

SOAN 330: SOCIOLOGICAL THOUGHT AND THEORY

Fall 2022

Carleton College

Department of Sociology and Anthropology

Professor Wes Markofski

Class: Leighton 426, MW 11:10am-12:20pm, F 12-1pm (3a),

Office Hours: MW 3:00-4:00pm, Thursday 11-12pm or by appointment

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Many people have contributed to the development of sociology as an intellectual discipline and mode of social inquiry; however, few are as widely recognized as Emile Durkheim, Karl Marx, Max Weber, and more recently, W.E.B. Du Bois. This course focuses on influential texts and ideas generated by these and other discipline-shaping sociologists from sociology's "classical era," how these texts and ideas are challenged and put to use by contemporary sociologists, and on more recent theoretical developments and critical perspectives—such as Dorothy Smith's feminist standpoint theory and Patricia Hill Collins's Black feminist and intersectionality theory—of influence in the field.

What are the cultural and material origins of modern industrial societies? To what extent do culture or religion, as opposed to material interests and political-economic arrangements, drive social action and social change? What is the relationship between social structure, agency, and subjectivity? What type of knowledge of human individuals and collectivities should sociological research produce, and what conceptual tools and research methodologies are needed to generate such knowledge? Whose voices have been heard, recognized, or ignored in the history and canonization of sociological thought and theory, and why? How can (or should?) sociological knowledge contribute to ethical reflection and social activism? Such are the questions raised in profound and lasting manner by classical era theorists and their interlocutors, and such are the questions we will wrestle with as we seek to comprehend and critically engage some of the major texts and ideas that have shaped the sociological imagination from the 19th century to the present.

SOAN 330 is a reading-intensive course, with an average weekly reading load of approximately 150 pages per week over the first 8 weeks of the class. Because the reading consists largely of original texts—which can sometimes be difficult—this course will require you to spend a significant amount of time outside class reading, thinking, and writing about the major works we will be exploring this term. In fact, **it will be impossible for you to succeed in this course without spending several hours prior to each class meeting** actively reading and responding to these texts. As such, time management is critical skill. In exchange, this course has no exams, a very reasonable writing load, and a major portion of your grade allocated to participation and active engagement with the readings via reading questions and class discussions.

Student Learning Outcomes

The Department of Sociology and Anthropology has specified six student learning outcomes we want students to acquire before graduating. The relevant outcomes for this course are:

- Articulating the complexity of contemporary socio-cultural phenomenon in their many dimensions (e.g., temporal, structural, spatial, and symbolic).
- Learning how to connect information about historical and contemporary socio-cultural phenomena.
- Formulating appropriate sociological and/or anthropological research questions about socio-cultural phenomena.
- Applying sociological theory to analyze socio-cultural phenomena.
- Drawing upon your understanding of historical and contemporary socio-cultural phenomena to engage the world.

Course Materials

There is a **course reader** and one required book for the course, available at the Carleton bookstore. Other required readings will be made available on the Moodle course website.

- Reed, Isaac Ariail. (2011). *Interpretation and Social Knowledge: On the Use of Theory in the Human Sciences*. University of Chicago.

Course Requirements

Your final grade for the course will be calculated as follows:

Reading Questions (RQ) 15%	[Due each class session]
Participation 15%	[Due each class session]
Descriptive Paper 12.5%	[Due Friday, 9/23]
Comparative Paper 17.5%	[Due Wednesday, 10/12]
Final Paper Draft 5%	[Due Tuesday, 11/8]
Final Paper Draft Peer Review 5%	[Due Wednesday, 11/9]
BYOT (Bring Your Own Theory) 5%	[Due Friday, 11/11 or Monday, 11/14]
Final Paper 25%	[Due Sunday, 11/18]

A = 100-93; A- = <93-90; B+ = <90-87; B = <87-83; B- = <83-80; C+ = <80-77; C = <77-73;
C- = <73-70; D+ = <70-67; D = <67-60; F = <60

Policy on Late Work: Late work will be penalized 7 points per day late in the absence of clear and demonstrable extenuating circumstances (e.g., extended illness, family emergency, letter from dean's

office, etc.), communicated in advance whenever possible, with late penalties capped at a maximum of 35 points (out of 100) per assignment.

Readings: To do well in this course, it is imperative that you commit to several hours of active, focused reading prior to each class meeting in order to complete the readings and reading questions. The readings for each week have been painstakingly curated and ordered sequentially for maximum coherence; therefore, *it is to your benefit to do the readings in the exact order they are written in the syllabus.*

Some questions to keep in mind while reading: What is the main argument of the section/text? Key concepts and definitions? What evidence or methods are used to support the authors' arguments? What might be missing? Make a note of concepts/arguments you find difficult to understand (to bring up in class). Make a note of things you agree/disagree with, or find plausible/implausible, exciting/problematic, etc. (to bring up in class discussions).

