & Standpoint Theory (2)

- Michele Dillon, 333-344 in Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability
  to the Twenty-First Century
- Dorothy Smith The Everyday World as Problematic 105-143, 151-167, 176-178 [66]

Mon 11/2 (Week 8)

Black Feminist Sociology & Intersectionality Theory (3)

  149-192 (chapter 5) in The Women Founders: Sociology and Social Theory 1830-1930, A Text/Reader
- Michele Dillon, 346-354 in Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability
  to the Twenty-First Century
- Patricia Hill Collins “Learning from the Outsider Within: The Sociological Significance of Black
  Feminist Thought” and “Gender, Black Feminism, and Black Political Economy”: [75]

Wed 11/4

*** Final Paper Draft Due, 8:00pm ***

Decolonizing Feminist Theory (4)

- Chandra Talpade Mohanty “Under Western Eyes: Feminist Scholarship and Colonial
  Discourses” [25]
Fri 11/6

*** Final Paper Draft Discussions & Peer Review ***

POSTCOLONIAL THEORY & THE SOCIOLOGICAL UNCONSCIOUS

Mon 11/9 (Week 9)
Decolonizing Sociology & Social Theory (1)

- Raewyn Connell “Why is Classical Theory Classical?”, 1511-1513 (stop at “There are two troubling anomalies”), 1515-1526, 1530 (from “It is a familiar”), 1541-1542, 1544 (from bottom section “Reflections”) 1546 (stop at “The argument”)
- Julian Go Postcolonial Thought and Social Theory, 1-38 [61]

Wed 11/11
Decolonizing Sociology & Social Theory (2)

- Julian Go Postcolonial Thought and Social Theory, 103-107 (stop at “Take recent world-systems”), 118-127 (stop at “With this field”), 131 (start at “In sum”) 133 (stop at “An examination”), 139-142, 143-184 [58]

CRITICAL THEORY & THE SOCIOLOGICAL UNCONSCIOUS

Fri 11/13
Michel Foucault

- Michel Foucault, The History of Sexuality 92-97 (stop at “To return”); Discipline and Punish 25 (from “But we can surely”) 31, 135-141, 170-171, 176-177, 182 (from “In short”) 194, 215 (from “Discipline’ may”) 217; The Subject and Power “Afterword” 208-226
- Isaac Reed Interpretation and Social Knowledge, 82-88 [61]

Mon 11/16 (Week 10)
BYOT (Bring Your Own Theory)

POSTLUDE

Wed 11/18

*** Final Paper Due Wednesday, 11/18 at Midnight ***

Positivism, Post-positivism, Critical Interpretive Explanation

- Isaac Reed Interpretation and Social Knowledge 123-126, 130-135, 163-171 [17]