



**SOCIOL 605:
Applied Classical Social Theory
Fall 2018**

Wednesdays, 7pm in 04-022 Wheatley Hall
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Office Hours: Wednesdays 4-6 and by appointment
Wheatley Hall 4-007

Course Description and Goals

Applied classical social theory is a required introductory course for graduate students in the Sociology Department. You will study the work of major canonical theorists, such as Karl Marx, Emile Durkheim, and Max Weber (“the Big Three”), as well as other early theorists who are key to contemporary applied sociology. We will examine the theories of Mary Wollstonecraft, Georg Simmel, Ida B. Wells, W.E.B. DuBois, Jane Addams, Marianne Weber, Anna Julia Cooper, Charlotte Perkins Gilman, George Herbert Mead, Max Horkheimer, Theodor Adorno, and Herbert Marcuse. Upon completing the requirements for this course, you can expect not only to have a solid knowledge of the classical theorists, but also a critical insight into sociology as a discipline. We will discuss how The Canon of sociological theory was and continues to be constructed, who was excluded in their own time, who has been written out, and how theorists are ‘discovered’ anew.

There are many reasons for learning about classical social theory. (1) You need to know the classics to be a fully-functioning member of the discipline. Shared knowledge of classical social theory helps integrate our discipline. Relatedly, learning about classical social theory means you are acquiring cultural capital in our field. (2) Sociologists continue to argue about and re-interpret the classics. This course is an introduction to this important subfield of sociology. (3) Classical social theory continues to inform all kinds of empirical research. You need an understanding of the classics in order to fully participate as a researcher.

The skills you develop by reading, analyzing, and discussing difficult theoretical texts, as well as by writing and presenting on them, will strengthen you as a scholar, worker, and community member. Grappling with these complex and abstract ideas, and connecting them to your world, will be frustrating, and for much of the semester, you might even feel lost. Stay with it, DO THE READING, and remember that nobody is naturally good at this stuff but everyone can grow and improve. It takes perseverance and willingness to take risks and put your thoughts out there.

A Word on the Pedagogical Approach

Sociological theory is difficult material. In designing this course, I draw on insights from the science of learning. If you look at the class schedule below, you will notice that we spend four weeks covering a lot of material, only to then to cover it again more slowly. This type of “spiraling” may feel different from a traditional course, but it has been shown to help students incorporate new material. I like to think about it as building a scaffold in your mind: when you start with the most basic structure, it gets easier to add new information. Another feature of the class is low- or no-stakes quizzes and short writing assignments that will help you retrieve knowledge, make connections between what you know and new material, and practice analytical skills.

Required Readings

We will read parts of original texts written by classic social theorists, as well as some secondary texts. All readings are available on Blackboard. I strongly encourage those with an interest in theory, or those who are PhD students, to invest in purchasing the full texts. These can often be found quite cheaply, and you will want them in your professional library.

The following are just some of the helpful resources available free of charge online through the university library:

Classical Sociological Theory by Bert Adams and R.A. Sydie

Introducing Sociological Theory by Darren O’Byrne

Introduction to Sociology Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century by Michele Dillon

Theory Primer: A Sociological Guide by Mark Schneider

Assignments and Exam

1) Leading a class discussion

Once a semester, you will be responsible for leading weekly discussion in teams of two. The assignment includes a 10 minute presentation on the key concepts for that week and examples of how they matter for contemporary applied sociology. You are also expected to create 5-7 discussion questions based on the readings, to design a discussion format, and to lead the discussion itself. An overview of the class discussion questions and their rationale should be emailed to me two days before the class discussion you are leading (by 7pm on Monday). There is a detailed description of this assignment on Blackboard.

2) Weekly memos

Each week, starting with the third week of the semester, you will have an assignment. This assignment may take the form of a brief (2-4 pages, 1.5 or doubled spaced, size 12 font) memo. On other occasions, I will ask you to create a 2 min presentation, or come

up with exam questions. In all cases, this weekly assignment is due by 7pm on Tuesday before class. This is a hard deadline. If you are leading the discussion that week, you don't have to do the assignment that week.

General advice for memo writing: Your memo should discuss topics or questions arising from the week's reading. These are writing and thinking exercises, not finished papers or polished short essays. They should be used to develop ideas informally, and raise issues that seem to you worth developing in class or in your own writing. **You are also required to share three of your memos with everyone else in the class**, by emailing the class when you submit the memo on Blackboard.

3) Quizzes and short written assignments

To facilitate retention of new knowledge, there will be announced and unannounced quizzes and short written assignments (about a paragraph) throughout the semester. Some of these will be not be counted towards your final grade, and others will be worth a few points.

4) Midterms

Midterm 1 will be a take-home written assignment, in which you will be asked to respond to questions about the big three of the sociological Canon: Marx, Weber, and Durkheim. Midterm 2 will be similar but cover material from the beginning of the semester through week 11.

5) Final exam

There will be an open-book exam at the end of the semester, which will consist of short answers and essays.