Reading Questions: In order to facilitate active, critical engagement with the readings, and to stimulate discussion & debate with one another (through which much of our learning will occur), each student is required to upload via Moodle at least two reading questions prior to each class meeting:

- (1) One (or more) question, comment, or critique about a main idea in the text. (*Examples: What exactly are we to make of Durkheim's notion of a "social fact"? I can't get my mind around it. Or I think Weber's discussion of the economic ethics of world religions is utterly [brilliant / wrongheaded / fascinating / offensive / unverifiable], and here's why ...*)
- (2) One (or more) comment or question comparing, contrasting, or otherwise relating something from the readings to a prior reading, personal experience, or contemporary issue. (*Examples: I can't believe how well Patricia Hill Collins' discussion of the "outsider within" rings true to my experience. Or I find Weber's approach to methodology in the social sciences far more convincing than Durkheim's. Or After the triumph of capitalism over communism, why does anyone still read Marx?*)

Reading questions should be posted by 9:30am before each class session. You may miss two session's worth of reading questions without consequence; after that, missed reading questions will incrementally lower your reading question grade. Reading question submissions can range from a couple sentences up to a single paragraph in length.

Participation: Your personal success in this course (as well as its collective success) depends on your active and sustained engagement throughout the entire term. I expect everyone to participate at a high level; however, I recognize we don't all have the same personalities or learning styles. While participation includes asking questions and contributing actively to class discussions, it also involves consistent presence and attentiveness to others throughout the term. Active participation also means refraining from non-course related use of electronic devices during class time. You may miss two class sessions without consequence; beyond that, each unexcused absence will incrementally lower your participation grade.

Inclusive Participation: I strive to create an inclusive and respectful classroom that values diversity. Our individual differences enrich and enhance our understanding of one another and of the world around us. This class welcomes the perspectives of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities. Let's work together to listen to, and learn from, our different experiences and understandings of the world, even when we find it difficult to do so.

Descriptive Paper: A 2-3-page paper, due Friday, 9/23, examining a section of Durkheim or Marx.

Comparative Paper: A 3-4-page paper, due Wednesday, 10/12, critically comparing ideas from Marx/Weber/Durkheim.

Final Paper Draft: A 6-8-page draft of your final paper, due Tuesday, 11/8, at 5pm.

Final Paper Draft Peer Reviews: Constructive critical feedback on the final paper drafts of two of your peers, due Wednesday, 11/9 in class, consisting of notes, in-class verbal feedback, and a one-page (maximum) summary of key comments/suggestions to be given to author(s) and turned in to me.

BYOT (Bring Your Own Theory): A 5-minute in-class presentation describing a personal favorite academic or non-academic “theory” or “theorist” and relating them to a theme/theory from class.

Final Paper: A 10-12-page paper, due Friday, 11/18 at 5pm, analyzing a social problem, current/historical event, or other social phenomena using one or more theoretical perspectives covered in the course.

Paper Formatting: All papers must be uploaded to Moodle in either a Microsoft Word or PDF file format and use APA, ASA, MLA, or Chicago citation styles.

Important Note: If at any point in the term you become concerned about your grade, a particular assignment, classroom participation or classroom climate issues, falling behind, or anything else, *please don't wait to visit me during office hours or otherwise contact me!* The sooner we identify potential problems and concerns, the more effectively we will be able to work together to address them.

Plagiarism & Academic Integrity

In line with Carleton’s policy on [academic integrity](#) and [plagiarism](#), it is assumed that a student is the author of all coursework submitted by that student. Please refer to Carleton’s [full policy](#) for additional information or see me if you have questions.

Academic & Other Support

Taking Care & Well-Being: With the college, I urge you to take care of yourself—your health and well-being—throughout this term and your entire Carleton career. If you are having difficulties maintaining your well-being, don’t hesitate to contact me and/or other campus resources such as [Student Health and Counseling](#), the [Office of Health Promotion](#), or the [Office of the Chaplain](#).

If your personal situation (due to COVID-19 illness or other circumstances) begins to impact your ability to engage with the course, please contact me and/or the Dean of Students Office.

