



**FLORIDA
ATLANTIC
UNIVERSITY**

**COURSE CHANGE REQUEST
Undergraduate Programs**

Department Sociology
College Arts and Letters

UUPC Approval 12/4/23
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Current Course Prefix and Number SYA 3010

Current Course Title
Sociological Theory

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix

From: _____ **To:** _____

Change course number

From: _____ **To:** _____

Change credits*

From: _____ **To:** _____

Change grading

From: _____ **To:** _____

Change WAC/Gordon Rule status**

Add Remove

Change General Education Requirements***

Add Remove

*See Definition of a Credit Hour.

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

This course provides an introduction and overview of some of the major theoretical traditions in sociology. Students will learn about the development of sociology as a discipline, as well as how to use different sociological theories to make sense of social structures, social action, and social change in the contemporary world.

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes: Summer 2024

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Phil Lewin/lewinp@fau.edu/561-297-3270

Approved by

Department Chair Ann Branaman

College Curriculum Chair [Signature]

College Dean _____

UUPC Chair Korey Sorge

Undergraduate Studies Dean Dan Meeroff

UFS President _____

Provost _____

Date

Nov 6, 2023

11/13/23

11/14/23

12/4/23

12/4/23

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

SOCIOLOGICAL THEORY
SYA 3010 / SCTN 003 / CRN 14952
Florida Atlantic University
Sociology Department
Fall 2024

LOCATION:

Format: In-person

Campus: Boca Raton

Classroom: General Classroom South (GS), Rm. 110

Time: Tuesdays and Thursdays, 12:30 pm – 1:50 pm

Credit Hours: 3.0 credits; this course counts toward the requirements for a major or minor in sociology

Prerequisites: SYG 1000 (Sociological Perspectives), or SYD 3792 (Race, Class, Gender, and Sexuality), or permission of instructor.

CONTACT:

Instructor: Philip Lewin, Ph.D.

Office: Culture and Society Building (CU), Rm. 257 / Zoom

Email: lewinp@fau.edu (this is the preferred method of contact)

Phone: 678-770-8425

Website: <https://canvas.fau.edu>

Office Hours: Tuesdays and Thursdays 2:15 pm – 3:15 pm (in-person) or by appointment (Zoom).

Teaching Assistant: Jordanne Kessel, M.A.

Office: Culture and Society Building, Rm. 253

Email: jkessel2018@fau.edu

Class Website: <https://canvas.fau.edu/>

CATALOG DESCRIPTION

This course provides an introduction and overview of some of the major theoretical traditions in sociology. Students will learn about the development of sociology as a discipline, as well as how to use different sociological theories to make sense of social structures, social action, and social change in the contemporary world.

PROFESSOR'S OVERVIEW AND DESCRIPTION:

Colloquially, people tend to use the word “theory” to describe an idea or hypothesis that remains unproven. Because the word carries a sense of doubt, people frequently invoke it to discredit a claim that someone has made (e.g., “evolution is only a theory; you can’t prove it!”) or to describe a hunch that someone has developed (“I have a theory, Dad: I think it was actually mom who stole my wallet!”).

We will not use the word theory like that in this class. In science—whether social or natural—the term holds a precise meaning, referring to an interconnected set of propositions that explains something. That something can be just about anything: how people develop an identity, how the universe began, how human life formed, why economic crises occur, or why earthquakes happen. Scientists develop theories about these phenomena by imposing explanations upon patterns of events that are observed over time (induction), or by testing propositions that follow logically from an existing body of thought (deduction). In this sense, every science course you enroll in—and thus every sociology course you take—involves an implicit investigation of

theory.

Why, then, study sociological theory *as a field of inquiry unto itself*? The point is not necessarily to become familiar with every distinctive theorem that sociologists have developed over the past 150 years, but to consider what theory is, what assumptions undergird theories, what distinguishes good theories from bad theories, to what extent we can predict, explain, and control the world with theories, how we can most effectively test and validate theories, and how we can construct new theories by collecting and analyzing data. Curiously, few instructors approach sociological theory courses in this way. Rather, most treat theory as an *area of concentrated knowledge*, much like the specialized knowledge you would glean in a gender, poverty, or race/ethnicity course.

