Course Description:
The purpose of this course is to introduce students to the “classical” sociological canon: Karl Marx, Max Weber, and Emile Durkheim. We will consider these in their historical and intellectual contexts while critically assessing their ongoing relevance today. Since we will be reading primary texts which can be difficult, students are required to read consistently and come to class prepared with questions and comments and class time will be spent discussing the presentation and the reading.

FURTHER DISCRIPTION: Sociological Theory is the core and scaffolding of Sociology. When anyone is asked to describe a discipline as important as sociology, three deceptively simple but in reality quite complex questions arise. The first, “What is sociology?” can only be answered sociologically along with the second: “What is society?” Finally, a third question arises from the title of the first sociology course taught in America, what are the “ends and uses of society?” In order to understand sociology and its objects in context, we will examine many key texts in the development of sociological theory. This class is based on a close reading of sociological theory texts, with a heavy emphasis on what it means to produce CONCEPTS as the building blocks of sociological theory. We will read direct passages from the assigned texts.

Consider these questions as you read and write:

* What are the institutions and logics that organize modern society? What makes “modern” society different from those of the past?

* What is the individual’s relationship to society? In what ways is her/his consciousness shaped by social structures and social relationships?

* What is power? Where is power located? Who exercises it and how?

* How and why does society change over time?

* How are these author’s ideas relevant today? Why have they become canonical in the field?

Course Goals

This course will:
A. Familiarize students with some of the important concepts and theories in Sociology and the Social Sciences.

B. Provide students with the opportunity to directly engage some of the primary texts in sociological theory.

C. Deepen students understanding of the continuities and discontinuities of the sciences of life and society.

F. Provide students with a foundation for study in sociology and the liberal arts.

**Student Learning Outcomes**

At the end of this semester, students will:

- demonstrate familiarity with the key concepts in classical Sociological theory and the historical context of their development.

- recognize many of the important theoretical tendencies in Sociology and the Social Sciences the sources of some of our most fundamental social and political questions.

- apply the methods of inquiry and analysis of sociological theories to address problems, answers questions, and construct arguments.

- apply a variety of reading practices, e.g., close reading, interpretation, skepticism, mapping, critique.

- demonstrate the ability to make an argument, develop a thesis and support it with well-reasoned argument and relevant evidence.

- communicate arguments persuasively using oral and written communication.

- address awareness of reader or audience for their work.

**Course Requirements**

**Critical Response Question and Answer Paragraphs (40%)**

Homework will take the form of critical response questions and answers of between a paragraph and page for each question with answer. The questions MUST be based on the text itself and must reference the specific section/s of the text that you are deriving your question/s from. Questions can include things that confused you in the text that you'd like clarification of and/or questions that you think the text raises about society. You need to cite the page and specific passage you are deriving your question from, i.e. the question should be specific and demonstrate that you've engaged with the text and have attempted to make sense of the reading even if it was unclear to you, hence the basis of the question/s. Attempt to answer the questions you pose, even if you are unsure that you have a correct answer. Critical response question posts that do not demonstrate
this clearly will not be accepted.

Late submissions will result in a deduction of points. It is your responsibility to let me know if you run into problems with completing your assignments on time. Gratuitous spelling and grammar mistakes may negatively affect your grade so do make sure that you edit your work before you post!

(*Note: Save your homework responses and back them up in a word document as to not lose your work. SAVE your word documents! It is your responsibility to complete your assignments on time and losing your homework because you neglected to back it up is not a valid excuse, i.e. BACK UP ALL YOUR WORK.)

**Participation (10%)**

(Update for Distance Learning: This part of the grade will be based on NowComment.com: to be discussed.)

Examples of contributions that advance the class discussion include: answering a question posed by the me or another classmate, posing thoughtful questions, stating disagreement with the author/other students/myself and backing that position up with a solid argument. To participate in a thoughtful manner, you must support your opinions with textual references and/or describe relevant experiences and be open to critique and/or disagreement. In addition, please critique or disagree with others in a respectful way; belittling comments directed to any person will not be tolerated. You should also be prepared to have something to say if I call on you.