Accommodations for Students with Disabilities: Carleton College is committed to providing equitable access to learning opportunities for all students. The Office of Accessibility Resources (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact OAR@carleton.edu or call Sam Thayer ('10), Director of the Office of Accessibility Resources (x4464), to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Technological Resources for Students with Disabilities: The Assistive Technologies program brings together academic and technological resources to complement student classroom and computing needs, particularly in support of students with physical or learning disabilities. Accessibility features include text-to-speech (Kurzweil), speech-to-text (Dragon) software, and audio recording Smartpens. If you would like to know more, contact aztechs@carleton.edu or visit go.carleton.edu/aztech.

Learning Strategies & Time Management: For details on how to schedule a videoconference with an academic skills coach (for anyone interested in exploring different ways to make your approach to academic work more efficient and effective), visit: [Learning Strategies & Time Management](#). If you prefer to learn these skills and strategies on your own, visit “[Helpful DIY Resources](#).”

Library: Librarians work as liaisons to academic departments, and yours can be found at <https://apps.carleton.edu/campus/library/help/help/liaisons/>. You can make an online appointment with your library liaison or chat with a librarian online 24/7. You can also [email and call](#). Librarians help students find and evaluate articles, books, websites, statistics, data, government documents, and more. For more information on hours and librarians, visit the Gould Library website at go.carleton.edu/library.

The Writing Center: The Writing Center a space with peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the [writing center website](#). You can reserve specific times for conferences by using their [online appointment system](#).

The Term-Long Program for Multilingual Writers: If English is not your first language and you believe you might benefit from working regularly with a writing consultant this term, email Melanie Cashin, [Multilingual Writing Coordinator](#), at mcashin@carleton.edu. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.

Title IX: Carleton is committed to fostering an environment free of sexual misconduct. Please be aware all Carleton faculty and staff members, with the exception of Chaplains and SHAC staff, are “responsible employees.” Responsible employees are required to share any information they have

regarding incidents of sexual misconduct with the Title IX Coordinator. Carleton's goal is to ensure campus community members are aware of all the options available and have access to the resources they need. If you have questions, please contact Laura Riehle-Merrill, Carleton's Title IX Coordinator, or visit the Sexual Misconduct Prevention and Response website: <https://www.carleton.edu/sexual-misconduct/>.

Course Outline and Reading Schedule

* Please read the selections in order as they are listed on the syllabus, and be sure to bring the day's readings with you to class. Stop and start your reading at the obvious place (section beginning/end, first/last paragraph, etc.) unless otherwise noted.

PROLEGOMENA [OR INTRODUCTION]

Mon 9/12 (Week 1)

Introduction, Realism, Normativism, Interpretivism

- Isaac Reed *Interpretation and Social Knowledge* 163, 167 (finish paragraph on 168), 169-171, 1-11 (stop at section IV) [15]

THE “CLASSICAL” ERA (AND RECENT APPROPRIATIONS THEREOF)

Wed 9/14

Emile Durkheim (1)

- Michele Dillon, 77-107 (including Boxes, excluding Topics) in *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*
- *Emile Durkheim: Sociologist of Modernity*, Biography: 3-8; Appendix & Sociological Method: 284-293; Suicide: 32-49; Individualism: 263-267, 274-279 [65]

Fri 9/16

Emile Durkheim (2) (*Descriptive Paper Assignment Distributed*)

- *Emile Durkheim: Sociologist of Modernity*, Social Solidarity: 58-78, 258-263; Political Sociology: 172 (bottom page)-185; Economic Sociology: 193-211; Civil Society: 218-226, 230 (last paragraph only), 237-244;
- “Mechanical and Organic Solidarity” figure (Moodle) [69]

Mon 9/19 (Week 2)

Emile Durkheim (3) + Durkheimian Cultural Sociology

- Michele Dillon, 107-115 (including Boxes, excluding Topics) in *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*
- *Emile Durkheim: Sociologist of Modernity*, Religious-Cultural Sociology: 84-96, 109-122, 140-142; Durkheimian Cultural Sociology: 125-126, 129-138, 158-164, 188-191 [50]

Wed 9/21

Karl Marx (1)

- “Karl Marx and Friedrich Engels” and “Mode of Production” (Moodle)
- Michele Dillon, 31-38, 43-47, 49-75 (including all Boxes and Topics 1.4 & 1.5) in *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*
- *The Marx-Engels Reader* 681-682, 53-54 (stop at “The following exposition”), 64 (from “Where is there?”)-65, 469-470, 473-491, 499-500, 728-733 [61]

Fri 9/23

***** Descriptive Paper Due *****

Karl Marx (2)

- *The Marx-Engels Reader* 203-220, 364-376, 384-411 (stop at Section 9), [56]

Mon 9/26 (Week 3)