Does this mean that there are works of “pure theory” in sociology that stand on their own? Not quite. The works that sociologists recognize simply as “theory” tend to represent the discipline’s “classics.” As some of the first publications to address the nature of society, they examine sociology’s foundational questions: What is society? How should we study society? What enables society? What causes societies to collapse? How can we improve society? And what determines human behavior? These classic works have set the discipline’s tone and agenda over the past 150 years, establishing *the social* as a legitimate domain of inquiry and knowledge. Because these ideas and texts form the backdrop of almost every sociological study that you have or will read, the course may mark the most important one you take during your major.

We will begin our journey through sociological theory through meta-reflection. That is, we will begin by reflecting on what sociology is, how it developed, and why it developed. From there, we will discuss the different types of theory sociologists have developed, the different criteria they have developed for assessing them, and the limits of sociological theory. After laying this groundwork, we will spend the rest of the semester discussing the theoretical perspectives of the four scholars who, according to most people, founded sociology: Karl Marx, Max Weber, Emile Durkheim, and W.E.B. Du Bois. As will become evident, the theoretical paradigms these thinkers developed examine some of the most foundational questions in human society: what holds societies together? What causes conflict and upheaval? What causes social inequalities? How do people acquire power and authority over others? What role does religion play in society? And have modern conditions of life improved or diminished our happiness and well-being? Given time constraints, this crash course in sociological theory will omit more scholars, concepts, and ideas than it includes.

Though I will periodically lecture to introduce and contextualize the course material, I will not do so often. We will devote the bulk of our time to discussion and reflection. You should come to class prepared to engage with the readings via critical discussion, not to absorb information that I will pour into you. In other words, do not expect for me to tell you what to think or what the readings mean. Expect instead for me to supply you with questions and to help you inform them through your own thought process. We will work through the material collectively—all of us teaching and learning from one another.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

- Identify, understand, and critique several theories of knowledge

- Name key social theorists in sociology's history and explain their main contributions to social thought
- Explain the core assumptions and analytic foci of key theoretical perspectives in the discipline of sociology
- Define and demonstrate understanding of a broad range of core concepts in sociological theory
- Juxtapose the assumptions and analytic focus of different social theorists and theoretical perspectives
- Use ideas, concepts, and theoretical frameworks of social theorists to illuminate experiences, events, realities, social structures, and trends
- Demonstrate a working understanding of the relationship between sociological theory and empirical research in sociology
- Articulate "blind spots" of sociological perspectives, i.e., questions that are unlikely to be asked when employing a particular theoretical perspective.

REQUIRED TEXTBOOKS:

Ritzer, George and Jeffrey Stepnisky. 2018. *Sociological Theory, 10th Edition*. Thousand Oaks, CA: Sage.

Supplementary reading will be available to download through our course Canvas page.

ASSESSMENT and GRADING:

1. **PARTICIPATION:** Active participation is essential to learning the material that I will present in this course. All students are thus required to participate in some way. To maximize your opportunities for engagement, and to create opportunities for everyone to participate in a comfortable way, I offer two modes of student participation: (1) "in-class participation" and (2) "online participation" through weekly discussion boards.

Option 1: In-Class Participation. Students can earn weekly participation points by coming to class and contributing to class discussions. In-class participation can take various forms, such as asking questions about readings or lectures, responding to questions I pose, or advancing original ideas. (Please note that showing up without saying anything *does not* count as participation, nor does asking unproductive questions, e.g., "when is the next paper due"). Effective in-class participation requires coming to class prepared, which means having completed the readings and attended previous lectures. You can also earn in-class participation points by coming to my office hours with substantive questions or comments about the material covered in readings and lectures (coming to discuss grades, absences, etc. does not count, nor does asking me to summarize the material for you).

Option 2: Discussion Board Participation. Students can also score weekly participation points by posting to online discussion boards. After each class period, I will create a discussion board on the course Canvas page with a prompt that asks you to reflect on some aspect of the material covered in the week's readings and lectures. To receive full credit, you will need to post two things. First, you will post an original

submission to the week’s discussion board based on the instructions and prompt provided. Responses that do not follow the directions or exhibit engagement with the relevant course material will not receive credit.

Second, you will reply to at least one of your classmates’ posts with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, and/or evidence to the conversation. “I agree,” “ditto,” and the like are not acceptable replies. *Both original posts and responses are due before the next class period begins.* At that time, submission will be automatically closed. No late posts will be accepted. Please note that discussion board posts and replies are not texts with your friends. Full sentences, proper spelling, source citations, and basic grammar and mechanics are expected. The rules of Netiquette must be followed.

