Sociology 500A
Sociological Theory
Fall 2024
Tuesdays, 2:00 PM to 4:30 PM (MST-Tucson, AZ)
Social Sciences, Room 415

Instructor and Contact Information
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Course Overview and Objective
Welcome! This is going to be a great semester! Sociology 500A is a weekly seminar meant to introduce first-year sociology doctoral students to the theories that define the field. However, graduate students from other programs are also welcome. The seminar will expose you to some of the canonical theorists and their theories that guide the field of sociology. While "social theory" and "sociological theory" are sometimes used interchangeably, there is a slight difference in terms of what theories are more important to sociologists rather than social philosophy or social inquiry broadly. Here, we will emphasize and focus on sociological theorists and their ideas that you will likely source and engage with over your careers. Sociological theory is organized in multiple, conflicting ways, where each taxonomic ordering is predicated on some intellectual or political agenda. Temporally speaking, sociological theory is parsed into "classical" theory (pre-WWII) and "contemporary theory" (post-WWII to the present). Sociological theory can also include "proto-sociological" thinkers that influenced its classical, foundational thinkers. Since this seminar is your only formal exposure to sociological theory in the program, we will cover "proto," "classical," and "contemporary" theorists and schools of thought.

Course Prerequisites or Co-requisites
Doctoral student in Sociology or other graduate programs with approval.

Course Goals, Requirements, and Grades
This seminar aims to expose you to many of the paradigms, theorists, and ideas that define the field. While no seminar can cover everything, I plan to equip you with a conceptual map of the field for you to explore later as your interests develop in your training. As a seminar, our collective conversation is critical to its success and your training as a sociologist. Learning how to read challenging and disparate ideas is an essential skill to master as a scholar. Students will share the responsibility for discussing materials and for raising questions. You are expected to do all the required reading and be prepared to discuss the materials in class according to the schedule below. Final grades are based on (1) analytic memos, (2) a take-home final exam, and (3) your engagement in the seminar.

Course Format
This seminar will consist of lectures and discussions. I will typically lecture for the first part of the class. We will take a short break, and then we will have a class discussion during the second part.

Assessments
Analytic Memos (40% of your final grade): The memos are the seminar's intellectual heart. By Monday at 2:00 PM (MST), **24 hours before each class session starts**, you will upload to D2L **AND** email **me and your seminar peers** an analytic memo for the module we will discuss in class the next day. Typically, I lecture for the first half of class and then turn to our class discussion. The memos catalyze our conversation for the second part of class.

How Many Memos: You will submit **seven** memos: **one** required memo on Module 1, **one** required course reflection memo due before the last day of class, and **five** elective memos chosen from Modules 2 through 12. All memos are weighted equally.

When Do You Choose the Elective Memos: You will sign up in Module 1 for the modules for which you will submit your memos.

What You Will Write About: You will all answer the same questions for the two required memos. For the elective memos, **you will title them with a singular question you will engage with and explore in your submission**. You may posit any question you like so long as it primarily centers on the required readings assigned for that module. For instance, you can apply the readings to an area of interest or a current event. You can also discuss something that bothered or intrigued you. You can even connect the current module's readings to previous ones. You should write the memos with the safe presumption that your readers are very familiar with the assigned readings because they are, so there is no need for any synopsis or summary! Dive right in!

The three required criteria for your submission are that you (1) center and focus on the readings of that module in your submission, (2) engage with **ALL** the outlined subthemes and **MOST** of the required readings assigned, and (3) do not submit a paragraph-by-paragraph summary or synopsis of the readings.

While I want you to use the memos as a canvas to explore and expand on different ideas or concepts that interest you, you must focus on and center the theories and readings at hand, which should comprise most of the real estate on your submission.

The format of your submission must meet the following criteria:

- One-inch margins.
- Twelve-point font.
- Times New Roman font.
- Three to five double-spaced pages.

What to Do with Your Peers' Memos: Whether you submitted a memo or not, **everyone** is expected to read your peers' memos and come to the seminar with comments and thoughts that will stimulate our conversation. Your active engagement with your peers' memos is counted as part of your class engagement grade.

