

Sociology 773
Spring Semester 2019
Fridays 9:00 AM-12 PM
Classroom: Soc Sci 6310
Office Hours: Wednesdays 11 AM

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Intermediate Sociological Theory

I. General Orientation

Reading Load: The reading load in this course is heavy and consists mostly (but not exclusively) of original texts. I have carefully selected the readings so that your assignments will rarely be more than 150 pp. of text per week (not including bibliography and endnotes). Several weeks there will be even less reading than that. This reading load is way down from my career average. I used to assign 250 pp./week. Seven years ago, I reduced that reading load to 225 pp./week. Six years ago, I reduced it to 200 pp./week. Five years ago, I reduced it to 175 pp./week. Four years ago, I reduced it to 165 pp./week. Three years ago, I reduced it to 150 pp./week. The past three years I've kept it at 150 pp./week. Many graduate courses require as much as 200 pp./week.

Learning Objectives:

1. Students will demonstrate a broad understanding of major theories, methodologies, and research findings in the sociological literature.
2. Students will develop an understanding of the field of sociology through coursework.
3. Students will develop analytical thinking skills that enable them to evaluate information pertinent to their research question.
4. Students will communicate in a clear, organized engaging manner, using language, methods, and critical tools appropriate to the social sciences.

In addition to the substantive goal of imparting knowledge about classical thinkers who have contributed greatly to the development and self-understanding of modern society, this course has another important set of learning objectives: to help students develop skills in reading lengthy, original texts carefully and thoroughly; skills in grasping complex analytic arguments presented therein; and skills in thinking about and critically assessing and evaluating complex analytic arguments. At the course website are some tips on reading and underlining, which should help with at least some of these learning objectives. Included also are reading notes to further assist students in learning those skills, together with some remarks to help students in the use of those reading notes. And there are weekly examinations on the required readings; these weekly examinations further encourage students in the development of these skills—and, of course, test those skills themselves. Our weekly class discussions also aim to foster in students an ability to engage thoughtfully, critically, and in a well-informed manner with complex arguments.

Readings: Books are on sale at University Bookstore and on reserve at College Library. See the complete list of books for purchase on p. 8 of this syllabus. Some additional readings also are electronically available through Learn@UW—but not on sale or on reserve in hard-copy form, so students only will have that electronic option. Finally, I have posted at Learn@UW a set of the reading notes I use in my undergraduate “theory” courses. They cover part of the material I assign during the first eight weeks or so of this course. They go over that material page by page, paragraph by paragraph, alerting readers to important points and raising a number of questions along the way. Since the reading notes were prepared for a different course than this one, they are not complete. Nor are they in the proper order. Please note: Whenever you find a discrepancy between the reading notes and this syllabus, always go with the syllabus. Remember always: The syllabus is supreme. It is the final arbiter. It is the decider.

Note about Printing Materials Available at Learn@UW: Please conserve paper in whatever ways possible! Please use double-sided printing and perhaps even try to fit multiple pages on each side. Many students are enrolled in this course, and I have assigned a great many selections. It adds up.

Selection of Readings: I have tried to achieve several objectives simultaneously in my choice of readings for this course. As you know, this is one of the few required courses in our program. I have tried to select readings likely to be useful and important to all graduate students in the department as they move into the discipline of American sociology. In addition, I have chosen works that speak to students of different professional orientations, the students enrolled in Sociology 773 being, of course, a highly diverse group. Relatedly, I have tried to find selections that will stimulate both students experienced in “theory” and students who have encountered little or none of it before. (On “theory,” however, see the following paragraph.) I also have tried to achieve a balance between breadth and depth, which I acknowledge has entailed some difficult judgment calls. Finally, I have selected readings that reflect some of my own intellectual concerns. Needless to say, one cannot make everyone happy in a survey course of this nature. Nor can one select everything it is important and useful to have read. I am keenly aware of the gaps and shortcomings in this reading list. There is only so much one can reasonably hope to accomplish in one semester—only so much one reasonably can hope to assign. There is enough foundational material, in fact, from the centuries-long sociological tradition easily to fill out several semester courses. Please don’t ask me questions like, “I was shocked—*really shocked*—not to find x on the syllabus. Why wasn’t it included?” Such questions always irritate me. Go and read x on your own.