Scoring: Each student can earn a maximum of two (2) participation points per class session, up to a total of twenty-two (22) points for the semester. For in-class participation, one point is awarded for attendance, and one point is awarded for participating. For weekly discussion boards, one point is awarded for posting an original response to the prompt, and one point is awarded for a substantive reply to a classmate’s post. You do not need to stick to an exclusively “in-class” or “online” format. Feel free to mix and match as long as you participate in some way every week.

Please note that you cannot score more than two points per session, so consistent participation is crucial to scoring full participation points.

Please also note that absences will affect your grade in the following way even if you regularly participate online.

Unexcused Absences	Maximum Participation Grade
4	90%
5	85%
6	80%
7	75%
8	70%
9	65%
10 or more	60%

I will aggregate your participation assignments at the end of the semester into a consolidated grade, which will be worth 15 percent of your final average.

2. **CONTENT QUIZZES:** Over the semester, I will administer seven content quizzes. The quizzes will test your understanding of the readings and lecture material we have hitherto covered (including the reading assignment scheduled for that class session). The quizzes should not be difficult *if* you have been attending class and keeping up with assigned readings. **I will post the quizzes at 5:00 pm on the day before they are due, and you must submit by 12:30 pm the following day.** You will have 12 minutes to complete them. Missed quizzes cannot be made up unless you have an excused absence with documentation. However, the lowest of the seven quiz grades will be dropped.

Due Dates:

Content Quiz #1 – August 31st

Content Quiz #2 – September 14th

Content Quiz #3 – September 28th

Content Quiz #4 – October 12th

Content Quiz #5 – October 26th

Content Quiz #6 – November 9th

Content Quiz #7 – November 28th

I will aggregate your content quizzes at the end of the semester into a consolidated grade, which will be worth 15 percent of your final average.

3. **RESPONSE ESSAYS:** You will write three 3-5 page response papers during the semester. I will announce each response topic before the due date. The response papers will ask you to explore and reflect upon the issues raised by the course material, and to work out your thoughts on them through writing. They should demonstrate that you have *read the required materials*, mulled over them, and developed the capacity to apply the concepts and theories they advance.

Due Dates:

Response #1 is due **Sunday, 9/24 by 11:59 pm via Canvas**

Response #2 is due **Sunday, 10/24 by 11:59 pm via Canvas**

Response #3 is due **Sunday, 12/5 by 11:59 pm am via Canvas**

Each paper is worth 15 percent of your final grade.

4. **FINAL EXAM:** I will administer a final exam at the end of the semester. The exam will cover assigned readings, lectures, and the films that we view. I will provide further details about their format as they approach. While the final exam will emphasize material from the last unit of the course, it will also probe your knowledge of material that recurs throughout the semester. The final exam will take place on **12/7** and be worth 20 percent of your final grade.

SUMMARY of GRADING and ASSESSMENT:

Assessment Component	Relative Weight
Participation	15 percent
Content quizzes	15 percent
Response essay #1	15 percent
Response essay #2	15 percent
Response essay #3	15 percent
Final exam	25 percent
Total	100 percent

Letter Grade	Points
A	93 – 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 – 76
C-	70 - 72
D	60 - 69
F	0 – 59

CLASSROOM POLICIES and EXPECTATIONS:

1. I expect you to prepare for, attend, and participate in our class sessions. I also expect you to keep up with assignments. If you miss a session or assignment, it is your responsibility to make up the material you missed.
2. I expect you to follow the university's COVID-19 safety protocols. That means wearing a mask at all times, maintaining social distancing guidelines, contacting FAU Student Health Services if you have been exposed to COVID-19, and quarantining if you are displaying symptoms of the infection.
3. Unless you have an emergency, I expect you to arrive to class on time and stay until it ends.
4. I expect you to activate "silent mode" on your phone and put it away when you arrive. Unless you have an emergency, you are not permitted to use it during class.
5. Unless you have accommodations from Student Accessibility Services, you may not use your laptop in class.
6. I expect you to be fully present during class sessions. You may not sleep or do work for other courses during class time.

7. Please allow 24-48 hours for a response to emails. If you have a serious concern regarding the course, please plan to set up a virtual or in-person meeting.
8. One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly is the keystone of the academic experience. In this course, the professor may articulate positions and make statements for the purpose of accomplishing this objective and enhancing the learning environment. As a result, students should keep in mind that, at times, the ideas conveyed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter. You are expected to be respectful to both me and your peers during class discussions.