Karl Marx (3)

- *The Marx-Engels Reader* 419-431, 431-438, 700 (from top)-717
- “Notes on Marx, 18th Brumaire” (Moodle)
- *The Marx-Engels Reader* 586, 588 (from “As soon as it has risen up”)-591 (stop at “December 10, 1848”), 594-596 (stop at “From 1848 to 1851”)
- “Paris Commune” and “On the Commune” (Moodle)
- *The Marx-Engels Reader* 618 (caption only), 629 (from “Of late”)-632 (finish sentence on 633), 635 (from “It is a strange fact”)-636 (stop at “And yet”)
- Isaac Reed *Interpretation and Social Knowledge* 29 (start at section V)-32 [56]

Wed 9/28

Karl Marx (4) + Erik Olin Wright

- Erik O. Wright, *Class Counts*, 1-2 (stop at “The concept of”), 3-9; *Envisioning Real Utopias*, 10-21, 33-45, 65-70, 79-85 [41]

Fri 9/30

Max Weber (1)

- “Max Weber and Marianne Weber” (Moodle)
- Michele Dillon, 117-152 in *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*
- Isaac Reed *Interpretation and Social Knowledge* 138-141 (starting at Section VI) [38]

Mon 10/3 (Week 4)

Max Weber (2) (*Comparative Paper Assignment Distributed*)

- *The Essential Weber* Interpretation/Social Action: 312-331 (stop at §3), 333 (from §4)-335 (stop at §5), 337-341 (stop at “1. There is an”), Community/Association: 343 (from §9)-345 (finish sentence on 346); Power/Domination: 355 (start at §16)-358; The State/ Legitimate Rule: 131-145; Class/Status: 182-194 [53]

Wed 10/5

Max Weber (3)

- *The Essential Weber* Sociological Knowledge & Methods: 360 (from Section I)-403; 270-285 (stop at “Now, you will be tempted”) [58]

Fri 10/7

Max Weber (4) + Gorski

- *The Essential Weber* Protestant Ethic and Spirit of Capitalism: 25-34; Religion, Economy, Society: 55-59 (stop at “Within the religious ethic”), 68 (from “The differing and valued states”)-73 (stop at “An exemplary prophecy”), 75 (second and third paragraphs only); Comparative-Historical: 101-110 (stop at “In another respect”); Bureaucracy/Rationality: 245-249, 171-175
- Wes Markofski, *New Monasticism and the Transformation of American Evangelicalism* 128-130 (Excursus), 237-241 (Excursus)
- Philip Gorski, *The Disciplinary Revolution* xv-xvii (stop at “The book”), 1-3, 22-28, 31-34 [53]

AMERICAN SOCIOLOGY: CHICAGO SCHOOL / PRAGMATISM

Mon 10/10 (Week 5)

Chicago School / Pragmatism (1)

- Hans Joas *Pragmatism and Social Theory* “Pragmatism in American Sociology” 14-26 (stop at section II), 28 (from “The way in which”)-29 (stop at “The founders”), 32 (from “For some time”)-36 (stop at “Although it is not possible here”)
- Jane Addams *Democracy and Social Ethics*, Introduction to the Illinois Edition (Charlene Haddock Seigfried) and Introduction
- Patricia Madoo Lengermann and Gillian Niebrugge, “The Chicago Women’s School of Sociology: Research as Advocacy,” 229-235, 247-250, 259-261 (Reading 7-2), 265-267 (Reading 7-5), 272-274 (Reading 7-8) in *The Women Founders: Sociology and Social Theory 1830-1930, A Text/Reader* [59]

Wed 10/12

***** Comparative Paper Due *****

Chicago School / Pragmatism (2)

- Michele Dillon, 274-279 in *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*

- G.H. Mead *Mind, Self, and Society* 117-125, 132 (from “Mentality on our approach”)-134, 135-139, 140 (from “The self, as that which”)-142, 153 (from “The fundamental difference”)-160 (stop at “What goes on in the game”), 162 (from “What goes to make up”)-164, 173-176 (stop at “Our specious present”), 177 (from “The ‘I’, then”)-178, 303-311, 319 (from “Ethical ideas”)-328
- Michele Dillon, 281-293 in *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*
- Erving Goffman *Interaction Ritual* “Introduction” [65]

Fri 10/14

TBD

Mon 10/17 (Week 6)

Mid-term Break

AMERICAN SOCIOLOGY & THE SOCIOLOGICAL UNCONSCIOUS: W.E.B. DUBOIS

Wed 10/19

W.E.B. Du Bois (1)