On the Concept of “Theory”: Despite the fact that the official title of Sociology 773 includes the word “theory,” I do not consider this a “theory” course. “Theory” courses are the general rubric under which, at least in American sociology (for historically contingent reasons), key writings by the great sociologists of the past and near-past are included in the curriculum. Karl Marx, Max Weber, Emile Durkheim, Pierre Bourdieu, and others—*these were sociologists plain and simple*, and their work spanned not only the theoretical but also the empirical, methodological, and normative dimensions of the field. They are included here not because they were “pure theorists” but because the theoretical aspect of their work happens to have been especially innovative and profound. This is a course, ultimately, not on “sociological theory” per se but on the sociological tradition.

What I Would Name This Course if I Could Name It Anything I Wish? “The Sociological Tradition.”

A Final Note about the Syllabus: This syllabus is a work of art. Please do not do any of the readings out of order. Please do the readings in the exact order I have specified in the syllabus.

On the Use of Laptops in Class: Unless approved by me beforehand, laptops and other electronic devices may not be used during class discussions, no matter how much more convenient it may be for students to type notes directly into their computers. I am implementing this policy because, in the past, abuse of laptops by some students has proven extremely distracting to others in the classroom. It also has detracted from the overall quality of our class discussions. Notes always can be typed into the computer later.

Sexual harassment and misconduct: Professional conduct and appropriate behavior are critical to create a safe learning environment for students and instructors alike. Here is a statement about sexual harassment from the University:

What is Sexual Harassment? Unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is a condition of employment, academic progress, or participation in a university program; or
- submission to or rejection of such conduct influences employment, academic or university program decisions; or
- the conduct interferes with an employee's work or a student's academic career, or creates an intimidating, hostile or offensive work, learning, or program environment.

Tangible Action or Quid Pro Quo (This for That) Sexual Harassment and Hostile Environment Sexual Harassment are both illegal and unacceptable.

II. Grading

Grading Format: Students' final grades for this course will be based on (A) a series of weekly examinations; and (B) class attendance and participation. More on each of these below.

A. Weekly Examinations:

Examinations: This portion of the grading will be on a 100-point scale and will depend entirely on a series of thirteen weekly thirty-three minute examinations. Each of the regular thirty-three minute examinations will consist of ten short questions on the week's readings and will be *open-book / open-notebook*. Students whose first language is not English will be allowed to start working on their examinations 20 minutes early each week (i.e., at 8:40 AM) in the same classroom. Each examination will be worth 10 points. Your lowest three examination scores automatically will be

dropped, leaving you with ten scores, or a total of 100 (possible) points. *Note: No make-ups for the regular weekly examinations ever will be allowed under any circumstances—so please don't even bother to ask. Let me repeat: Please don't even bother to ask. Another note: You will benefit greatly (perhaps more than you realize) from not using up your dropped examinations early in the term. Plan ahead and save for a rainy day! I will not hesitate to give you a failing grade for the course if you wind up with an insufficient number of examination scores due to having dropped several earlier in the semester.* The examinations will be set up in such a way that a large majority of students who have given the readings a good-faith effort will be able to score a 9 or a 10. *Although please note: What I just wrote is not a guarantee! Some students put in a good-faith effort and still don't do well. Hence I say, "a large majority" but not "all students."* Most students flourish under this system and like it a great deal. A few do better than under a conventional format. But a few do worse. The examinations all will be non-cumulative (i.e., focused exclusively on that week's readings). Please note that there will be no regular examination in Week 1 (the introductory week), since there is no class meeting scheduled for that week. The regular weekly examinations will commence in Week 2, which is the week we read Karl Marx and Friedrich Engels.

More About the Examinations: My weekly examinations are not meant to be nit-picky. They do not include any trick questions. No questions ever are asked about topics not covered in at least a quarter-page of the required reading. Often my questions are about entire sections or subsections of text. For example, if the title of a several-pages-long section is "Why It Happened," I might ask in the examination, "According to the author, why did it happen?" If students read the text with any care at all, they ought to be able to answer such a question.

Still More About the Examinations: I do not expect grammatically correct sentences or perfect syntax in your answers. You can use incomplete sentences if you wish, as well as bullet points.

