

## **Sociology 105A - Summer 2019 - Session I: Classical Social Theory**

*\*I have organized this syllabus as a series of Frequently Asked Questions (FAQs) and answers\**

- ***Who, where, when, how?***

**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 363. (I know 3.5 hours is a long time; we'll take breaks and do lots of activities.)

**Office hours and location:** Mondays, 12:45-1:45pm at the Science and Engineering Library lobby. 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.

- ***What's this class about?***

First off, this class is about engaging fearlessly with the challenging texts that make up what we call "classical social theory." 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 class, we'll move from these common assumptions about theory to a rich engagement with some of the ideas and scholars that make up "classical social theory." Our purpose is 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 engage questions like: 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 understand the shift from feudalism to modernity in the West while, at the same time, providing insights on fundamental questions that continue to have relevance for understanding the social world today.

- ***What do I need to buy or borrow for this course?***

There is one required text for this course:

- [Calhoun, Craig J. 2012. \*Classical sociological theory, Third edition.\* Chichester, West Sussex: John Wiley & Sons](#) (I refer to this below as **Calhoun**). This is available on 2-hour reserve at McHenry Library, at the Bay Tree Bookstore, [on Amazon](#), and probably many other places on the internet :)

You'll also need...

- 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>

- ***What are the assignments for this course?***

This course must meet the Sociology department's "Disciplinary communication" (DC) requirements. So, you'll need to write a lot. Your assignments for this class are:

1. Six reading responses (~2 pages each)
2. An analytical paper (~6 pages)

- ***How will I be graded?***

Grades will be determined on the basis of:

1. Understanding of key course concepts, as demonstrated in written work
  1. Completion and quality of reading responses (*45% of grade*)
  2. Completion and quality of analytical essay (*25% of grade*)
2. Your attendance and participation (*30% of grade*)

- ***What do you mean by "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. **Check your email at least once a day on weekdays.** Yes, really! Email (sent to you via Canvas announcements) is my only way of communicating with you outside of class. I send emails to the whole class every week, announcing what's coming up and what you need to bring to class, as well as to individual students - if I'm concerned about your grade or am missing work from you, for instance. Checking your email daily is crucial to your success in this course.
4. **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.)
5. **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.
6. **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.)

- ***Can I turn in work late? How many points will I lose?***

Yes, you can turn work in late. I'd really prefer you didn't, though. If an emergency comes up and you need an extension, talk to me as soon as possible.

If you turn something in late *without* arranging for an extension before it's due, you'll be bumped down one letter grade on the assignment.

- ***How many classes can I miss?***

More than ONE absence will compromise your ability to pass this class. This is because each summer session class is the equivalent of 2 class meetings during a 10-week quarter. If you know in advance that you'll need to miss a class, please reach out to me and we can make a plan for completing class work outside of class.

If you are sick, please do not come to class and spread your germs. Let me know you'll be missing and set up a time to meet with me (in my office hours or by appointment) once you feel better.

What if I have a life emergency, family crisis, or other tricky circumstances? You guessed it: reach out to me as soon as possible. I want to work with you to help you

succeed in this class. If you expect that you'll need to miss several classes, you may want to consider taking Socy 105A another quarter.

- ***Where can I find information about adding, dropping, and withdrawing from summer classes?***

This information is available on the UCSC Summer Session website, here: <https://summer.ucsc.edu/studentlife/index.html>

- ***Can I use my laptop in class? How about my phone?***

Most simply: yes to the laptop, no to the phone.

In more detail: sometimes, your laptop may be useful for taking notes during class or for in-class activities. I'll let you all know in advance when I'd like at least some of you to bring laptops (it's not required to own one for this class). As for your phone, I don't want to see it or hear it! Please silence is and hide it in the deepest depths of your backpack to reduce the temptation to look at it.

- ***How will you deal with DRC accommodations? What if I have a disability but don't have DRC accommodations?***

If you have DRC accommodations that are only related to testing, you're in luck: there are no tests in this class! There will be no timed quizzes/exams/activities in or outside of class.

If you have DRC accommodations that may be relevant to this class (or if you're not sure if they're relevant), come set up a time to meet with me privately: in office hours or by appointment. **You can meet with me anytime during the quarter about accommodations**, but the sooner you can, the better.

What if I have a disability, but I haven't gone to the DRC yet or my DRC application is still in process? Come set up a time to meet with me. I want to work with you to help you succeed in this course. 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).

- ***What are some resources for me if I'm experiencing a crisis?***

**Title IX:** Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual

harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911.