How the Memos Are Graded: All analytic memos are graded on a **1 to 5** scale, following this scheme: **5** (100), **4** (95), **3** (90), **2** (85), **1** (80), and a No Submission (55). A **resubmit** grade is any grade less than **3**. It asks you to revise and resubmit your memo within one week to earn a grade of **3**.

- A **3** is the baseline and modal grade for the reaction memos, evaluated as the quality of work expected of a doctoral student. A grade of **4 or 5** is awarded to recognize an exceptional submission, but these grades are rare and should not be expected. In fact, earning an average of **3** on your reaction memos is enough to earn you an **A** in the class, *ceteris paribus*. (Although grades should not be your main concern in a doctoral program!)
- Analytic memos that earn **3 or higher** satisfy or exceed all these criteria:
    - Inclusive: The memo engages with most, if not all, of the required readings.
    - Focused: The memo offers a clear thesis in the first paragraph.
    - Organized: The memo is logically organized.
    - Clear: The memo is readable; it uses simple prose (sentences and words) to convey ideas. English isn't everyone's first language, so I won't penalize minor grammatical issues. However, I should be able to understand your submission.

    - Substantive: The memo does not use the first-person, and it does not offer personal "hot takes" (e.g., "I believe," "In my opinion," etc.) or empty platitudes (e.g., "The readings were interesting," etc.).
- Analytic memos that earn a grade of **2 or lower** miss the standards expected for a doctoral student. This includes not following the outlined submission format, which will also result in a grade of **2 or lower**. However, you may resubmit a revised version of these memos within one week to earn a **3**.

I'll provide some feedback on each memo; however, for more in-depth comments, especially as they relate to some of your burgeoning ideas, schedule a time to chat with me during office hours.

Are Late Memos Accepted: Since memos are central to our seminar, **no late memos can be accepted**.

Required Module 1 Memo: Everyone must submit an analytic memo for Module 1. You will ALL answer the same question: "What is the role of theory in sociology today?" We will all read and discuss your memos during the class on Module 1.

Required Course Reflection Memo: Your task is to write an analytic memo formatted just like your previous analytic memos but reflect on the theories covered throughout the term. You will ALL revisit the same question you were tasked with for your first memo for Module 1: "**Since you are nearly done with the seminar, now what do you consider the role of theory in sociology today**?" Instead of pulling from all the assigned readings (an impossible task for just one memo!), you can speak broadly about the themes we covered. We will all read and discuss your memos on the last day of class. Everyone must submit this analytic memo (i.e., D2L and share it with peers) the day before the last day of class.

Class Engagement (20% of your final grade): You are expected to attend each class session fully prepared to discuss the assigned readings and analytic memos. (Again, this is why the analytic memos are so important to the success of our seminar.)

A good seminar should have active dialog and debate. If someone proposes an idea that is contrary to your view, speak up. I will often be intentionally provocative, so be prepared to push back. Your task is to engage one another in an assessment of the readings and your memos.

What Engagement Involves: Class engagement involves (1) your active and thoughtful participation throughout the semester and (2) your comments and thoughts on the submitted analytic memos of your peers.

How You Are Graded: Everyone starts the semester with a **3** (90) for their class engagement grade, using the same 1 to 5 grading scheme as the analytic memos. Arriving to class late or leaving early, not coming prepared to the seminar, and other disruptive behaviors will result in a substantially penalized grade.

Given our seminar's size and frequency, more than one unexcused absence may affect your grade. I will first offer a warning if I notice any of these infractions before your grade is penalized. Outstanding performance in the seminar will be recognized; remember, engagement is always quality over quantity. More than three absences (excused or unexcused) are problematic and may require you to withdraw from the class.

Final Exam (40% of your final grade): Everyone will sit a cumulative take-home exam covering the material in Modules 1 through 12. Your grade on the final exam will carry the heaviest weight when calculating your final course grade.

I will release the take-home exam on the last day of class on D2L. The exam will consist of several questions to which you will have to respond in written prose. It will somewhat mimic the written portion of the comprehension exams in Sociology sans the oral exam component. You **CANNOT** collaborate **NOR** can you consult with anyone else while you are working on the exam.

When Is the Exam Due?: The final exam is due the day of our scheduled final on D2L by the end of the day (11:59 p.m. / 24:59 MST-Tucson).