Weekly Class Format: We shall start each class meeting punctually with an examination at 9:00 AM. As mentioned above, students whose first language is not English will be allowed to start working in the same classroom at 8:40 AM. From all other students, at 9:33 AM each week—i.e., after 33 minutes—I shall collect your examinations. Then we shall have a 12-minute break before reconvening for discussion. There will be another brief break roughly halfway through the discussion portion of the class meeting. Examinations will be returned the very next week after students take them. Again, there will be no regular examination the first week of the semester; weekly examinations will commence in Week 2.

Saving your Returned Examinations: I will be recording hundreds of examination scores in my spreadsheet this semester. It certainly is possible I might make some mistakes. Please be sure to retrieve—and to keep—all returned examinations, in case there is a problem.

Final grades: A/B=98-100. B=94-97. B/C=80-93. C=75-79. F=74 or less. (I explain on the following page why no "A" grade is included in this scale.)

What to Expect: The above grading scale may look absurdly difficult, but it is not meant to be a

standard scale. My average semester grade in Sociology 773 historically has been between an A and an A/B. The only real challenge is that students have to spend a fair amount of time reading in this course. The weekly examinations require them to keep up with the reading assignments. They test whether students have done the readings slowly, carefully, and thoughtfully. *Please note: apart from the weekly examinations and class attendance/participation, there are no other requirements for this course. No midterm examination. No short essays. No term paper. No final examination.*

Why Examinations at the Beginning and Not at the End of Each Class Meeting? I often am asked this question. The answer is that I want you truly to have done the readings every week, and if I give you the examinations at the end of each class meeting, you might be able to score perfect 10s on them simply by listening carefully to others as they discuss the material in class, rather than by doing the readings yourself. Beyond this, I want very much to stress in-class discussion, and I want our discussions to be well informed and securely grounded in the texts. Such a goal will best be furthered by making sure you have done the readings before coming into the classroom. Finally, I want you to develop the habit of reading texts closely, carefully, and thoughtfully. To assist you in that endeavor, I have supplemented (some of) the readings with the aforementioned reading notes. These notes are meant to guide you page by page, paragraph by paragraph, even sentence by sentence, through those readings. I want you to pay close attention to them as you go along. To a large extent, they will serve as your “lecture notes” on the course material. Giving the examinations at the start of each class meeting will channel you into taking those reading notes especially seriously and into focusing on them intently. Much of your learning will take place, in fact, precisely in the nexus between yourselves, your texts, and these reading notes. *Does my adopting this system of weekly examinations at the start of each class meeting make the overall grading for my course more difficult? The answer is no. Many times over the years I have taught similar courses in a more conventional way, and my grade distributions have been amazingly similar both ways—indeed, almost identical.* Plus students tend to like this format more. Not all students, but most.

B. Class Attendance and Participation:

How Much Do Class Attendance and Participation Count? I indicated above that there is a 100-point scale in this course. But please notice that a perfect or near-perfect score on that scale will only get you an A/B for your final grade. The second major determinant of your final grade—i.e., class attendance and participation—is what will raise that A/B to an A or keep it at an A/B or even lower it to a B. More generally, class attendance and participation will take whatever a student has earned by way of weekly examinations and *either keep that grade the same, raise it by a notch, or lower it by a notch.* Satisfactory class attendance (as defined below) with good participation will raise your grade a notch. Satisfactory class attendance with average participation will keep it the same. Satisfactory or unsatisfactory class attendance with below average participation will lower it a notch. Clearly, class attendance and participation are an extremely important determinant of your final grade. Let me say a few words about how I determine whether your class attendance is or is not satisfactory and how I determine whether your participation is above average, average, or below average.

Class Attendance: Attendance all the way through each class meeting is required, with the exception of no more than three absences. If not in attendance for the entirety of a class meeting, students will be considered not to have attended that day. *Please note: you can miss an examination at the beginning of class and simply rejoin the class after the break. "Class attendance" refers only to being in class between 9:45 AM and 12:00 PM. Another note: beyond the three allowed absences, there is no such thing as an allowed absence in this course, except in cases of extended, sustained, several-weeks-long personal illness or family emergency. Otherwise, please don't even bother to ask. But if you do have a significant personal illness or family emergency, then by all means get in touch with me. Yet another note: No attendance will be taken the first week of the semester. It will not count toward your final number of classes attended or missed.* No need to contact me about the occasional missed class. Students often tell me they are missing class or leaving class early a given day and then ask, "Is that all right?" My answer is no: they will not get attendance credit for that day, even if they are going for an interview, attending a wedding, or giving a presentation at a conference. (By the way, students often will ask me, "Is it all right to miss class?," even despite my having written the preceding sentences in the syllabus. I will dock a point from your final cumulative total of weekly examination scores each time you ask me such a question.) My attendance policy is meant to allow you to miss classes without a penalty and without need for any explanation. But only so many classes!

