

SOAN 330: SOCIOLOGICAL THOUGHT AND THEORY

Fall 2017

Carleton College

Department of Sociology and Anthropology

Professor Wes Markofski

Class: MW 11:10-12:20, F 12:00-1:00 (3a), Leighton 426

Office Hours: MW 12:45-2:15pm, R 10-11am or by appt.

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Many thinkers have contributed to the development of sociology as an intellectual discipline and mode of social inquiry; however, few have had the influence of 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 put to use by contemporary sociologists, and on more recent theoretical developments and critical perspectives that have influenced 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? 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 inheritors, 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-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 load consists primarily 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. 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 are six required books for the course, which are available at the Carleton bookstore. Other required readings will be made available on the Moodle course website.

- Reed, Isaac Ariail. (2011). *Interpretation and Social Knowledge: On the Use of Theory in the Human Sciences*. University of Chicago.
- Whimster, Sam (Ed.) (2003). *The Essential Max Weber*. Routledge.
- Emirbayer, Mustafa (Ed.) (2003). *Emile Durkheim: Sociologist of Modernity*. Blackwell.
- Tucker, Robert C. (Ed.) (1978). *The Marx-Engels Reader, Second Edition*. W.W. Norton & Company.
- DuBois, W.E.B. (1994). *The Souls of Black Folk*. Dover Thrift Editions.
- Alexis de Tocqueville. (1969). *Democracy in America*. J.P. Mayer (Ed.) HarperCollins Perennial Classics.

Course Requirements

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

Reading Questions 20%	[Due each class session]
Participation 15%	[Due each class session]
Exegesis Paper 10%	[Due Monday, 9/25]
Comparative Paper 15%	[Due Wednesday, 10/11]
Final Paper Draft 10%	[Due Wednesday, 11/1]
Final Paper Draft Peer Review 5%	[Due Friday, 11/3]
Final Paper 25%	[Due Friday, 11/17]

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

Policy on Late Work: Late work will be penalized one grade increment (e.g., A to A-, A- to B+) per day in the absence of clear, demonstrable, and significant extenuating circumstances (e.g., extended illness, family emergency, letter from dean's office, etc.).

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: Doesn't Tocqueville contradict himself concerning the relative importance of laws and "mores" for preserving American democracy? Or 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.]*)
- (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 Bourdieu's discussion of social class and taste 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 9am 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 vigorously (yet respectfully) 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. You may miss two class sessions without consequence; beyond that, each missed class will incrementally lower your participation grade.

Exegesis Paper: A 2-3 page paper, due Monday, 9/25, critically examining a section of Durkheim or Tocqueville.

Comparative Paper: A 3-4 page paper, due Wednesday, 10/11, critically comparing ideas from Marx/Weber/Durkheim.

Final Paper Draft: A 6-8 page draft of your final paper, due Wednesday, 11/1, at 8pm.

Final Paper Draft Peer Reviews: Constructive critical feedback on the final paper drafts of two of your peers, due Friday, 11/3 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.

Final Paper: A 12 page paper, due Friday 11/17 at 5pm, analyzing a social problem, current/historical event, or other social phenomena using one or more theoretical perspectives covered in the course.

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 come 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.

Academic Integrity

In line with Carleton's policy on academic integrity, 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. <http://apps.carleton.edu/campus/doc/integrity/>

Academic Support

Accommodations for Students with Disabilities: Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Burton Hall 03) 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, sensory, or physical), please contact Chris Dallager, Director of Disability Services, by calling 507-222-5250 or sending an email to cdallager@carleton.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Technological Resources for Students with Disabilities: The Assistive Technology 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.

Library: Ask a librarian for help with your research in this class. You can drop by the library's Research/IT desk to ask any question you have, at any point in your process. Librarians help

students find and evaluate articles, books, websites, statistics, data, government documents, and more. For more information, visit the Gould Library website at go.carleton.edu/library.

The Writing Center: The Writing Center, located in 420 4th Libe, has 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 in 420 4th Libe by using their online appointment system. Walk-ins are welcome, though writers with appointments have priority.

Writing Assistance for Students Whose First Language Is Not English: 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, call her at x5998, or stop by her office in 420D 4th Libe. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.

Time Management, Test-Preparation Strategies, and Study Skills: All Residential Life Area Directors are trained to work with you to improve your time management and academic skills. Their goals are to heighten your awareness of your personal strengths and skills and to offer different ways you can approach your academic work so you're more efficient and effective. Meetings are by appointment; you simply need to email one of them to arrange a visit. For details and resources: Academic Skills Coaching website.