Course Policies

Attendance and Participation: You are expected to attend every class meeting. If you are not able to come to class, please inform me before class via email. Please read all assigned readings, bring them with you to class (preferably printed out), and be prepared with questions and reflections. Class participation is part of your grade. More importantly, class participation is crucial to the learning process, as we work through material that is difficult and intimidating for many students.

Note: I may change the syllabus and assignments as necessary to adjust to the needs to the class. The level of work will stay the same or decrease. You are responsible for all changes and information presented in the course, regardless of whether you attended class. I will suggest that you contact a classmate if you email me with a "What did I miss?"

My goal in this class is that all my students feel that they are able to engage. I want us all to be respectful of each other and strive to express our thoughts in a way that is inclusive and mindful of other points of view, identities, and lived experiences. However, your right to share your perspective does not supersede another student's right to feel safe and respected. Therefore, know that in this class:

Black lives matter.

Native lives matter.

Muslims are not terrorists.

Latinx are not rapists or criminals.

Undocumented students have every right to safety as their documented counterparts.

We respect people with all gender identities.

When and where needed, we accommodate disabled people so they can succeed in this class.

* Adapted from Professors Shannon Gleeson and Els de Graauw's syllabi

Please see the **Code of Student Conduct** for discussion of classroom decorum, academic dishonesty and plagiarism http://www.umb.edu/student_affairs/code.html

Incompletes: I will not give a grade of INC (incomplete). Receiving an INC in this course will hinder your progress toward your degree and rarely leads to a better final grade. Graduate School policies on incompletes can be found at: http://www.umb.edu/academics/graduate/documents/Graduate_Bulletin_06-08.pdf.

Tips for academic integrity: (1) you have rights and responsibilities regarding your work; (2) always acknowledge your sources; (3) never falsify information; (4) do your own work; (5) recognize your limitations; and (6) be proud of your work. The bottom line is this: words copied from another source must be so indicated (with quotation marks or indenting) and such sources, as well as any from which you have paraphrased or drawn significant evidence, must be fully and precisely identified. Please don't hesitate to consult with me should you feel in need of any clarification.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 offers guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from UMass Boston's **Ross Center for Disability Services** <http://www.rosscenter.umb.edu/> 617-287-7430. If you have a disability and feel you will need accommodations in order to complete course requirements, please contact the Ross Center and provide me with the necessary information and corresponding paperwork.

Expectations of Students

- 1) I expect that you will give me and your colleagues your complete attention when you are in the course. This means that despite the unfortunate late hour of the

course, you will not sleep, read material unrelated to the course, use your phone, check email, surf the web, or eat in a disruptive manner. We will break during class to allow for bathroom breaks and more involved eating. Please silence your phone upon entering class.

- 2) Expect critical but constructive feedback from both me and from your classmates. Give critical feedback with a spirit of helpfulness. It is important for civil discourse to govern our classroom interactions as a reflection of professional ethics and the diversity each of you brings to the course. Be aware of your level of participation as a constructive member of the group, not simply as an individual.
- 3) When another student is speaking, give that student your undivided attention.
- 4) Come to class on time. Do not leave early. Do not start packing up before the class is finished. If you need to be late or leave early, please talk to me before class, preferably in the days leading up to the class.
- 5) I want to know how things are going for you in the course. If something is not working, or you have questions, please come to office hours. Note that I am happy to meet with you at a different time than my official hours, you just have to ask.

Expectations of Instructor

- 1) I will be organized and prepared for every class meeting.
- 2) I will be attentive to your concerns and try my hardest to make the course material interesting, accessible, and relevant to your overall work as a graduate student.
- 3) I will grade fairly and promptly. Your grade will be based on your performance and not any personal consideration (such as race, gender, class, religion, or whether or not you and I agree or disagree about a particular issue).
- 4) When you are speaking during class or when we meet in my office, I will do my very best to give undivided attention.
- 5) As a matter of keeping the classroom a conducive learning environment for each of you and in respecting the kind of resources that you are giving to be here, I will not tolerate inattention or lack of respect or incivility directed towards me or towards other students.
- 6) I know you have other commitments besides this course. I will begin and end class on time.

Grades

	Percent of final grade
Participation in class discussions	15
Leading a class discussion	10
Weekly assignments	20 (1.5 points each)
Quizzes and in-class writing	10
Midterm 1	13
Midterm 2	12
Final exam	20