Why Do I Insist on Attendance All the Way Through Class Meetings? Attendance all the way through each class meeting is required. If you leave early, you will forfeit class attendance for that day. I insist on this policy because I have found that, whenever I do not require it, students trickle out of the classroom one by one during the final several minutes, and they do so in a way that destroys our collective focus. I wish to discourage that as much as possible.

Class Participation: Class participation will be evaluated—subjectively, by me—on the basis of overall contributions to weekly class meetings. I want to see evidence on a consistent basis across the semester, not only in weekly examinations but also during class discussions themselves, that a student has read the assigned materials carefully, thoughtfully, and thoroughly. This does not mean s/he must know and understand everything when s/he walks in the door to start the class meeting. It does not mean a student's judgments as to what is most important in the readings always must be the same as my own judgments. It does not mean the student has to dominate class discussion and speak up every other minute. What it does mean is that, if a student gives me a sense that s/he is not doing careful and consistent reading for the course, that s/he is not putting in a serious effort, then it will bode poorly for this portion of that student's final grade. (I will designate it "below average.") I expect students to take part actively in class discussions. If I ask a student a question at a moment when s/he seems not to be paying attention, and the student answers, "Can you please repeat the question?," then this will be taken into account. If a student's comments do not reflect serious preparation for class discussions, then this too will be noticed. And if a student takes the class discussion onto irrelevant tangents, raises issues of interest only to him or herself, deflects attention from the important issues raised by me in class or by the readings, then this also will be taken into consideration. I do not ask for really frequent interventions. Some students are more talkative; others are quiet. All I ask for are a few—just a few—substantive, thoughtful, well-informed contributions

per class meeting. This will get a student an “average” designation for this portion of their final grade or perhaps even a “good” designation. If a student really is working hard, trying hard, and doing their best to contribute, whether or not they always are “correct” in what they say, then this will get them a “good” designation. There is no court of higher appeal for this portion of the final grade. It is based entirely on my subjective evaluation of class performance.

Test Anxiety: Some students experience test anxiety and cannot perform well under time constraints. Indeed, this is a common problem, and it is to be found among all students, including the very best ones. There is no dishonor in experiencing test anxiety. Moreover, since test-taking itself is a skill that will not be crucial later in academic life, it is not worth worrying much about it now as a longer-term problem. Let me know if your test anxiety prevents you from doing as well as you might on our weekly examinations. We can discuss it. I want everyone to do well in this course—or at least as well as they deserve. If everyone gets an A, then so much the better as far as I’m concerned.

C. Summary of Grading:

The Bottom Line: To put it in very general, informal terms, if you do really well in both your weekly examinations and your class participation (combined with class attendance), you will get an A for the course. If you do really well in one but not in both, you will get an A/B. If you do well in both (but not really well in either), you will get a B. If you do well in one (either one) but less than well in the other, you will get a BC. If you do less than well in both, you will get a C. If there is something truly wrong—e.g., cheating on an examination; grossly inadequate performance on examinations; very poor class attendance and/or participation—you will get below a C.

Extra Credit: There is no extra credit for this course. I never have given a single point of extra credit to any student in my career, and I am not about to start now. *So please don’t even bother to ask.* Do not imagine that, if you are in trouble near the end of the semester, I’ll give you an extra credit assignment. The way this system works is that, if you wind up in serious trouble near the end of the semester, there is no way you can get out of it. Demonstrating improvement will not help. Extra credit does not help either (since there is no possibility for extra credit). Only one thing matters: You have to work diligently from the first regular examination onward. As Don Quixote once said, “Diligence is the mother of good fortune.” If you dig yourself into a hole, then you just have to drop the course—or suffer the consequences. I am sorry to be so cold-hearted, but that’s just the way it goes, so you should know it at the outset. The vast majority of my students still get an A or an A/B in Sociology 773. And nobody says the course is unreasonably difficult.