Faculty and Teaching Assistants are required under the [UC Policy on Sexual Violence and Sexual Harassment \(Links to an external site.\)](#) to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment.

**Counseling and Psychological Services (CAPS):** College (and life in general) can be stressful and anxiety producing. Please do not hesitate to seek out support for any issues that interfere with your personal well-being and academic success. For more detailed information regarding CAPS services, [go to their website](#) at or call them at (831) 459-2628.

- ***What is plagiarism and how can I avoid doing it?***

Plagiarism is when you present someone else's words as if they were your own. Sometimes, this is really obvious – like if you download an essay from the internet and then slap your name on the top. More often, plagiarism happens when you're scared or confused. Imagine you're reading an academic journal article you don't really understand and you're running out of time to turn in your paper on Canvas – so, instead of summarizing the source in your own words, you copy over a sentence from the paper's abstract. This is also plagiarism.

How do I avoid plagiarizing? You have two options: you can either paraphrase the source in your own words (that is, re-word it), or put it in "quotes." **In both of these cases**, you need to cite your source. Here are two examples, the first one paraphrasing and the second one quoting:

1. One way to improve your writing is by writing informally, without editing your words as you write (Elbow 1973).
2. Elbow argues that editing writing isn't the problem, but rather, "the problem is that editing goes on at the same time as producing" (Elbow 1973).

As I'm reading your papers, if I think you may have plagiarized any part of your writing, I'll email you and set up a time to have a conversation with you about it. Serious violations will result in you failing the assignment, possibly receiving academic sanctions (depending on the severity of the violation), and are no fun for anyone. [You can read the UCSC Academic Misconduct Policy here.](#)

- **What's the plan\*?**

<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 24	<p>None. But bring your Calhoun book!</p> <ul style="list-style-type: none"> <li>• <i>In-class reading:</i> John Locke, “Chapter 1” &amp; “Chapter 2: State of Nature” (Pgs. 2-7; available on Canvas)</li> </ul>	None
Wednesday, June 26	<ul style="list-style-type: none"> <li>• “Introduction to Part I” (<i>Calhoun</i> pgs. 21-29)</li> <li>• Jean-Jacques Rousseau, “Of the Social Contract” (<i>Calhoun</i> pgs. 38-49)</li> <li>• Adam Smith, “The Wealth of Nations” (<i>Calhoun</i> pgs. 55-66)</li> <li>• “Introduction to Part II” (<i>Calhoun</i> pgs. 85-93)</li> <li>• Alexis De Tocqueville, “Influence of Democracy on the Feelings of the Americans” (<i>Calhoun</i> pgs. 103-113 [until the "Newspapers" section])</li> </ul>	Reading response 1 due
<b>Week 2 – Origins and Implications of Capitalism</b>		
Monday, July 1	<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>• Karl Marx, “Wage-Labour and Capital” (<i>Calhoun</i> pgs. 182-189)</li> </ul>	Reading response 2 due

Wednesday, July 3	<ul style="list-style-type: none"> <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 3 due
<b>Week 3 – Social Conflict and Social Cohesion</b>		
Monday, July 8	<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>· 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>)</li> <li>· Charlotte Perkins Gilman, “Chapter I” from <i>Women and Economics</i> (<a href="#">Available online (Links to an external site.)</a>)</li> <li>· Anna Julia Cooper, "The Colored Woman's Office" (Available on Canvas)</li> </ul>	Reading response 4 due
Wednesday, July 10	<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>	Reading response 5 due
<b>Week 4 – The Study of Society and the Social Self</b>		
Monday, July 15	<ul style="list-style-type: none"> <li>· Emile Durkheim, “The Rules of the Sociological Method” (<i>Calhoun</i> pgs. 201-219)</li> </ul>	Analytical essay topic due

	<ul style="list-style-type: none"> <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>• W.E.B DuBois, “Chapter 1” from <i>The Philadelphia Negro</i> (<a href="#">Available online (Links to an external site.)</a>)</li> </ul>	
Wednesday, July 17	<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> </ul>	Analytical essay rough draft due
<b>Week 5 – Contemporary Reflections on Classical Theory</b>		
Monday, July 22	<ul style="list-style-type: none"> <li>• Raewyn Connell, “Why is Classical Theory Classical?” (Available on Canvas)</li> </ul>	Reading response 6 due
Wednesday, July 24	<ul style="list-style-type: none"> <li>• Mary Gabriel, <i>Love and Capital</i> excerpts(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 😊***