

## **Sociology 105A - Summer 2018 - Session I: Classical Social Theory**

### ***Course Details:***

**Instructor:** Megan Alpine (*she/her*), [malpine@ucsc.edu](mailto:malpine@ucsc.edu)

**Class meeting and location:** Mondays and Wednesdays, 9:00am – 12:30pm, Social Sciences 2, Room 075. (I know 3.5 hours is a long time; we'll take breaks and do lots of activities.)

**Office hours and location:** Wednesdays, 12:45-1:45pm at University Center (above College 9/10 dining hall). Additional office hours by appointment - email me to set up a time.

**Contacting me:** Email preferred. I'll get back to you within 24 hours.

### ***Course Overview:***

What comes to mind when you think of “theory?” Do you imagine 500+ page books with small font and long paragraphs? Chapters full of obtusely-stated abstract ideas with no connection to the real world? An old, bearded white guy looking serious while staring into the distance? All of the above? In this course, we'll move from these common assumptions about theory to a rich engagement with the ideas and scholars that make up “classical social theory.” Our purpose is both to gain a richer understanding of the early scholars and scholarship that continue to shape the field of Sociology today, and to gain skills and confidence in reading, writing, and talking about complicated theoretical texts.

Our five weeks together will be organized around central themes and debates in classical social theory and early Sociology: power, class, and social solidarity, among others. In considering these themes, we'll focus on the works of influential scholars – with particular attention to Karl Marx, W.E.B. DuBois, Max Weber, and Emile Durkheim – to speak to questions such as: where does capitalism come from? How does capitalism shape society? What other factors besides the economy shape society? What keeps “society” together, and what conflicts and tensions threaten its cohesion? Where does social inequality come from? And how should society and social selves be studied? “Classical social theory” from the mid-1800s to the early 1900s helps us understanding the shift from feudalism to modernity in the West while, at the same time, providing insights on these questions that continue to have relevance for understanding the social world today.

### ***Major Course Assignments:***

1. Five reading responses (~2 pages each)

2. Analytical paper (~6 pages)

**Materials Needed:**

- Calhoun, Craig J. 2012. *Classical sociological theory, Third edition.* Chichester, West Sussex: John Wiley & Sons. (I refer to this below as **Calhoun reader**.) This is available on 2-hour reserve at McHenry Library, at the Bay Tree Bookstore, on Amazon (Links to an external site.)Links to an external site., and probably many other places on the internet :)
- A lined notebook to use for freewriting exercises
- A laptop or tablet to use for in-class activities using Google Docs. You can borrow a laptop from McHenry Library: <https://library.ucsc.edu/services/computing/borrow-a-laptop>

**Classroom Participation:**

Participation in class can take different forms. I expect you to:

1) **COME TO EVERY CLASS!** On time, with your readings, your notes, your freewriting journal (I'll ask you to do freewriting exercises on pen and paper), and – for certain classes – a laptop.

2) Do ALL of the reading before class. This does not mean you have to fully understand the readings. Do your best, underline or highlight parts of the readings that you DO understand (even if it's just a few sentences!), and mark specific passages that you find confusing.

3) **Post your reading response to Canvas at least 10 minutes before class.** You MUST post these to Canvas - do not just bring a printed copy to class. (Though you can also bring a printed copy if you want.)

4) Push yourself to understand each author's (and each other's!) arguments *before tearing them down*. I do NOT expect you to become a Marxist. I DO expect you to figure out how Marx makes his arguments, identify the evidence he uses, and understand how he came to his conclusions.

5) Engage with the discussion. We will talk to each other as a whole class, in small groups, and in pairs. Some of these forms may be more comfortable for you than

others. Push yourself to talk in any of these types of discussion. (And, if you're very comfortable with talking in class, push yourself to really LISTEN.)

### ***Plagiarism, Academic Integrity, and Misconduct:***

If you present someone else's words or thoughts as your own, that is plagiarism and a serious violation of academic integrity. Anything more than 3 consecutive words from another source should include a citation to source. Please familiarize yourself with the University's Academic Integrity Policy: [https://www.ue.ucsc.edu/academic\\_misconduct](https://www.ue.ucsc.edu/academic_misconduct). I take all violations seriously.

### ***Disability:***

If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me, privately during office hours or by appointment, preferably within the first week of Summer Session. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu).

### ***Course Requirements and Grading:***

Grades will be determined on the basis of:

- Understanding of key course concepts, as demonstrated in written work
  - Completion and quality of reading responses (*40% of grade*)
  - Completion and quality of analytical essay (*30% of grade*)
- As well as your attendance and participation (*30% of grade*)

### ***Add/Drop/Withdraw Information:***

Is available on the UCSC 2018 Summer Session website, here: <https://summer.ucsc.edu/fundamentals/academic-calendar.html>

### ***Classroom Expectations:***

*Electronics policy* – We will use laptops during many class sessions. Please be respectful of your classmates and use your computer only for class readings and activities during class. Facebook, games, *Grey's Anatomy*, etc. are really distracting to

see on someone else’s screen. Also, I kindly ask you to silence (or better yet, turn off!) your phone during class. Your Instagram notifications can wait!

*Absence* –Since we have **only 9** class meetings this summer, **ANY absences will seriously compromise your ability to pass this class.** Contact me if you need to miss a class due to an emergency situation.

*Late Work* – Course work is due at the beginning of class, not later. If something is going to prevent you from handing in a paper on time, make sure you arrange to get it to me before, not after, it is due. All extensions need to be cleared with me *well in advance* of the due date.

