

SOCIOLOGY GR5051: CLASSICAL SOCIOLOGICAL THEORY
FALL 2018 | Thursday 12:10-2:00 pm | Room 509, Knox Hall

COURSE INFORMATION

Instructor: Heba Gowayed (hyg2103@columbia.edu)

Office Hours: Tuesday 4:00-6:00pm or by appointment (Room 601D)

COURSE OBJECTIVE

This course has two objectives. First, it acquaints students with the three “founding fathers” of sociology—Marx, Durkheim and Weber—as well as Simmel and DuBois who are contemporaneous with Weber and foundational but less celebrated (albeit for different reasons). To study these texts is to engage perspectives on social life developed in historical moments, and to gain tools through which we can understand our social worlds. The second aim of this course is to follow extensions and critiques of these (mostly white and all cis male) founders of the discipline into contemporary sociology, an increasingly diverse discipline but one that grapples with the same themes raised by classical theorists: culture, inequality, identity, and power.

REQUIREMENTS & HOW TO DO THEM

1. Do the readings.

To “do” readings is to critically engage the material. To critically engage the material ask yourself the following questions as you read:

1. What is the author(s) research question(s)?
2. What are the methods used to answer that question?
3. What is their argument/answer?
4. What is the academic dialogue they are engaging in?
5. What are possible limitations?
6. How does their work relate to your interests/questions?

2. Come to class prepared and with questions.

My job is to facilitate classroom discussion through which we can engage the material as a group. So that this discussion is robust, I ask that each student circulate three questions to the class by noon the day before class by uploading the questions on courseworks [under the discussions tab]. Questions should prompt conversation and be deeply tied to the readings. They should cite specific passages or pages. “What is Durkheim’s theory?” is too broad of a question. But “what are the limitations to Durkheim’s concept of the social fact?” Is a good one. Questions that engage multiple of the week’s readings are encouraged. Your questions must directly engage the classical theorist, though they can also bring in the contemporary theorist we read that week.

3. Prepare reading memos.

Student will sign up to prepare four reading memos which will consist of short, critical essays concerning the readings of that week, of no more than 1,000 words. Students will circulate the memos to the class by noon the day before class, by email. Students should submit memos

approximately three weeks apart. The memos should follow the aforementioned guidelines for critically engaging the readings. The first two sentences should be the clearly stated question(s) of the author, and their method. Then, in 1- 2 paragraphs, describe the author's argument in your own words. Finally, in the remainder of the memo engage critically with the material. To do so, in addition to questions 4-6 listed above, you can also think about the following questions:

- What is the significance of the question that the author is asking for the field of sociology?
- What are competing answers to that question?
- What would be a different/ valid way of answering that question? Maybe one you think is superior to the author's approach?
- How does the author's perspective give you traction/ motivate/ relate to your own work?

Even during the week that you are preparing a report, you should still come up with three questions for the class. These will help you guide the discussion for that week.

Pro-tip: Meet with the people who are also writing memos that week, online or offline, to discuss the readings.

4. Lead discussion.

Students will also sign up to lead discussion twice in class, in collaboration with 2-3 others. This should not be a power point presentation about the life of Durkheim, or a power point at all. It also should not be a summary as everyone will have read. Instead, possible approaches include bringing to class a passage from the reading you found interesting, a limitation or extension of the method or theory, or a concept that you want to explore more. You are also encouraged to ruminate on links between classic and contemporary theorists assigned that week. You should meet with the other students presenting that week to discuss the material and divide up responsibilities. You are also welcome, as always, to meet with me. I will grade each individual on their contribution.

GRADING

Class Participation	20%	Participating in class and preparing questions, average score.
Leading Discussion	20%	Each Discussion is out of a total of 10 points
Reading Reports	60%	Each report is out of a total of 15 points

CLASSROOM POLICIES

This classroom is a welcoming space. You are all learning new material, and the classroom is a place for you to grapple with that. So, we will all be respectful of others' comments and contributions. If there are things that you want me to know, or that will make your classroom experience more comfortable, please share them with me.

You can use your laptop but be respectful. When you're in the classroom, you should be engaged in classroom activities. If being on your laptop to look up concepts or consult your notes and readings is helpful for you, go ahead. However, show common courtesy; i.e. no Facebook or texting.

I'm available outside of class for extra help. Come to my office hours if you want to discuss your projects, want tips/tricks for reading or writing, or are struggling with adjusting to graduate school life. If there's a scheduling conflict and you want to meet outside of my regular office hours, send me an email and we'll set that up.