RECORDING POLICY

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

ABSENCES AND LATE WORK

You are expected to attend all class sessions and abide by the due dates given for assignments. If you anticipate missing or have missed an assignment deadline for an excused reason, please notify me ASAP to request accommodations (e.g., an extension). Please note that I reserve the right to request verifying documentation. If you fail to submit an assignment for an unexcused reason (e.g., poor planning, going on vacation, etc.), accommodations will be granted only at my discretion.

Although assignments are due on the dates, at the times, and in the format I have specified, you may submit work after the deadlines for a penalty. The penalty for late work is as follows:

- 5 points per day for the first two days
- 2 points for each additional day late
- 41 points total for any assignments that are 14 or more days late

ATTENDANCE POLICY STATEMENT

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is

determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATIONS FOR STUDENTS AND FACULTY

In accordance with regulations of the Florida Board of Governors and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations, and work assignments. The details of this policy, as it pertains to FAU, may be found in the University Catalog and University Regulation 2.007, Religious Observances.

DISABILITY POLICY STATEMENT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic

dishonesty. For more information, see the Code of Academic Integrity in the University Regulations: http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

TIMETABLE

Depending on how the course develops, modifications to the syllabus might be needed. I will announce any deviations in class and/or through email. You should complete the reading listed in each box before that particular meeting.

Getting Started: What is Sociological Theory?

8/22: Welcome! Introduction to the course and the discipline of sociology

- **Read:** the class syllabus
- What aspects of sociological theory intrigue you the most? Is there a particular theory, theorist, concept, or topic that you're excited to explore in this course?
- Are there any aspects of studying sociological theory that you're apprehensive about? It could be a specific concept, the level of complexity, or anything else.
- What do you hope to achieve by the end of this sociological theory course? What skills or insights do you want to develop?
- Are there any specific discussion formats, activities, or resources you think would help you better grasp sociological theories and their applications?

8/24: Introduction to theory

- **Read:** Read Babbie, "Paradigms, Theory, and Social Research."
- What is a theory? What is the objective of theory?
- What distinguishes strong theories from weak theories?
- What is a paradigm? What are examples of paradigms? What distinguishes theories from paradigms? What are non-operating definitions and orienting statements?
- What distinguishes grand theory, middle-range theory, and abstract empiricism?

Friday 8/25 - Last day to drop/add

8/29: Black swans and the problem of induction: assessing the limits of theory

- **Read** the "Prologue" from Nassim Taleb's *The Black Swan*
- Do you think we can use science to predict and control the future?
- How do inductive theories differ from deductive theories?
- What is a black swan? According to Taleb, what significance do they hold in human history?
- What does Taleb mean by "fragility" and "anti-fragility?"
- What critiques does Taleb make against social science?

8/31: Development of Sociological Theory

- **Content quiz #1**
- **Read** Ritzer and Stepnisky, p.1-13 and “The Promise” from C. Wright Mills’ *Sociological Imagination*.
- When and why did sociology arise as a field of scientific study?
- What social and intellectual forces prompted the development of sociology?
- What does it mean to have a sociological imagination? How can cultivation of the sociological imagination enrich our personal lives?
- In the essay, Mills distinguishes between personal troubles and public issues as well as between milieux and institutions. What do these terms mean? How do they relate to each other?
- What public issues defined Mills’ age? What issues define our age? What is the spirit of our time? What role can and should sociology play in public life?

The Marxist Theoretical Perspective

9/5: Introduction to Karl Marx’s life and work. Introduction to historical materialism.

- **Read** RS p.43-48, 50-51 (biographical sketch), 63-65
 - Be familiar with the basic biographical details of Marx’s life. What problems in society was he most concerned about? Who were his main intellectual influences?
 - What is the dialectical method?
 - What is historical materialism? Be familiar with the following terms: mode of production, social relations of production, forces of production, base, superstructure, and dialectic.

9/7: Marx’s theory of work and alienation

- **Read** RS 48-55
- What is alienation? According to Marx, what four conditions cause it?
- How did Marx feel about the division of labor in society?
- Why does Marx refer to religion as “the opium of the people?”
- Class debate topic: capitalism alienates people from their inner selves and from other people.

9/12: The Structures of Capitalist Society / Marx’s Theory of Value

- **Read** RS pp.55-63
- How do capitalist economies work?
- What are commodities? What is commodity fetishism?
- What is the difference between use value and exchange value?