III. Books on Sale

Books on Sale at University Bookstore (and on Reserve at College Library)

Please note: I have done my very best to keep expenses down as much as possible!

Alexis de Tocqueville, *Democracy in America.*, translated by George Lawrence; edited by J.P. Mayer.

Please use only this edition, which is in one volume published by Harper Perennial!

Karl Marx and Friedrich Engels, *The Marx-Engels Reader*, edited by Robert Tucker.

Emile Durkheim, *Emile Durkheim: Sociologist of Modernity*, edited by Mustafa Emirbayer.

Max Weber, *The Essential Weber: A Reader*, edited by Sam Whimster.

Max Weber, *The Protestant Ethic and the Spirit of Capitalism*, translated by Talcott Parsons. Please use only this translation, which is published by Norton (previously by Routledge).

Erving Goffman, *The Presentation of Self in Everyday Life*.

Pierre Bourdieu, *Distinction*.

IV. The Emirbayer Rules

(1) When you speak in class, please refer exclusively to authors and texts we happen to be reading that day (or read earlier in the semester). Do not attempt to show off your intellectuality by dropping names and titles such as Wittgenstein, Althusser, or Hegel's *Phenomenology*. Let's stay focused.

(2) Please try whenever possible to respond to the person who spoke right before you, rather than offering something entirely disconnected. Let's have a genuine conversation. If you aren't able to maintain this continuity, then temporarily cede your place in line; we'll return to you a bit later.

(3) Please be relatively succinct and to-the-point in your remarks. Let's be dialogic. It's okay to be confused when confronting such challenging material, but I've found that confusion can most effectively be addressed when your comments are kept fairly brief, so that others can respond.

(4) Please do all the reading by yourself and don't share the reading assignment in a group division of labor. I'm letting you take your weekly examinations in an open-book/open-notebook format. This doesn't mean it's okay for you to be consulting notes you've distributed among yourselves.

One further comment: Sometimes a student has a point to make that's so urgent, so necessary, so compelling, that he or she can't bear to wait in line. If and when this happens, raise *both* your hands at once, and I'll (probably) call on you. Don't overuse this privilege. Let's limit it to (at most) one time per student per class meeting. (By the way, I say I'll "probably" call on you because sometimes, in the interest solely of moving the discussion along, I'll ignore upraised hands. Nothing personal!)

V. Some Final Thoughts

How to Read This Material? I have included lengthy “Tips on Reading and Underlining,” as well as a section on “How to Use the Reading Notes,” at the online course website at Learn@UW.

Further Study: My aim in giving weekly examinations is to get students to channel all their energies into doing the readings—carefully, thoughtfully, and thoroughly. I would be delighted to pursue an independent study course with anyone who wishes to follow up on research ideas sparked by these readings. But for now, my goal is to help students to learn this material well—and without the distractions of other course requirements (such as, say, term papers).

How Much to Study? I have been surprised to learn that students sometimes find these weekly examinations stressful. I mean for it to be the very opposite! Certainly I would love for students simply to settle into their armchairs, relax, and enjoy the readings. These are wonderful readings. There is no need to study many extra hours for this course. Enjoying and learning from the readings is the most important thing (together with the class discussions).

Is There a Difference Between Reading to Understand and Reading to Do Well in the Weekly Examinations? If one “understands,” one will “do well.” Anyone who says otherwise is not telling it like it is. (Exception: test anxiety, as discussed above.) To be sure, my weekly examinations occasionally will spot-check students’ reading rather than test for comprehension. But this is not to suggest that comprehension is of lesser importance.

What is Meant by “Understanding”? One veteran of the course has put it this way: “The difference between reading in other classes and reading for this class is that one cannot simply gloss over the readings to get ‘the point’ or the overall idea. Some students might think this is what it means to ‘understand’ a reading. Sociology 773 does require a more careful reading, paying attention to section headings, changes in topics, etc. There is a difference between understanding a complex theoretical work and understanding an empirical work on a single topic; the former requires a much closer treatment, simply because of the nature of theoretical texts.”