Late assignments are penalized. Your maximum score on an assignment will drop a letter-grade if you miss the deadline, and then an additional letter grade for each additional day.

Come to class and on time. Life happens, and you can let me know if you can't make a class or if you'll be late. However, coming in late repeatedly or missing multiple classes negatively impacts our classroom environment.

Revising Grades. Only in the case of an actual adding error.

ADMINISTRATIVE ISSUES

Behave with academic integrity. I expect students to work in accordance to the Student Honor Code. Plagiarism and receiving illegitimate help on assignments will not be tolerated. Any violation of academic integrity will be referred to the Dean's discipline process and will result in failure of the course. For more information, please see the Columbia University Undergraduate Guide to Academic Integrity (which also applies to graduate courses):

<https://www.college.columbia.edu/academics/academicintegrity>.

If you are a student with a disability and have a DS-certified accommodation letter, please come to my office hours to confirm your accommodation needs. If you believe that you might have a disability that requires accommodation, you should contact Disability Services at 212-854-2388 and disability@columbia.edu.

COURSE READINGS

Readings available on courseworks are marked by an asterisk (*). I also ordered the following texts to be available at Book Culture (536 West 112th St). In theory classes the convention is for everyone to reference the same edition of the same text. You can get all of these books pretty cheaply online. But grad school is also expensive and it's 2018 which means a bunch of this material is free online. So, I won't be a stickler for the same edition. The only two exceptions to this rule are "**The Marx-Engels Reader,**" and "**From Max Weber: Essays in Sociology.**" These are super important texts, these translations are better than most, and I list page numbers where you should start and stop. You can get them used for cheap, though. I linked to the pages where these texts are on alibris.com (you all know amazon so I'm offering an alternative).

- Marx. [The Marx-Engels Reader](#). ISBN: 9780393090406
- Gerth & Mills. [From Max Weber: Essays in Sociology](#). ISBN: 9780195004625
- Weber. [The Protestant Ethic and the Spirit of Capitalism](#). ISBN: 9780199747252
- Durkheim. [The Division of Labor in Society](#). ISBN: 9781476749730.
- Durkheim. [Suicide: A Study in Sociology](#). ISBN: 9780684836324
- DuBois. [The Souls of Black Folk](#). ISBN: 9781593080143
- DuBois. [The Philadelphia Negro](#). ISBN: 9780812215731
- Simmel. [On Individuality and Social Forms](#). ISBN: 9780226757766

COURSE SCHEDULE

9/6: Introductions and Understanding Social Theory

- Mills, C.W. 2000. *The sociological imagination*. Oxford University Press. [Chapter 1](#)
- Connell, Raewyn. 2010. "Periphery and Metropole in the History of Sociology." *Sociologisk forskning*, 47(1), pp.72-86.

9/13: Social Contracts

- Hobbes, Thomas. *Leviathan*. excerpts from Book I & II, Ch.13-18 *
- Rousseau, Jean Jacques. *The Social Contract*, Book I *
- Pateman, Carol. 1988. *The Sexual Contract*. Stanford University Press. Ch. 1*
- Mills, Charles W. 1997. *The Racial Contract*. Cornell University Press. Intro, Ch. 1 *

9/20: Introducing Marx

- From the Marx-Engels reader:
 - Economic and Philosophic Manuscripts of 1844, p.70-105 (start with "Estranged Labor")
 - Theses on Feuerbach, p.143-145
 - The German Ideology. Part I. p. 146-175 (you can skim 150-153), Pp.197-200 (start with "the transformation, through the division of labor...")
- Burawoy, Michael. 1979. *Manufacturing Consent*. University of Chicago Press. Ch. 1, 2, 5*
- Hocschild, Arlie. 1983 [2013]. *The Managed Heart*. University of California Press. Ch. 1, 2*

9/27: Marx, Engels, and Critiques

- From the Marx-Engels reader:
 - Wage Labor and Capital. Pp. 203-217.
 - Selections from Capital Volume I. Pp. 302-364, 376-384, 404-407
 - Engels, Friedrich. "Working-Class Manchester." Pp. 579-585.
 - Marx, Karl and Friedrich Engels. "The Manifesto of the Communist Party." Pp. 473-491.
- Piketty, Thomas and Arthur Goldhammer. 2014. *Capital in the Twenty-First Century*. Harvard University Press, Introduction*
- Wilson, William Julius. 1987. *The Truly Disadvantaged*. University of Chicago Press. Ch.1*

10/4: Durkheim and "Social Facts"