Final Course Grade
Your final course grade is converted to a letter grade using the below scheme:

90 to 100:	A | Exceeds all requirements and expectations.
80 to 89:	B | Meets all requirements and expectations.
70 to 79:	C | Misses some of the requirements and expectations.
60 to 69:	D | Significantly falls short of requirements and expectations.
< 60:	E | Repeat of course needed for credit.

Extra Credit
Extra credit is not offered.

Grading Scale and Policies
University policy regarding grades and grading systems is available at http://catalog.arizona.edu/policy/grades-and-grading-system

Incomplete (I) or Withdrawal (W)
Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete and http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal respectively.

Dispute of Grade Policy
If you feel I have made a mistake in grading your work or calculating your grade, you are entitled to ask us to review your work. That said, a regrade might result in a raised or lowered grade.

Important University Policies
https://catalog.arizona.edu/syllabus-policies

Important Graduate College Policies
https://grad.arizona.edu/policies/academic-policies/graduate-college-syllabus-policy

LLMs and ChatGPT
Large language models (LLMs) like ChatGPT are a type of artificial intelligence (AI) engine that can look like it generates text, code you need for labs, and short answer questions. You are welcome to experiment with ChatGPT. However, abuse of ChatGPT can be traced (e.g., failing to give credit or cite ChatGPT when it is used), which could result in your suspension or termination from the course and even your program of study. Keep in mind, too, that while generated texts and citations may appear legitimate, early studies have shown ChatGPT is not all that accurate with sophisticated writing. Exercise your discretion and maintain a sense of integrity in your scholarly training.

Subject to Change Statement
The syllabus is a game plan, not a contract. And as with all game plans, we might need to adjust our trajectory. This might include moving some sessions to Zoom. So, the information contained in the course syllabus may be subject to change, but with advance notice, as deemed appropriate by me.

Why This Theory and Not That Theory?
It is simply impossible even to touch upon all the subfields of sociological theory in a one-semester class. Given that constraint, there are lots of important pieces of sociological theory that are missing from our semester's overview. I will be happy to discuss these with you, informally or formally, as any of them may turn out to be useful or interesting to you.

Course Schedule and Readings

Please purchase the two readers (**n.b., 4th edition**) from the university bookstore or an online distributor like Amazon:

- Calhoun, Craig, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk, eds. 2022a. *Classical Sociological Theory*. 4th edition. Hoboken, NJ: Wiley-Blackwell.
- Calhoun, Craig, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk, eds. 2022b. *Contemporary Sociological Theory*. 4th edition. Hoboken, NJ: Wiley-Blackwell.
- Hechter, Michael, and Christine Horne. 2009. *Theories of Social Order: A Reader*. Stanford University Press.

All readings have a square bracket, […], next to them, indicating where to find them.

Readings from the assigned books are from:

- [Classical Reader]: Calhoun, Craig, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk, eds. 2022a. *Classical Sociological Theory*. 4th edition. Hoboken, NJ: Wiley-Blackwell.
- [Contemporary Reader]: Calhoun, Craig, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk, eds. 2022b. *Contemporary Sociological Theory*. 4th edition. Hoboken, NJ: Wiley-Blackwell.
- [Social Order Reader]: Hechter, Michael, and Christine Horne. 2009. *Theories of Social Order: A Reader*. Stanford University Press.

Otherwise, the readings can be found on D2L as PDFs [D2L]. Some of these readings are excerpts from other readers and contain snippets of readings that weren't required for purchase.

- [D2L - DST Reader] Trevino, A. Javier. 2017. *The Development of Sociological Theory: Readings from the Enlightenment to the Present*. Oxford University Press.

Any reading with a ****** is optional, but it is good to glance through it, especially if you are submitting a memo for that module.

Some readings have the word "**Overview**" in square brackets. That means the author of the work isn't important, *per se*; they provide a good overview and should be read before diving into the assigned works.

Schedule

Introduction | August 27th, 2024

Part I | Theorizing and Human Nature: Is there any single, universal human nature that transcends all differences of class, status, gender, race, nation, etc.? What is the purpose of sociological theory? What constitutes a valid theory? Should social theory be value-neutral, and can it be? What role should sociological theory play in social research? In social life?