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 9/11 (Week 1)

Realism, Normativism, Interpretivism

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

Wed 9/13

Alexis de Tocqueville (1)

- *Democracy in America* 9-12, 18 (from "There is one country")-20, 50-52 (stop at "When the law"), 53 (from "The law of equal shares")-57 (equality); Race: 316-320, 340-350 (finish paragraph on 351), 354-363; Gender/Family: 584-603; Class: 535-538, 614-616, 574 (from "Permanent inequality")-577 (stop at "It would be silly"), 555-558 [65]

Fri 9/15

Alexis de Tocqueville (2)

- *Democracy in America*, 503; Individualism: 506-513, 525-528; Associations/Government: 513-517; 66-70, 94 (from “Montesquieu”)-96 (stop at “I think that provincial institutions”), 270-275 (stop at “The foregoing applies”); Tyranny of the Majority: 246-56, 259-263; Laws/Mores/Religion: 277 (entire page), 286-308, 432-434 (stop at “The last chapter showed”); Democratic Despotism: 691-693 (stop at “When the sovereign is elected”) [65]

THE “CLASSICAL” ERA (AND RECENT APPROPRIATIONS THEREOF)

Mon 9/18 (Week 2)

Durkheim (1)

- *Emile Durkheim: Sociologist of Modernity*, Biography: 3-8; Sociological Method: 283-293; Suicide: 32-49; Individualism: 263-267, 274-279; Social Solidarity: 58-78, 258-263
- “Mechanical and Organic Solidarity” figure (Moodle) [65]

Wed 9/20

Durkheim (2) (*Exegesis Paper Assignment Distributed*)

- *Emile Durkheim: Sociologist of Modernity*, Political Sociology: 172 (bottom page)-185; Economic Sociology: 193-211; Civil Society: 218-226, 230 (last paragraph only), 237-244 [47]

Fri 9/22

Durkheim (3)

- *Emile Durkheim: Sociologist of Modernity*, Religious-Cultural Sociology: 84-96, 109-122, 140-142; Durkheimian Cultural Sociology: 125-126, 129-138, 158-164, 188-191 [46]

Mon 9/25 (Week 3)

***** Exegesis Paper Due *****

Durkheim (4)

- Jeffrey Alexander, *The Performance of Politics: Obama’s Victory and the Democratic Struggle for Power* 7-16, 17-38, 112-113 (stop at “Those who struggle”), 251-266, 276-287 [57]

Wed 9/27

Marx (1)

- “Karl Marx and Friedrich Engels” and “Mode of Production” (Moodle)
- *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, 203-220 [48]

Fri 9/29

Marx (2)

- *The Marx-Engels Reader* 364-376, 384-411 (stop at Section 9), 419-431 [51]

Mon 10/2 (Week 4)

Marx (3)

- *The Marx-Engels Reader* 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 [44]

Wed 10/4

Marx (4)

- Erik O. Wright *Class Counts* (Moodle) 1-2 (stop at “In chapter 10”), 3-9, 13-15, 185-190, 199-202 (stop at “Our empirical objectives”), 204-213 (stop at “Exploring the micro-foundations”); *Envisioning Real Utopias* 10-21 (stop at “Viability” section), 33-45, 65-70, 79-85 [60]

Fri 10/6

Weber (1) (*Comparative Paper Assignment Distributed*)

- “Max Weber and Marianne Weber” (Moodle),
- *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 entirety”), Community/Association: 343 (from §9)-345 (finish sentence on 346), 150-152 (stop at “Besides the previously”), Power/Legitimate Rule: 355 (start at §16)-358; 131-136 (stop at “In the nature”), 138 (from “III. Charismatic Rule”)-144 (stop at “The distinction”), 182-194, Bureaucracy/Rationality: 245-249, 171-175 [63]

Mon 10/9 (Week 5)

Weber (2)

- *The Essential Weber* Sociological Knowledge & Methods: 360 (from Section I)-403; 270-287 [60]

Wed 10/11

***** Comparative Paper Due *****

Weber (3)

- *The Essential Weber* Religion/Social Economy: 25-34, 55-73 (stop at “An exemplary prophecy”), 75 (second and third paragraphs only), 77 (from “The relationship”)-80, 94-97, 101-110 (stop at “In another respect”), 220-232 (stop at “The transition”), 238 (second and third paragraphs only) [56]

Fri 10/13

Weber (4) (*Final Paper Assignment Distributed*)

- Philip Gorski *The Disciplinary Revolution* xv-xvii (stop at “The book”), 1-5, 10, 16-28, 31-37, 154-159, 164 (from “Given its importance)-168, 170-172
- Wes Markofski *New Monasticism and the Transformation of American Evangelicalism* 225-226 (stop at section on top of page), 237-241, 246-253
- Isaac Reed *Interpretation and Social Knowledge* 138-141 (Section VI, including footnotes) [50]

Mon 10/16 (Week 6) Mid-term Break

AMERICAN SOCIOLOGY (CLASSICAL ERA)

Wed 10/18

Chicago School / Pragmatism (1)