- Durkheim, Emile. *The Rules of the Sociological Method*. Ch.1, 2 "What is a Social Fact?" and "Rules for the Observation of Social Facts."*
- Durkheim, Emile. *Suicide*, Introduction (41-53), Book 1, Ch. 1 (57-81), Book 2 (145-294); Book 3, Ch. 1 (297-325).
- Hacking, Ian. 1990. *The Taming of Chance*. Chapters 19-20.*

10/11: Durkheim on religion and organization of modern life

- Durkheim, Emile, *The Elementary Forms of Religious Life*. Ch.1 “A definition of the religious phenomenon and of religion.”*
- Durkheim, Emile, *The Division of Labor in Society*. Introduction. Book 1, Chapters 1-3 and Book 2, Ch.3
- Isa Kohler-Hausmann. 2018. *Misdemeanor Land*. Princeton University Press. Introduction & 5*

10/18: Cultural and Economic Weber

- Weber, Max. *The Protestant Ethic and the Spirit of Capitalism* (whole book)
- DiMaggio, Paul and Woody Powell. 1983. The Iron Cage Revisited: Collective rationality and institutional isomorphism in organizational fields. *American sociological review*, 48(2), pp.147-160.

10/25: Weber on Authority

- From *The Sociology of Max Weber*:
 - “Intellectual Orientation” in the Introduction by Gerth and Mills
 - Class, Status Party.”
 - “Bureaucracy”
 - “Charismatic Authority.”
- Susser, Ida. 2012. *Norman Street: Poverty and Politics in an Urban Neighborhood*. Ch. 5*

11/1: DuBois on Double Consciousness

- Morris, Aldon. 2015. *The Scholar Denied*. University of California Press. Read Introduction, Chapters 1 & 2*
- From W.E.B. Dubois. 1903. *The Souls of Black Folk*.
 - Forethought
 - Of Our Spiritual Strivings
 - Of the Dawn of Freedom
 - Of Mr. Booker T Washington and Others
 - On the Meaning of Progress
 - On the Training of Black Men
 - Of the Black Belt
 - Of the Sons of Master and Man
- W.E.B. Dubois, “Souls of White Folk”*

11/8: DuBois and the use of statistics

- DuBois, W.E.B. 1899. *The Philadelphia Negro*.
 - Introduction by Elijah Anderson
 - Chapter I: The Scope of This Study
 - Chapter III: The Negro in Philadelphia, 1638-1820
 - Chapter IV: The Negro in Philadelphia, 1820-1896

- Massey, Doug and Denton, Nancy. 1998. *American Apartheid*. Harvard University Press. Ch.1&3 *
- Shedd, Carla. 2015. *Unequal City*. Introduction. *

11/15: Simmel, Individuality and the Metropolis

- Simmel, Georg. 1908. On Individuality and Social Forms.
 - The Problem of Sociology
 - The Stranger
 - Group Expansion and the development of Individuality
 - The Metropolis and Mental Life
 - Fashion
- Park, Robert and Ernest Burgess. 1925. *The City*. University of Chicago Press.*
 - Ch.1: The City: Suggestions for the Investigation of Human Behavior in the Urban Environment (by Park)
 - Ch.2: The Growth of the City: An Introduction to a Research Project (by Burgess)
 - Ch.9: The Mind of the Hobo: Reflections upon the Relation Between Mentality and Locomotion (by Park)

11/22: THANKSGIVING, NO CLASS.

11/29: Simmel, numbers and social relations

- Georg Simmel, [*The Sociology of Georg Simmel*](#)
 - "On the Significance of Numbers for Social Life" 87-104
 - "The Dyad" (122-125)
 - "Characteristics of the Dyad"
 - "Dyads, Triads, and Larger Groups" (138-141)
- Granovetter, Mark. 1973. "The Strength of Weak Ties." *American Journal of Sociology* 78(6): 130-138
- Abascal, Maria. 2015. "Us and Them: Black–White Relations in the Wake of Hispanic Population Growth." *American Sociological Review*, 80(4): 789–813.

12/6: Goffman and micro-sociology

- Goffman, Erving. *The Presentation of Self in Everyday Life*. "Introduction" and "Performances." *
- Goffman, Erving. "On Face-Work." in *Interaction Ritual: Essays on face-to-face behavior*. New York: Anchor Books. *
- Goffman, Erving. 1977. "The Arrangement between the sexes." *Theory and Society*, 4:3, pp. 301-331.
- West, Candace, and Don H. Zimmerman. 1987. "Doing gender." *Gender & society* 1(2): 125-151.