What Can One Get Out of a Course Like This? The readings I have chosen represent some of the richest and most intellectually exciting works ever produced in the sociological tradition. Even if students do not envision drawing upon them in their work anytime soon, it still will be useful in the long run for them to have incorporated into their scholarly makeup that added dimension which the Europeans call “theoretical culture.” This is because, in the social sciences, doing creative and innovative work often involves going back to the classics, drawing a fresh and unique inspiration from them, seeing something in them that others have not seen, and then returning, as it were, to one’s specific line of research and, once there, doing an “end run” around conventional thinking. It involves bridging the “theory-research divide”—not perpetuating it. This course will help students eventually to develop more theoretically creative—yet also empirically rigorous—ways of doing research. It will help them to graduate from here strong in all aspects of their work, including the theoretical aspect.

Course Readings

Please Read in the Exact Order Indicated

1 – Adam Smith and Political Liberalism

Please note: It is important to read the first nine pages of this syllabus carefully. Let's all be on the same page as far as course requirements and expectations are concerned.

Introductory considerations:

Learn@UW: Charles Tilly, "Why Read the Classics?" (Recommended but not required.)

Learn@UW: Robert Nisbet, "The Two Revolutions." (Recommended but not required.)

Economic liberalism:

Learn@UW: Adam Smith, selections from *The Wealth of Nations*.

Political liberalism:

Learn@UW: Declaration of the Rights of Man and of the Citizen (1789).

Learn@UW: Declaration of the Rights of Man and of the Citizen (1793).

2 – Karl Marx and Friedrich Engels

Biographical material and introductory selections on Karl Marx and Friedrich Engels:

Learn@UW: Bert Adams and R.A. Sydie, "Karl Marx and Friedrich Engels."

Karl Marx and Friedrich Engels, *The Marx-Engels Reader*: 681-82; 220; 579-85.

Marx on civil society and the state:

Karl Marx and Friedrich Engels, *The Marx-Engels Reader*: 26-52.

Some other early writings by Marx:

Karl Marx and Friedrich Engels, *The Marx-Engels Reader*: 53-54 (two-thirds down); 64 (middle)-65; 70-81.

Learn@UW: Mode of Production. (This is a reading aid for the selections that follow.)

Karl Marx and Friedrich Engels, *The Marx-Engels Reader*: 149 (bottom)-55.

Marx's "Communist Manifesto":

Karl Marx and Friedrich Engels, *The Marx-Engels Reader*: 473-91; 499-500.

Learn@UW: Karl Marx, "On Trade Unions."

3 – Karl Marx and Friedrich Engels

Marx and Engels on the capitalist system:

Learn@UW: Karl Marx, selection from *Capital*, vol. I.

Karl Marx and Friedrich Engels, *The Marx-Engels Reader*: 3-6; 294-312; 319-29; 431-36; 329-431; 436-38.

Engels on capitalism and gender:

Karl Marx and Friedrich Engels, *The Marx-Engels Reader*: 734-51.

4 – Alexis de Tocqueville

Please note: It is important to use only the edition indicated above on p. 8 of this syllabus.

Tocqueville on equality of conditions:

Alexis de Tocqueville, *Democracy in America*: 9-12 (until “The Christian nations of our day”); 50-56; 316-20; 340-63; 584-94; 600-03; 535-38; 614-16; 572-80; 555-58; 452-54; 634-45.

Tocqueville on political liberty:

Alexis de Tocqueville, *Democracy in America*: 12 (from “The Christian nations of our day”)-20; 56-57; 246-48; 250-53; 254-56; 259-61; 690-95; 503-13; 525-28; 513-17; 62-63; 87-98; 262-63; 270-76; 277 (entire page, including the italicized material); 286-87 (down to the very bottom of that page); 290-92 (down to the very bottom of that page); 301-08; 702-05.

5 – Emile Durkheim—and a Glance Ahead to Max Weber

Biographical material and introductory selections on Emile Durkheim:

Emile Durkheim, *Emile Durkheim*: 3-8.

Learn@UW: Loic J.D. Wacquant, “Solidarity, Morality, and Sociology.”

Selections centering around Suicide:

Emile Durkheim, *Emile Durkheim*: 32-49; 218-19.

Learn@UW: Emile Durkheim, “Preface to the Second Edition.” (Although this is a preface specifically to *The Division of Labor in Society*, it pertains less to the arguments there than to the theoretical framework developed in *Suicide*.)