Module 1 | September 3rd, 2024
Required Module 1 Memo
A | The Role and Nature of Theory in Sociology

- [D2L] Swedberg, Richard. 2014. Introduction Pp. 1-9 and Chapter 1 Pp. 13-28 in *The Art of Social Theory*. Princeton University Press.
- [D2L] Zhao, Shanyang. 1993. "Realms, Subfields, and Perspectives: on the Differentiation and Fragmentation of Sociology." The American Sociologist 24(3- 4):5–14.
- [D2L] Weber, Max. 1946. "Science as a Vocation." Pp. 382–94 in *Science and the Quest for Reality*. Springer.
- **Ritzer, George. 1975. "Sociology: A Multiple Paradigm Science." The American Sociologist 156–67.
- **Zald, M N. 1991. "Sociology as a Discipline: Quasi-Science and Quasi-Humanities." *The American Sociologist* 22(3-4):165–87
- **Alexander, J. (1987). Lecture One: What Is a Theory. *Twenty lectures. Sociological theory since World War II*, 1-21.
- **Stinchcombe, Arthur L. 1982. "Should Sociologists Forget Their Mothers and Fathers?" *The American Sociologist* 2–11.
- **Abbott, Andrew. 2010. "The Chaos of Disciplines." Pp. 3–30 in *Chaos of Disciplines*. University of Chicago Press.
- ** Abend, Gabriel. 2008. "The Meaning of 'Theory.'" *Sociological Theory* 26(2):173–99. doi: https://doi.org/10.1111/j.1467-9558.2008.00324.x.

B | Dimensions of Theory

- [D2L] Turner, Jonathan H. 2010. *Theoretical Principles of Sociology, Volume 1: Macrodynamics*. Pp. 12–20. New York: Springer. (Starting with "A Simple Conceptual Scheme")
- [D2L-DST Reader] *Dennis H. Wrong.* The Oversocialized View of Human Nature (from *The Oversocialized Conception of Man in Modern Sociology*)
- [D2L-DST Reader] *Robert K. Merton.* Middle-Range Theories (from *Social Theory and Social Structure*)

C | Canon and Exclusion

- [D2L] Connell, Robert William. 1997. "Why Is Classical Theory Classical?" *American Journal of Sociology* 102(6):1511–57. doi: https://doi.org/10.1086/231125.
- [D2L] Go, Julian. 2020. "Race, Empire, and Epistemic Exclusion: Or the Structures of Sociological Thought." *Sociological Theory* 38(2):79–100. doi: https://doi.org/10.1177/0735275120926213.

Module 2 | September 10th, 2024
Elective Module 2 Memo
A | The Rise of the Social Sciences

- [Overview - D2L] Collins, Randall. 1994. "Prologue: The Rise of the Social Sciences." Pp. 3–46 in *Four Sociological Traditions*. New York: Oxford University Press.

B | Theories of Human Nature, Enlightenment, and Individuality
- [Classical Reader] *Thomas Hobbes.* Of the Natural Condition and the Commonwealth (from *Leviathan*)
- [Classical Reader] *Jean-Jacques Rousseau*. Of the Social Contract (from *The Social Contract*)
- **[Classical Reader] Introduction to Part I: Precursor to Sociological Theory

C | Proto-sociology, Social Evolution, and Social Physics
- [Classical Reader] *Adam Smith*. The Wealth of Nations (from *The Wealth of Nations*)
- [D2L-DST Reader] *Henri de Saint-Simon*. An Unjust Social Order
- [D2L-DST Reader] *Henri de Saint-Simon*. The Hierarchical Structure of Society
- [D2L-DST Reader] *Auguste Comte*. Order and Progress
- [D2L-DST Reader] *Auguste Comte*. Law of the Three Stages
- [D2L-DST Reader] *Herbert Spencer*. The Evolution of Society
    - **N.B.,** all of the above DST readings are collapsed into a single PDF on D2L.

Part II | The Foundational Thinkers: What makes up sociology's "canon"? What is the glue that keeps people living and working together in groups and societies rather than splintering apart? How are social stability and order created and maintained? Is social order voluntary or imposed, formal or informal, hierarchical or egalitarian, rational or irrational? How do social orders change over time?