- Where does value come from? How do capitalists generate surplus value/profit? What is difference between absolute and relative surplus value?
- Why do the cycles of capital (M-C-M) and labor (C-M-C) lead to the reproduction of existing class relations?
- What determines wage rates for workers? What causes wages rates to rise and fall? In your opinion, how much *should* capitalists pay workers?

9/14: Marx's theory of class conflict and crisis

- **Context quiz #2**
- **Read** the excerpts from Karl Marx and Frederic Engels' *Manifesto of the Communist Party*
- According to Marx, how does capitalism differ from previous modes of production? How has capitalism changed the world we live in?
- What is a social class? How are the bourgeoisie and proletariat related to each other?
- Why does Marx argue that capitalism will eventually collapse?
- Class debate topic: the collapse of capitalism is inevitable.

9/19: Cultural Aspects of Capitalist Society

- **Read:** RS p. 65-68, 275-279, and Marx's "Ruling Class and Ruling Ideas"
- According to Marx, where do our values, beliefs, cultural practices, and laws come from? What is their relationship to the economic base of society and the "ruling class" who controls it?
- What does Marx mean when he writes that "the ruling ideas are nothing more than the ideal expression of the dominant material relationships, the dominant material relationships grasped as idea?"
- What do the terms "ideology" and "false consciousness" mean?
- Who is the ruling class in today's world? What ruling ideas have they institutionalized?

9/21: Contemporary Applications and Criticisms.

- **Read:** Read RS p.68-74.
- **Watch:** [Saving Capitalism](#)
- What has changed since Marx's time?
- Has the proletariat sunk deeper and deeper into poverty and misery like Marx predicted?
- What criticisms can be made against Marxist theory?

Sunday, 9/24 - Response paper #1 is due via Canvas at 11:59 pm.

9/26: Will capitalism collapse?

- **Read:** the following newspaper articles and **listen** to the podcast.

- [How to fix capitalism: nine expert solutions for America's broken system](#)
- [Progressive Capitalism Is Not an Oxymoron](#)
- [Green Bay Packers Fans Love That Their Team Doesn't Have an Owner – Just Don't Call It Communism](#)
- [How automation and AI are redefining work](#)

- What problems are associated with capitalism today? Can we fix capitalism?
- What would communism look like?
- Class debate topics: we can fix the problems associated with capitalism. Communism is preferable to capitalism as an economic system.

9/28: Elite theory and America's ruling class – Who rules America?

- **Content quiz #3**
- **Read:** Henwood, "Take Me to Your Leader: The Rot of the American Ruling Class."
- What are the characteristics of the American ruling class? How has the American ruling class changed over time?

10/3: Elite theory and America's ruling class – Cultural Conflict in America

- **Read:** Hunter, "Cultural Conflict in America" and Lasch, "The Revolt of the Elites" and
- Do Lasch and Hunter's analyses challenge the contentions of Marxist theory? Is the primary dividing line in American society a cultural or educational one rather than an economic one?

The Functionalist Theoretical Perspective of Emile Durkheim

10/5: Introduction and Social Facts

- **Read** RS pp.77-86
- Be familiar with the basic details of Durkheim's life and work.
- How, in Durkheim's view, does sociology compare to natural sciences like physics and chemistry? What did he think researchers should focus their investigations on? Be familiar with his notion of social facts and be able to identify examples of them.
- What is functionalism?
- Know these terms: morality, collective conscience, collective representations, and social currents.

10/10: The division of labor and Durkheim's theory of social order

- **Read** RS pp.86-91
- What is the problem of order? According to the readers, how societies establish order?
- How have modern conditions of life affected the process of establishing order?
- According to Durkheim, what holds societies together?

- Be familiar with the following terms: social solidarity, mechanical solidarity, organic solidarity, repressive and restitutive law, normal and pathological, and justice.

10/12: Anomie, suicide, and the problem of social integration

- **Context quiz #4**
- **Read RS pp.91-96**
- What is anomie? Under what conditions do people experience it?
- Has modern life increased or diminished the prevalence of anomie? Why?
- What four types of suicide does Durkheim identify? How does his theory of suicide compare to conventional explanations of it? According to his theory, what types of people are most at risk for it?
- Class debate topic: large, complex societies undermine community and make people lonely.

10/17: Durkheim's theory of religion and moral order

- **Read RS pp.96-105**
- How does Durkheim define religion? What qualifies as a religion according to this definition?
- What function, in his view, do all religions play in group life?
- What distinguishes the sacred from the profane? What role do collective representations, like symbols and rituals, play in our lives?
- How does Durkheim's theory of religion compare to Marx's?
- Class debate topic: religion serves a beneficial function in society.