Emile Durkheim, *Emile Durkheim*: 226-30, 263-67.

Durkheim’s and Weber’s political sociologies contrasted:

Emile Durkheim, *Emile Durkheim*: 172-85.

Max Weber, *The Essential Weber*: 355-58; 131-35 (middle); 245-49; 135-45.

6 — Emile Durkheim

Selections centering around The Division of Labor in Society:

Learn@UW: Mechanical and Organic Solidarity. (This is a reading aid for the selections that

follow.)

Emile Durkheim, *Emile Durkheim*: 58-71; 258-63; 71-78.

Emile Durkheim, *Emile Durkheim*: 193-95; 202-11; 195-202.

Selections centering around The Elementary Forms of Religious Life:

Emile Durkheim, *Emile Durkheim*: 84-96.

Emile Durkheim, *Emile Durkheim*: 109-24; 140-42.

Emile Durkheim, *Emile Durkheim*: 237-44; 263-67; 272-79.

7 – W.E.B. Du Bois—and Back to Karl Marx

Du Boisian sociology:

Learn@UW: W.E.B. Du Bois, selections from *The Souls of Black Folk*, *Darkwater*, and other writings.

Marx on the events of 1848-51 (The Eighteenth Brumaire):

Learn@UW: Background Reading for 18th Brumaire: 670-76; 684-85; 690 (first full paragraph); 696-701.

Karl Marx and Friedrich Engels, *The Marx-Engels Reader*: 594-617.

8 – Max Weber and Marianne Weber

Biographical material on Weber:

Max Weber, *The Essential Weber*: 1-10.

Please note: The glossary on pp. 407-13 is recommended only—but might be helpful.

Weber on power and social stratification:

Max Weber, *The Essential Weber*: 346-48; 182-94.

Weber's sociology of religion:

Max Weber, *The Protestant Ethic and the Spirit of Capitalism*:

If you're using the Norton edition: 3-13; 21-29 (middle); 33 (middle)-34 (two-thirds down); 45 (bottom)-46; 47-66; 81-97.

If you're using the Routledge edition: xxvii-xlii; 13-24; 30 (one-third down)-32 (top); 48 (two-thirds down)-50; 53-80; 102-25.

Marianne Weber on marriage and the sexes:

Online: Marianne Weber, "Authority and Autonomy in Marriage." *Sociological Theory* 21 (2003): 85-102. (Please read pp. 85-95; the rest on pp. 95-102 is recommended only.)

Max Weber, *The Essential Weber*: 55-80.

9 – Max Weber—and Back to Emile Durkheim

Weber's basic sociological concepts:

Max Weber, *The Essential Weber*: 327-31.

Weber's sociology of modernity:

Max Weber, *The Essential Weber*: 219 (one third down)-41 (top).

Weber's methodology and value-theory:

Max Weber, *The Essential Weber*: 270-87; 359-404; 257-69.

Durkheim's methodology:

Learn@UW: Emile Durkheim, selection from *The Rules of Sociological Method*.

Emile Durkheim, *Emile Durkheim*: 284-93.

10 – The Pragmatist Impulse in American Sociology

Classical American pragmatism:

Learn@UW: John Dewey, selection from *How We Think*.

Learn@UW: George Herbert Mead, selections from *Mind, Self, and Society*.

Learn@UW: Jane Addams, selection from *Democracy and Social Ethics*.

Learn@UW: Mary Jo Deegan, *Jane Addams and the Men of the Chicago School*: read both chs. 2 and 3 (in separate pdf files).

Online: Jane Addams, “A Function of the Social Settlement.” *Annals of the American Academy of Political and Social Science* 13 (1899): 33-55.

The Chicago School of sociology:

Learn@UW: W.I. Thomas, selection from *The Unadjusted Girl*. (Please read the material in regular font but skim the material in tiny font. You won't be examined on the latter.)

Learn@UW: W.I. Thomas and Florian Znaniecki, “Social Disorganization and Social Reorganization.”

Learn@UW: Robert Park and Ernest Burgess, selection from *Introduction to the Science of Sociology*.

Learn@UW: Frances Donovan, selections from *The Lady Who Waits*.

More pragmatism-inspired sociology:

Learn@UW: Irving Louis Horowitz, “The Intellectual Genesis of C. Wright Mills.”