Module 3 | September 17th, 2024
Elective Module 3 Memo
A | The Durkheimian Tradition: Theories of Solidarity and the Origins of Order
- [Overview - Classical Reader] Introduction to Part IV: The Sociological Theory of Emile Durkheim
- [Classical Reader] *Emile Durkheim*. The Rules of Sociological Method (from *The Rules of Sociological Method*)
- [Classical Reader] *Emile Durkheim*. The Division of Labor in Society (from *The Division of Labor in Society*)
- [Classical Reader] *Emile Durkheim*. Suicide (from *Suicide: A Study in Sociology*)
- [D2L] Emile Durkheim and Marcel Mauss. 1963. Pp. 2-5 in *Primitive Classification*. University of Chicago Press.
- **[Classical Reader] *Emile Durkheim*. The Elementary Forms of the Religious Life (from *Elementary Forms of the Religious Life*)
- **Collins, Randall. 1994. "The Durkheimian Tradition." Pp. 181–93 in *Four Sociological Traditions*. New York: Oxford University Press.

B | The Trinity or a Rotating Rhombus?
- [Social Order Reader] *Georg Simmel*. "The Web of Group-Affiliations."

Module 4 | September 24th, 2024
Elective Module 4 Memo
A | The Marxist Tradition: Theories of Conflict and Praxis
- [Overview - Classical Reader] Introduction to Part III: The Sociological Theory of Karl Marx and Friedrich Engels
- [Classical Reader] *Karl Marx and Friedrich Engels*. The German Ideology (from The German Ideology, Part One)

- [Classical Reader] *Karl Marx and Friedrich Engels*. Manifesto of the Communist Party (from Collected Works, Vol 6)
- [Classical Reader] *Karl Marx*. Wage-Labour and Capital (from Karl Marx: Selected Works)
- [Classical Reader] *Karl Marx*. The Fetishism of Commodities and the Secret Thereof (from Capital, An Abridged Edition)
- **[Classical Reader] *Karl Marx*. Economic and Philosophic Manuscripts of 1884 (from Collected Works, Vol 3)
- **[Classical Reader] *Karl Marx*. Classes (from Collected Works, Vol 37)
- **[Classical Reader] *Karl Marx*. The General Formula for Capital (from Capital, An Abridged Edition)
- **Collins, Randall. 1994. "The Conflict Tradition." Pp. 47–112 in *Four Sociological Traditions*. New York: Oxford University Press.

B | The Trinity or a Rotating Rhombus?

- [Social Order Reader] *Sigmond Freud*. Civilization and Its Discontents (from *Civilization and Its Discontents*)

Module 5 | October 1st, 2024
Elective Module 5 Memo
A | The Weberian Tradition: Theories of the Interpretive, Rationality, and Multidimensional Domination and Stratification

- [Overview - Classical Reader] Introduction to Part V: The Sociological Theory of Max Weber
- [Classical Reader] *Max Weber.* Basic Sociological Terms (from *The Theory of Social and Economic Organization*)
- [Classical Reader] *Max Weber.* The Protestant Ethic and the Spirit of Capitalism (from *Protestant Ethic and the Spirit of Capitalism with Other Writings on the Rise of the West*)
- [Classical Reader] *Max Weber.* The Distribution of Power within the Political Community: Class, Status, Party (from *Max Weber: Essays in Sociology*)
- [Classical Reader] *Max Weber.* The Types of Legitimate Domination (from *The Theory of Social and Economic Organization*)
- [Classical Reader] *Max Weber.* Bureaucracy (from *Max Weber: Essays in Sociology*)

B | The Trinity or a Rotating Rhombus?

- [Classical Reader] *W.E.B. Du Bois*. The Souls of Black Folk (from *The Souls of Black Folk*)

Part III | Social Order and Social Organization: What is the glue that keeps people living and working together in groups and societies rather than splintering apart? How are social stability and order created and maintained? Is social order voluntary or imposed, formal or informal, hierarchical or egalitarian, rational or irrational? How do social orders change over time? Do they generally progress, growing more complex, rational, just, or liberating—or not?

Module 6 | October 8th, 2024
Elective Module 6 Memo
A | Systems and Structural Functionalism

- [D2L] Parsons, Talcott. 1961. "An Outline of the Social System" (from *Theories of Society*) in *Classical Sociological Theory*. 2nd edition. Hoboken, NJ: Wiley-Blackwell.
- [D2L - DST Reader] *Talcott Parsons*. The AGIL Schema (from *Working Papers in the Theory of Action*).