Course Schedule

<p>Week 1 September 5</p>	<p>Professor Aptekar away in Lisbon as keynote speaker for <i>Bibliotecas Públicas, políticas culturais e leitura pública</i> International Conference</p> <p>No class: complete and submit assignments on Blackboard</p> <p>Readings:</p> <p>R. W. Connell, “Why Is Classical Theory Classical?” Watch part of Julian Go’s talk</p>
<p>Week 2 September 12</p>	<p>Introduction to the Course Lecture: <u>The origins of classical social theory</u> Discussion: Why do we study classical theory? Readings:</p> <p>Handout on Comte and Martineau August Comte, <i>The Positive Philosophy</i>, 249-278 Harriet Martineau, <i>Society in America</i>, p. 93-170</p>
<p>Week 3 September 19</p>	<p>Introduction to First Half of the Course, part 1 Lecture: <u>Canonical Theorists: What were their big questions and why?</u></p> <p>Readings: Craig Calhoun, Introduction to Part I, p. 21-29 Thomas Hobbes, <i>Leviathan</i>, p. 30-37 Jean-Jacques Rousseau, <i>The Social Contract</i>, p. 38-49 Immanuel Kant, “What is Enlightenment”, p. 50-54 Smith, <i>The Wealth of Nations</i>, p.55-66 Smith, <i>The Theory of Moral Sentiments</i>, p.67-81</p>
<p>Week 4 September 26</p>	<p>Introduction to First Half of the Course, part 2 Lecture: <u>Building the Framework: Marx, Max Weber, Durkheim, Simmel</u></p> <p>Readings: Marx and Engels, <i>The Communist Manifesto</i> Excerpts on Durkheim’s <i>Elementary Forms</i> and <i>Division of Labor</i> Excerpt on Weber’s methodology in Ritzer Excerpt on Weber’s <i>The Protestant Ethic</i> in Goodwin and Scimecca Simmel, “The Stranger”</p>
<p>Week 5 October 3</p>	<p>Karl Marx: Historical Materialism and Critique of Capitalism Lecture: <u>Radical outsider</u></p>

	<p>Readings: Marx, <i>The German Ideology</i>, p. 146-200 Marx, "Alienation and Social Classes" p. 133-135 Marx, <i>The Capital</i>, <Ch.1-6?></p> <p>Discussion Leaders _____</p>
<p>Week 6 October 10</p>	<p>Emile Durkheim: Division of Labor, Solidarity, Moral Order Lecture: <u>From generations of rabbis to sociology's champion</u></p> <p>Readings: Durkheim, <i>The Division of Labor in Society</i> Durkheim, <i>On Suicide</i></p> <p>Discussion Leaders _____</p>
<p>Week 7 October 17</p>	<p>Max Weber: Religion and Power Lecture: <u>After the nervous breakdown</u></p> <p>Readings: Weber, <i>The Protestant Ethic and the Spirit of Capitalism</i> Weber, <i>Economy and Society</i> (excerpts)</p> <p>Discussion Leaders _____</p>
<p>October 22</p>	<p>Midterm Assignment due end of the day 10/22/18</p>
<p>Week 8 October 24</p>	<p>Georg Simmel Lecture: <u>Latecomer to the Canon</u></p> <p>Readings: Simmel, <i>Philosophy of Money</i> Simmel, "The Dyad and the Triad" Simmel, "Metropolis and Mental Life"</p> <p>Discussion Leaders _____</p>
<p>Week 9 October 31</p>	<p>Introduction to Second Half of the Course, part 1 Lecture: <u>Women sociologists, study of gender, and social theory</u></p> <p>Readings: Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i> Excerpt from McDonald's <i>Women Founders of the Social Sciences</i>. Excerpt from Luker's <i>Salsa Dancing into the Social Sciences</i> Ida B. Wells, <i>Southern Horrors and Other Writings</i></p>
<p>Week 10 November 7</p>	<p>Introduction to Second Half of the Course, part 2 Lecture: <u>The Schools: Chicago, Atlanta, Frankfurt</u></p> <p>Excerpt from Morris's <i>The Scholar Denied</i> DuBois, <i>Souls of Black Folk</i></p>

	Mary Jo Deegan, <i>Jane Addams and the Men of the Chicago School</i> Excerpt on The Frankfurt School
Week 11 November 14	Early Feminist Sociology Readings: Marianne Weber, <i>Reflections on Women and Women's Issues</i> Anna Julia Cooper, <i>A Voice from the South</i> Charlotte Perkins Gilman, <i>Woman and Economics</i> Discussion Leaders _____
Week 12 November 21	Thanksgiving/ The National Day of Mourning No class to accommodate travel Midterm 2 due by the end of the day on Nov. 21 Readings (memo=opportunity for extra credit): Aldon Morris, <i>The Scholar Denied</i>
Week 13 November 28	W.E.B. DuBois Lecture: <u>From Philadelphia to Ghana</u> Readings: DuBois, <i>Philadelphia Negro</i> DuBois, "Marxism and the Negro Problem" DuBois, "The Black Worker" Discussion Leaders _____
Week 14 December 5	Jane Addams and George Herbert Mead Lecture: <u>Applied Sociology, Darwinism, Pragmatism, Behaviorism</u> Readings: Jane Addams, <i>The Spirit of Youth and the City Streets</i> Jane Addams, <i>Democracy and Social Ethics</i> George Herbert Mead, <i>Mind, Self, and Society</i> Discussion Leaders _____
Week 15 December 12	Frankfurt School Lecture: <u>Frankfurt School</u> Readings: Horkheimer and Adorno, <i>The Dialectic of Enlightenment</i> Marcuse, <i>One-Dimensional Man</i> Discussion Leaders _____