- Hans Joas *Pragmatism and Social Theory* “Pragmatism in American Sociology” 14, 15 (from “No matter how one”)-40 (stop at “The elaboration”)
- John Dewey *The Quest for Certainty* 3-8, 32 (second paragraph)-33 (stop at “It is the conception”), 35 (from “The contradiction”)-38 (stop at “This statement will arouse”), 211 (from “The doctrine”)-213 (stop at “What has been lost”), 217 (last sentence)-222; *Democracy and Education* 88-95
- Jane Addams *Democracy and Social Ethics* “Introduction” [52]

Fri 10/20

Chicago School / Pragmatism (2)

- G.H. Mead *Mind, Self, and Society* 118 (from “What is the mind”)-125, 132 (from “Mentality on our approach”)-134, 75-82, 136 (from “We can distinguish”)-139, 140 (from “The self, as that which”)-142, 149 (from “What is essential”)-151 (entire page), 153 (from “The fundamental difference”)-160 (stop at “What goes on in the game”), 162 (from “What goes to make up”)-164, 173 (whole page), 175-176 (stop at “Our specious present”), 177 (from “The ‘I, then”)-178, 307 (from “A highly developed”)-311, 319 (from “Ethical ideas”)-328
- Erving Goffman *Interaction Ritual* “Introduction”, “The Interaction Order,” 2 (start at Section II)-3 (stop at “What can be said”), 4 (from “But I do not claim”)-5 (stop at Section III), 9 (from Start at Section VI)-11 (stop at “Look, for example”) [55]

CRITICAL THEORY & THE SOCIOLOGICAL UNCONSCIOUS

Mon 10/23 (Week 7)

W.E.B. Du Bois, etc. (1)

- Aldon Morris *The Scholar Denied*, Preface ix-xvii, Introduction, 16-17 (stop at “The cruelty of American racism”), 22-27 (stop at “Du Bois, therefore”), 133-136, 45 (start bottom section)-52 (stop at “Another project”), 55-57 (stop at “In Atlanta”), 153-154 (stop at “In contrast, Weber”), 160-163 (stop at “The article that Du Bois”), 166-167, 144-149
- Raewyn Connell “Why is Classical Theory Classical?”, 1511-1512 (stop at “There are two troubling anomalies”), 1515-1524 (stop at “This is seen most fully”), 1531 (from “The resolution”)-1533 (stop at “That the framework”), 1535 (start at section “The Epistemological Break”)-1539 (stop at “The translation”), 1541-1542, 1544 (from bottom section “Reflections”)-1546 (stop at “The argument of this article”) [60]

Wed 10/25

W.E.B. Du Bois (2)

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

Fri 10/27

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]

Mon 10/30 (Week 8)

Feminist Sociology / Standpoint Theory / Intersectionality (1)

- Dorothy Smith *The Everyday World as Problematic* 105-143, 151-178 (Chapters 3 & 4) [65]

Wed 11/1

***** NO CLASS *** (Work on final paper drafts, due Wednesday, 11/1 at 8pm)**

Fri 11/3

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

Mon 11/6

Feminist Sociology / Standpoint Theory / Intersectionality (2)

- Patricia Hill Collins “Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought” and “Gender, Black Feminism, and Black Political Economy” [27]

Wed 11/8

Michel Foucault

- Michel Foucault *The History of Sexuality* 92-97; *Discipline and Punish* 25 (from “But we can surely”)-28 (stop at “Kantorowitz”), 29 (from “If the surplus power”)-30 (stop at “That punishment”), 135-141, 170, 176 -177, 182-194, 215-216; *The Subject and Power* “Afterword” 208-226 [48]

Fri 11/10

Jürgen Habermas

- Jürgen Habermas “The New Obscurity” 48-56 (stop at “From the beginning”), 57 (from “Even if”)-59, 63 (from “Only the dissident critics”)-67 (stop at “These reflections become”)
- Isaac Reed *Interpretation and Social Knowledge* 70-77, 81 (from “Maximal interpretations”)-88 [29]

Mon 11/13 (Week 10)

Pierre Bourdieu

- *The Social Structures of the Economy* 193-215; *The Field of Cultural Production* 29-30 (finish sentence on 31), 34-41, 59-62 (excluding small type, stop at “Likewise, morphological changes never produce their effects mechanically”), 64 (first sentence)-65 (stop at “There is nothing mechanical about the relationship between the field and the habitus”); “Some Properties of Fields” 72-74 (stop at “Through practical knowledge”), 76 (from “I want to re-emphasize”); *An Invitation to Reflexive Sociology* 36-37 (stop at “Conceptions of reflexivity”), 39-44 (stop at “Bourdieu sees no need”); *Pascalian Meditations* 9-10
- Emirbayer and Desmond “Race and Reflexivity” 574-578 [48]
- Markofski *New Monasticism and the Transformation of American Evangelicalism* 72-73 (finish paragraph on 74), 126-130

POSTLUDE

Wed 11/15

***** Final Paper Due Friday, 11/17 at 5:00pm *****

Positivism, Post-positivism, Critical Interpretive Explanation

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