- [D2L] Merton, Robert K. 1957. “The Role-Set: Problems in Sociological Theory.” *The British Journal of Sociology* 8(2):106–20. doi: https://doi.org/10.2307/587363.
- **[Classical Reader] *Robert K. Merton*. Manifest and Latent Functions (from *Social Theory and Social Structure*)
- **[Classical Reader] *Robert K. Merton*. “Social Structure and Anomie”

B | Social Structures

- [Overview - D2L] Porpora, Douglas V. 1989. “Four Concepts of Social Structure.” *Journal for the Theory of Social Behaviour* 19(2):195–211. doi: 10.1111/j.1468-5914.1989.tb00144.x.
- [D2L] Blau, Peter M. 1977. Inequality and Heterogeneity: A Primitive Theory of Social Structure. NY: Free Press. Chapter 1 Pp. 1-18.
- [Social Order Reader] *Mark Granovetter*. "The Strength of Weak Ties."
- **[Contemporary Reader] *Michael Hechter*. A Theory of Group Solidarity (from *Principles of Group Solidarity*).
- **[Contemporary Reader] *Mark Granovetter*. Economic Embeddedness (from Economic Action and Social Structure: The Problem of Embeddedness)
- **Blau, Peter M. 1977. “A Macrosociological Theory of Social Structure.” *American Journal of Sociology* 83(1):26–54. doi: http://www.jstor.org/stable/2777762
- **Lawler, Edward J., Shane R. Thye, and Jeongkoo Yoon. 2016. "The Problem of Social Order in Nested Group Structures." *Handbook of Contemporary Sociological Theory*, pp. 149–166. Springer.

Module 7 | October 15th, 2024

Elective Module 7 Memo

A | Social Complexity

- [Overview - D2L] Miller, John H., and Scott E. Page. 2009. Complex Adaptive Systems: An Introduction to Computational Models of Social Life. Princeton University Press. Chapters 1 and 2. Pp. 3-31.
- [Social Order Reader] *Robert Axelrod*. “The Evolution of Cooperation” (from *The Evolution of Cooperation*).
- [Social Order Reader] *Thomas Schelling*. “Micromotives and Macrobehaviors (from *Micromotives and Macrobehaviors*).
- **Ludwig von Bertlanffy. 1950. “An Outline of General Systems Theory.” *British Journal for the Philosophy of Science*

B | Social Exchange

- [Classical Reader] *George C. Homans*. Social Behavior as Exchange.
- [Classical Reader] *Peter M. Blau*. Exchange and Power in Social Life (from *Exchange and Power in Social Life*).
- **Collins, Randall. 1994. “The Rational/Utilitarian Tradition.” Pp. 121–179 in *Four Sociological Traditions*. New York: Oxford University Press.

C | Social Action

- [Classical Reader] *Herbert Mead*. The Self (from *Mind, Self, and Society: From the Standpoint of a Social Behaviorist*).
- [Contemporary Reader] *Herbert Blumer*. Symbolic Interactionism (from *Symbolic Interactionism: Perspective and Method*).
- [D2L-DST Reader] *Gabriel Tarde*. The Law of Imitation (from *The Laws of Imitation*).

- **Collins, Randall. 1994. “The Microinteractionist Tradition.” Pp. 242–289 in *Four Sociological Traditions*. New York: Oxford University Press.

Part IV | Knowledge, Culture, and Social Institutions: How are cultural and structural forces related? Is culture or structure more important in shaping individual action, social organization, and history? What is knowledge? How does it differ from faith or opinion? What makes knowledge valid or true—and what does “true” mean? What are the origins of knowledge? How is it acquired and distributed? What role does knowledge play in everyday life? What role should knowledge—especially scientific knowledge—play in politics and social policy?