11 – Mid-Twentieth Century American Sociology

Parsonian sociology:

Learn@UW: Hans Joas and Wolfgang Knobl, *Social Theory*: ch. II only. (The pdf file I have posted at Learn@UW includes chs. III-IV as well. But for the time being, please stop

at the end of ch. II.)

Learn@UW: Talcott Parsons, selections from *The Structure of Social Action*. (Start by skipping ahead to p. 732 and reading the six sentences from “Second, there is implied . . .” to “. . . the connecting links between them.” These are the punch-line of the entire work. Then examine the table of contents and compare it to what you have just read. Then read the excerpts I have chosen from this work.)

Learn@UW: Hans Joas and Wolfgang Knobl, *Social Theory*: chs. III-IV. (Please resume reading the pdf file that begins with ch. II.)

Learn@UW: Representations of the AGIL Schema. (These figures are meant as a supplement to Joas and Knobl, ch. IV.)

Mertonian sociology:

Learn@UW: Robert Merton, excerpts from “On Sociological Theories of the Middle Range” and “Manifest and Latent Functions.” (One other selection—“The Bearing of Empirical Research on Sociological Theory”—also is included in the handout, but it is recommended only. The first two selections are required.)

Critiques and alternatives:

Online: George Homans, “Bringing Men Back In.” *ASR* 29 (1964): 809-18.

Learn@UW: C. Wright Mills, “Grand Theory,” “Abstracted Empiricism,” and “The Promise” from *The Sociological Imagination*. (These selections are recommended only.)

Online: James Coleman, “Social Theory, Social Research, and a Theory of Action.” *AJS* 91 (1986): 1309-35.

12 – Georg Simmel and Erving Goffman

Simmelian sociology:

Learn@UW: Georg Simmel, “The Problem of Sociology.”

Learn@UW: Georg Simmel, “The Triad.”

Learn@UW: Georg Simmel, “Sociability.”

Learn@UW: Georg Simmel, “The Stranger.”

Learn@UW: Georg Simmel, “The Metropolis and Mental Life.”

Goffmanian sociology:

Erving Goffman, *The Presentation of Self in Everyday Life*: xi-xii; 1-24 (one-third down); 30-33 (middle); 34-36 (middle); 48 (one-third down)-51; 51-52 (middle); 56 (one-third down)-58; 58-59 (bottom); 65 (top)-66; 70-76; 106-40; 238-55.

Learn@UW: Erving Goffman, selection from *Interaction Ritual*.

Emile Durkheim, *Emile Durkheim*: 126-29; 280-81; 129-33. (Please note: We are not returning to Emile Durkheim. These are selections by Erving Goffman and Randall Collins.)

13 – Pierre Bourdieu and Patricia Hill Collins

Biographical material and introductory selections on Pierre Bourdieu:

Learn@UW: Craig Calhoun and Loic Wacquant, “Everything is Social.”

Learn@UW: Pierre Bourdieu, “Some Properties of Fields.”

Learn@UW: Loic Wacquant, “Habitus.”

Bourdieu on Distinction:

Pierre Bourdieu, *Distinction*: preface to the English-language edition; introduction; chs. 2-4; conclusion. (Please skip portions of the text that appear in tiny font; also skip the boxes. This amounts to nearly half the overall length of this reading assignment. The assignment, once you skip this material, is much shorter than it appears!)

Collins on intersectional sociology:

Online: Patricia Hill Collins, “Piecing Together a Genealogical Puzzle: Intersectionality and American Pragmatism.” *European Journal of Pragmatism and American Philosophy* 3 (2011): 88-112.

14 – Harold Garfinkel and Dorothy Smith

Garfinkel and ethnomethodology:

Learn@UW: Harold Garfinkel, “The Origins of the Term ‘Ethnomethodology.’”

Learn@UW: Harold Garfinkel, “Preface” and “Passing and the Managed Achievement of Sex Status in an Intersexed Person, Part I,” in *Studies in Ethnomethodology*.

Learn@UW: Candace West and Don Zimmerman, “Small Insults.”

Smith and institutional ethnography:

Learn@UW: Dorothy Smith, “The Everyday World as Problematic” and “Institutional Ethnography” from *The Everyday World as Problematic*.