**Course Schedule\*:**

<b>Date</b>	<b>Reading Due</b>	<b>Assignments Due</b>
<b>Week 1 – Introduction to Sociological Theory &amp; How to Read It</b>		
Monday, June 25	None. But bring your Calhoun book!  · <i>In-class reading:</i> John Locke, “Chapter 1” & “Chapter 2: State of Nature” (Pgs. 2-7; available on Canvas)	None
Wednesday, June 27	· “Introduction to Part I” ( <i>Calhoun</i> pgs. 21-29) · Jean-Jacques Rousseau, “Of the Social Contract” ( <i>Calhoun</i> pgs. 38-49) · Adam Smith, “The Wealth of Nations” ( <i>Calhoun</i> pgs. 55-66) · Alexis De Tocqueville, “Influence of Democracy on the Feelings of the Americans” ( <i>Calhoun</i> pgs. 103-121)	Reading response 1 due

## Week 2 – Origins and Implications of Capitalism

Monday, July 2	<ul style="list-style-type: none"><li>· “Introduction to Part III” (<i>Calhoun</i> pgs. 135-141)</li><li>· Karl Marx and Friedrich Engels, “The German Ideology” (<i>Calhoun</i> pgs. 142-145)</li><li>· Karl Marx, “Economic and Philosophic Manuscripts of 1844” (<i>Calhoun</i> pgs. 146-155)</li><li>· “Introduction to Part V” (<i>Calhoun</i> pgs. 267-272)</li><li>· Max Weber, “The Protestant Ethic and the Spirit of Capitalism” (<i>Calhoun</i> pgs. 291-309)</li></ul>	Reading response 2 due
<i>Wednesday, July 4</i>	<i>NO CLASS - HOLIDAY</i>	<i>NO CLASS - HOLIDAY</i>

## Week 3 – Social Conflict and Social Cohesion

Monday, July 9	<ul style="list-style-type: none"><li>· Karl Marx and Friedrich Engels, “Manifesto of the Communist Party” (<i>Calhoun</i> pgs. 156-171)</li><li>· Karl Marx, “Wage-Labour and Capital” (<i>Calhoun</i> pgs. 182-189)</li><li>· Jane Addams, “Chapter VIII: Problems of Poverty” from <i>Twenty Years at Hull-House: With Autobiographical Notes</i> (<a href="#">Available online (Links to an external site.)</a><a href="#">Links to an external site.</a>)</li><li>· Charlotte Perkins Gilman, “Chapter I” from <i>Women and Economics</i> (<a href="#">Available online (Links to an external site.)</a><a href="#">Links to an external site.</a>)</li><li>· Anna Julia Cooper, “The Colored Woman's Office” (Available on Canvas)</li></ul>	Reading response 3 due
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<p>Wednesday, July 11</p>	<ul style="list-style-type: none"> <li>· W.E.B DuBois, “The Souls of Black Folk” (<i>Calhoun</i> pgs. 404-409)</li> <li>· “Introduction to Part IV” (<i>Calhoun</i> pgs. 195-200)</li> <li>· Emile Durkheim, “The Division of Labor in Society” (<i>Calhoun</i> pgs. 220-242)</li> </ul>	<p>Reading response 4 due</p>
<p><b>Week 4 – The Study of Society and the Social Self</b></p>		
<p>Monday, July 16</p>	<ul style="list-style-type: none"> <li>· Emile Durkheim, “The Rules of the Sociological Method” (<i>Calhoun</i> pgs. 201-219)</li> <li>· Emile Durkheim, “Suicide” (<i>Calhoun</i> pgs. 255-264)</li> <li>· Max Weber, “‘Objectivity’ in Social Science” (<i>Calhoun</i> pgs. 273-279)</li> <li>· Max Weber, “Basic Sociological Terms” (<i>Calhoun</i> pgs. 280-290)</li> <li>· Max Weber, “Bureaucracy” (<i>Calhoun</i> pgs. 328-338)</li> <li>· W.E.B DuBois, “Chapter 1” from <i>The Philadelphia Negro</i> (<u>Available online (<a href="#">Links to an external site.</a>)</u><a href="#">Links to an external site.</a>)</li> </ul>	<p>Analytical essay topic due</p>

Wednesday, July 18	<ul style="list-style-type: none"> <li>· “Introduction to Part VI” (<i>Calhoun</i> pgs. 341-346)</li> <li>· Georg Simmel, “The Stranger” (<i>Calhoun</i> pgs. 361-365)</li> <li>· Georg Simmel, “Group Expansion and the Development of Individuality” (<i>Calhoun</i> pgs. 366-381)</li> <li>· George Herbert Mead, “The Self” (<i>Calhoun</i> pgs. 347-360)</li> <li>· Sigmund Freud, “Civilization and its Discontents” (<i>Calhoun</i> pgs. 396-403)</li> </ul>	Analytical essay rough draft due
<b>Week 5 – Contemporary Reflections on Classical Theory</b>		
Monday, July 23	<ul style="list-style-type: none"> <li>· Raewyn Connell, “Why is Classical Theory Classical?” (Available on Canvas)</li> </ul>	Reading response 5 due
Wednesday, July 25	<ul style="list-style-type: none"> <li>· Mary Gabriel, <i>Love and Capital</i> (Excerpts; will be available on Canvas)</li> </ul>	Analytical essay final draft due

***\*Readings and assignment due dates subject to change! Any and all changes will be announced ahead of time on Canvas 😊***