Module 8 | October 22nd, 2024
Elective Module 8 Memo
A | Knowledge

- [Classical Reader] *Karl Mannheim*. Ideology and Utopia (from *Ideology and Utopia*)
- [Classical Reader] *Alfred Schutz*. The Phenomenology of the Social World (from *The Phenomenology of the Social World*)
- [Social Order Reader] Ludwick Fleck. Genesis and Development of a Scientific Fact (from *Genesis and Development of a Scientific Fact*)
- [D2L] Kuhn, Thomas S. 1962. “Anomaly and the Emergence of Scientific Discoveries.” Pp. 52–76 in *The Structure of Scientific Revolutions*. University of Chicago Press.

B | Culture

- [D2L] Swidler, Ann. 1986. “Culture in Action: Symbols and Strategies.” *American Sociological Review* 273–86. doi: https://doi.org/10.2307/2095521.
- [Contemporary Reader] *Norbert Elias*. The Social Constraint towards Self-Constraint (from *The Civilizing Process: The History of Manners and State Formation and Civilization*).
- **Becker, Howard. 2008. Pp. 1–39 in *Art Worlds: Updated and Expanded*. University of California Press.
- **Geertz, Clifford. 1973. "Thick Description: Toward an Interpretive Theory of Culture." Pp. 3-30 in The Interpretation of Cultures. New York: Basic Books.

No Class | October 29th, 2024

Module 9 | November 5th, 2024
Elective Module 9 Memo
A | Social Constructionism and Social Institutions

- [Classical Reader] *Peter L. Berger and Thomas Luckmann*. The Social Construction of Reality (from *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*)
- [D2L] Meyer, John W., and Brian Rowan. 1977. " Institutionalized Organizations: Formal Structure as Myth and Ceremony." *American Journal of Sociology* 83:340–363.
- **Hacking, Ian. 2000. *The Social Construction of What?* Cambridge: Harvard University Press. Chapter 1: “Why Ask What?” Pp. 1-35
- **[Contemporary Reader] *Paul J. DiMaggio and Walter W. Powell*. The Iron Cage Revisited (from The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields).

B | Social Categories and Boundaries

- [D2L] Douglas, Mary. 1986. "Institutions Do the Classifying." in *How Institutions Think*. Syracuse University Press.
- [D2L] Michele Lamont and Virág Molnár. 2002. "The Study of Boundaries in the Social Sciences." *Annual Review of Sociology* 28: 167-195. Pp. 167 – 188
- [D2L] Zerubavel, Eviatar. 2009. *Social Mindscapes*. Harvard University Press. Chapter 4: The Social Division of the World. Pp 53-67
- [Contemporary Reader] *Michael Omi and Howard Winant*. The Theory of Racial Formation (from *Racial Formation in the United States*)
- **[Contemporary Reader] *Patricia Hill Collins*. Black Feminist Epistemology (from *Black Feminist Thought: Knowledge Consciousness and the Politics of Empowerment*)
- **Star, Susan Leigh, and James R. Griesemer. 1989. "Institutional Ecology, 'Translations' and Boundary Objects: Amateurs and Professionals in Berkeley's Museum of Vertebrate Zoology, 1907-39." *Social Studies of Science* 19(3):387–420.

Part V | Agency and Structure: Arguably, the central question in sociology is distinguishing how much of social life is borne from our own individual choices and how much of it is the result of structures that largely guide and order our social worlds. Are individual and collective actions driven by will, purpose, or some other form of human agency, or are they shaped by larger social structures such as class divisions, group relations, or cultural formations?

Module 10 | November 12th, 2024
Elective Module 10 Memo
A | Social Mechanisms

- [D2L] Coleman, James. 1987. "Microfoundations and Macrosocial Behavior." Pp. 153–73 in *The Micro-Macro Link*, edited by E. Alexander, Jeffrey C., Giesen, Bernhard, Münch, Richard, and Smelser, Neil J. University of California Press.
- **Gross, Neil. "A Pragmatist Theory of Social Mechanisms." *American Sociological Review* 74:3 (June, 2009): 358–379. http://asr.sagepub.com/content/74/3/358.abstract
- **[Contemporary Reader] *James Coleman*. Metatheory: Explanation in Social Science (from *Foundations of Social Theory*).
- **Hays, Sharon. 1994. "Structure and Agency and the Sticky Problem of Culture." Sociological Theory 12, 1: 57-72