10/19: Criticisms, Contemporary Applications, and Review

- **Read RS 105-109**
- What criticisms can be made against Durkheim's perspective?
- What issues in contemporary society does Durkheim's work help us to understand?

Sunday 10/22 – Response paper #2 is due via Canvas at 11:59 pm

The Interpretivist Theoretical Perspective of Max Weber

10/24: Introduction to Max Weber's life, ideas, and methodology

- **Read RS pp.113-124**
- How does Weber's strategy of explanation compare to Marx's and Durkheim's?
- Be familiar with these terms: verstehen, causality, and ideal types.
- How does Weber define sociology?
- What is value-free research? Why did Max Weber advocate it?

- Class debate topic: social scientists cand and should keep their values out of their research.

10/26: Substantive Sociology

- **Content quiz #5**
- **Read RS pp. 124-126**
- What factors, in Weber's view, shape our behavior?
- Be familiar with the types of action (i.e., behavior) that he identifies: instrumental-rational action, value-rational action, traditional action, and affective action

Friday 10/29 – Last day to drop with a “W”

10/31: Interpretivism. Weber vs. Marx on capitalism

- **Read RS 143-151**
- According to Weber, how did capitalism arise? Why did it arise more slowly in China and India?
- What role did Protestant ideas (e.g., “the calling” and “predestination”) play in the formation of capitalism?
- How does Weber's account of capitalism differ from Marx's?
- Be familiar with the following terms: verstehen, elective affinity, and switchman.

11/2: Weber's multi-dimensional theory of conflict and stratification / Criticisms

- **Read RS pp.126-127, 151-155**
- In what ways are Weber's substantialist theories relevant today? What criticisms can be made against his work?
- What is status? What are examples of major status groups in the U.S. today? In what ways do these groups maintain distinct styles of life?
- Compare Weber's theory of conflict and stratification compare to Marx's. How do their views result in distinct understandings of social change?
- Class debate topic: class is the most important dividing line in the United States today.

11/7: Weber's theory of power and domination

- **Read RS pp.127-134**
- What is power? How does power differ from authority?
- In what three ways can people acquire authority?
- What are the promises and pitfalls of charismatic leaders?

11/9: Weber's critique of rationalization.

- **Content quiz #6**
- **Read RS 134-143, 540-544, and Ritzer's “The McDonaldization of Society.”**

- What does Weber mean by rationalization? Why, in his view, has it led to disenchantment?
- In what areas of modern life do we see rationalization?
- What four processes are associated with Ritzer's related concept of McDonaldization?
- Why does Ritzer argue that rationality has become irrational in the modern world?
- Class debate topic: rationalization has demystified and disenchanted human life.

W.E.B. Du Bois and the American School of Sociology

11/14: Race and the Birth of American Sociology

- **Read** Morris, "Introduction" and "The Rise of Scientific Sociology in America"
- Be familiar with the basic biographical details of Du Bois' life. How did the Atlanta School come into being? What methods did it employ, what epistemological assumptions did it promote, and what were its objectives?
- What was Du Bois' relationship to Chicago School sociologists such as Robert Park? What was his intellectual relationship to Max Weber?

11/16: Race and Consciousness

- **Read** Du Bois' "Of Our Spiritual Strivings" and "On the Coming of John"
- How does Du Bois approach to sociological analysis in *Souls of Black Folk* compare to his earlier work in the Atlanta School?
- What does he mean by the terms "color line," "veil," and "double consciousness?"
- Class debate topic: race is the most important dividing line in America today.

11/21: Race and Consciousness

- **Read** Du Bois' "Souls of White Folk"
- How does the delusion of whites that Du Bois discusses compare with Marxist notions of false consciousness?
- Class debate topic: increased education is the best way to combat racism.

11/23: **Thanksgiving Break – No Class**

11/28: Race, Social Categories, Status, and Power

- **Content quiz #7**
- **Read:** Morris, "Max Weber Meets Du Bois"
- Reflect on Weber's distinction between status and class in the context of Du Bois' work. Is race *merely* a status? How so or why not?

11/30: No reading. Final exam review.

12/5: **Reading Day – No Class**

Sunday, 12/3 - Response paper #3 is due via Canvas at 11:59 pm.

12/7: Final Exam - 10:30 am – 1:00 pm