- Aldon Morris *The Scholar Denied*, Preface ix-xvii, Introduction, 16-17 (stop at “The cruelty of American racism”), 22-27 (stop at “Du Bois, therefore”), 133-136, 45 (start bottom section)-52 (stop at “Another project”), 55-57 (stop at “In Atlanta”), 153-154 (stop at “In contrast, Weber”), 160-163 (stop at “The article that Du Bois”), 166-167, 144-149
- Julian Go, “The Case for Scholarly Reparations,”
- Emirbayer and Desmond “Race and Reflexivity” 574-581 (stop at “Critical reflection”) [54]

Fri 10/21

W.E.B. Du Bois (2)

- *The Souls of Black Folk*, The Forethought, Chapters I, III, VI, VIII-X, Afterthought [69]

W.E.B Du Bois (3)

- *Darkwater*, Postscript, Credo, Chapters II-IV, VII (skip poetry/fiction at chapters’ end); *Black Reconstruction in America*, 711-715 (stop at “Or, to come nearer”), 725-727; Other Readings (Moodle)
- (re)read Isaac Reed *Interpretation and Social Knowledge* 67-69 [70]

Mon 10/24 (Week 7)

W.E.B. Du Bois (4) + Marx: Racial Capitalism

- Charisse Burden-Stelly, “Modern U.S. Racial Capitalism: Some Theoretical Insights” (Moodle)
- Julian Go, “Three Tensions in the Theory of Racial Capitalism,” *Sociological Theory* (Moodle) [20]

GLOBAL FEMINISMS & THE SOCIOLOGICAL UNCONSCIOUS

Wed 10/26

Feminist Sociology & Classical Theory (1)

- Patricia Madoo Lengermann and Gillian Niebrugge, "Present at the Creation: Women in the History of Sociology and Social Theory," 1-22 (chapter 1) in *The Women Founders: Sociology and Social Theory 1830-1930, A Text/Reader*
- Marianne Weber, 193-200, 202-228 (chapter 6) in *The Women Founders: Sociology and Social Theory 1830-1930, A Text/Reader*
- Lori Pearson, "Sexuality, Marriage, and Women's Rights," 154-159 in *The Oxford Handbook of 19th Century Christian Thought* (chapter 8) [60]

Fri 10/28

Feminist Sociology & Standpoint Theory (2)

- Michele Dillon, 333-344 in *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*
- Dorothy Smith *The Everyday World as Problematic* 105-143, 151-167, 176-178 [66]

Mon 10/31 (Week 8)

Black Feminist Sociology & Intersectionality Theory (3)

- Anna Julia Cooper and Ida B. Wells, "The Foundations of Black Feminist Sociology," 149-192 (chapter 5) in *The Women Founders: Sociology and Social Theory 1830-1930, A Text/Reader*
- Michele Dillon, 346-354 in *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*
- Patricia Hill Collins "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought" and "Gender, Black Feminism, and Black Political Economy": [75]

Wed 11/2

Decolonizing Feminist Theory (4)

- Chandra Talpade Mohanty "Under Western Eyes: Feminist Scholarship and Colonial Discourses" [25]

POSTCOLONIAL THEORY & THE SOCIOLOGICAL UNCONSCIOUS

Fri 11/4

Decolonizing Sociology & Social Theory (1)

- Raewyn Connell "Why is Classical Theory Classical?", 1511-1513 (stop at "There are two troubling anomalies"), 1515-1526, 1530 (from "It is a familiar")-1539 (stop at "The translation"), 1541-1542, 1544 (from bottom section "Reflections")-1546 (stop at "The argument")
- Julian Go *Postcolonial Thought and Social Theory*, 1-38 [61]

Mon 11/7 (Week 9)

***** Final Paper Draft Due Tuesday, 11/8, at 5pm *****

Decolonizing Sociology & Social Theory (2)

- Julian Go *Postcolonial Thought and Social Theory*, 103-107 (stop at “Take recent world-systems”), 118-127 (stop at “With this field”), 131 (start at “In sum”)-133 (stop at “An examination”), 139-142, 143-184 [58]

Wed 11/9

***** Final Paper Draft Discussions & Peer Review *****

POSTLUDE [OR CONCLUSION]

Fri 11/11

BYOT (Bring Your Own Theory)

Mon 11/14 (Week 10)

BYOT (Bring Your Own Theory)

Wed 11/16

***** Final Paper Due Friday, 11/18 at 5pm *****

Positivism, Post-positivism, Critical Interpretive Explanation

- Isaac Reed *Interpretation and Social Knowledge* 123-126, 130-135, 163-171 [17]