B | Agency and Structure, Micro-to-Macro

- [Contemporary Reader] *Pierre Bourdieu*. Structures, Habitus, Practices (from *The Logic of Practice*)
- [D2L] *Anthony Giddens*. Agency/Structure. (from *Central Problems in Social Theory: Action, Structure, and Contradiction in Social Analysis*)
- [Contemporary Reader] *Erving Goffman*. The Presentation of Self in Everyday Life (from *The Presentation of Self in Everyday Life*)
- [Contemporary Reader] *Jürgen Habermas*. The Rationalization of the Lifeworld (from *The Theory of Communicative Action Volume 2: Lifeworld and System: A Critique of Functionalist Reason*)
- **William H. Sewell, Jr., "A Theory of Structure: Duality, Agency, and Transformation." American Journal of Sociology 98 (1992). http://www.jstor.org/stable/2781191
- **Breiger, Ronald L. 1974. "The Duality of Persons and Groups." *Social Forces* 53(2):181–90. https://doi.org/10.2307/2576011

Part VI | Difference, Inequality, and Power: Which are the most important differences among individuals or groups in our own society and in others? Are these differences natural or social in

origin? How are differences related to distributions of wealth, prestige, power, and other social "goods," and hence to inequality?

Module 11 | November 19th, 2024
Elective Module 11 Memo
A | Power and Stratification

- [Contemporary Reader] *C. Wright Mills*. The Power Elite (from *The Power Elite*)
- [Contemporary Reader] *Charles Tilly*. Durable Inequality (from *Durable Inequality*)
- [Contemporary Reader] *Michael Mann*. Societies as Organized Power Networks (from *The Sources of Social Power, Vol I. A History of Power from the Beginning to A.D. 1760*)
- **[Contemporary Reader] *Steven Lukes*. Power: A Radical View (from *Power: A Radical View*)

B | Critical Theory, Postmodernity, and Metanarratives

- [Classical Reader] *Max Horkheimer*. Traditional and Critical Theory
- [D2L-DST Reader] *Jean-François Lyotard.* The Postmodern Condition (from *The Postmodern Condition: A Report on Knowledge*)

C | Structuralism and Post-structuralism

- [Contemporary Reader] *Michel Foucault*. Discipline and Punish (from *Discipline and Punish: The Birth of the Prison*)
- **Foucault, Michel. 1972. "Introduction" Pp. 3-17 in *The Archaeology of Knowledge and the Discourse on Language*. New York: Pantheon Books.

No Class | Thanksgiving November 26, 2024

Module 12 | December 3, 2024
Elective Module 12 Memo
A | The Nation-State

- [D2L – 3rd Edition of Contemporary Reader] *Charles Tilly*. Coercion, Capital, and European States (from *Coercion, Capital, and European States, AD 990–1992*)
- [D2L] Meyer, John W., John Boli, George M. Thomas, and Francisco O. Ramirez. 1997. "World Society and the Nation-State." *American Journal of Sociology* 103(1):144–81. doi: 10.1086/231174.
- [D2L] Anderson, Benedict. 2006. *Imagined Communities*. Verso. *Chapter 1: Introduction*. Pp. 1-7 and *Chapter 3: The Origins of National Consciousness* Pp. 37 – 46
- **[D2L] Louis Althusser, 1970. "Ideology and Ideological State Apparatuses." In *"Lenin and Philosophy" and Other Essays*.

B | Globalization and Power

- [Contemporary Reader] *Immanuel Wallerstein*. The Modern World-System in Crisis (from *World-Systems Analysis: An Introduction*)
- [D2L] Sassen, Saskia. 2008. "Chapter 1: Introduction" Pp. 1-23 in *Territory, Authority, Rights: From Medieval to Global Assemblages*. Princeton University Press.
- [D2L] Urry, John. 2003. "Chapter 1: Societies and the Global." Pp. 1–16 in *Global Complexity*. Polity.
- [D2L] Go, Julian. 2008. "Global Fields and Imperial Forms: Field Theory and the British and American Empires." *Sociological Theory* 26(3):201–29. doi: https://www.jstor.org/stable/20453107.

- **Hardt, M. and Negri, A., 2001. Empire. In *Empire*. Harvard University Press. Pp. xi-xvii ("Preface"), Pp. 3-21 ("World Order")

Last Day of Class | December 10th, 2024
Required Class Reflection Memo Due
Final Exam Released