**3 Quizzes (Marx, Weber, Durkheim, 10% each = 30%)**

**Final Essay (20%)**

**Grading Breakdown**

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<tr>
<th>Quality Points</th>
<th>Grade Definition</th>
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<tbody>
<tr>
<td>A+</td>
<td>97.5 - 100%</td>
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<tr>
<td>A</td>
<td>92.5 - 97.4%</td>
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<tr>
<td>A-</td>
<td>90.0 - 92.4%</td>
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<tr>
<td>B+</td>
<td>87.5 - 89.9%</td>
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<tr>
<td>B</td>
<td>82.5 - 87.4%</td>
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<td>B-</td>
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<td>60.0 - 69.9%</td>
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<td>F</td>
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Academic Integrity

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The college is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

There is a wealth of secondary sources available in the library and on the internet, and students are welcome to consult these texts to aid their understanding. However, if you use another author’s ideas in your papers, you MUST cite the source. If you quote directly from an author (primary or secondary), you MUST put the text in quotes and cite the source. (This includes textbooks, encyclopedia entries, Wikapedia, anything on the internet, TV shows, and more.) Failure to do so will result in an automatic ‘F’ for the assignment. Also, any plagiarized material will result in an automatic ‘F’ for that assignment and possible academic discipline as stated by Hunter College policy. It is your responsibility to know if something is indeed plagiarism, and if you are unsure please ask me.

Further information regarding Plagiarism: Plagiarism takes many forms including passing off someone else’s ideas as your own and/or not citing sources. It’s about the use of ideas not just the specific order of the words. I’ve provided a link to the CUNY Policy on Academic Integrity (http://www.hunter.cuny.edu/studentaffairs/student-conduct/academic-integrity/cuny-policy-on-academic-integrity), the Council of Writing Program Administrators (http://wpacouncil.org/positions/WPAplagiarism.pdf), and Purdue Owl (https://owl.english.purdue.edu/owl/) so that you can familiarize yourself with what specifically constitutes plagiarism.

(NOTE: A word of caution: Grammarly and other online writing software are tools that could identify some forms of plagiarism, but they are not the final arbiter of what constitutes plagiarism. Grammarly, for instance, is a proprietary software company (for profit) and not approved, officiated, or recognized by any academic institution.)

Class policies

* ABSOLUTELY NO cell phones, online chatting, etc during class. If I see you doing these things, I will consider it an absence and deduct points from your grade accordingly.
* If you miss a class, it is your responsibility to find out what happened from another student.

Email:
When emailing me, please include the class number (Soc 224) in the subject line. Please sign your emails with your full name. Many of you are unidentifiable by your email address alone. When emailing me multiple times about a single topic, please always respond to the thread, rather than start a new one.

**Incomplete policy:** No incompletes will be given except in the case of family or medical emergencies.

**OFFICE OF ACCESSABILITY**

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/or Learning) consult the Office of AccessAbility located in Room E1124 to secure necessary academic accommodations. For further information and assistance please call (212- 772-4857)/TTY (212- 650- 3230).

**HUNTER COLLEGE POLICY ON SEXUAL MISCONDUCT**

“In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

1. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).
2. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link: http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf
All class readings will be available online at https://classicalsociologicaltheory.wordpress.com/

SUBJECT TO CHANGE

I reserve the right to make any of the following changes: moving the schedule up or back if we are moving too quickly or slowly; adding materials; deleting materials. Should I do this, I will email you and post the changes to the class website.

Week 1:

Th August 27 Introduction

Week 2:

T Sept 1 C. Wright Mills, “The Promise”

Th Sept 3 Karl Marx and Friedrich Engels “On Alienation: Concerning the Production of Consciousness” (From The German Ideology), p.486 – 496

Week 3:

T Sept 8 Karl Marx and Friedrich Engels “On Alienation: Concerning the Production of Consciousness” (From The German Ideology), p.486 – 496 (Continued)

Marx - “Theses On Feuerbach”

Th Sept 10 Karl Marx. “Estranged Labour” (from Economic and Philosophical Manuscripts of 1844) p.496 – 507

Week 4:

T Sept 15 “Estranged Labour” – continued

Th Sept 17 Estranged Labour – Species Being

Week 5:

T Sept 22 Concluding Estranged Labour

Th Sept 24 Marx on Value/Surplus Value
Week 6:

T Sept 29  No Class (Monday Schedule)


Week 7:

M Oct 6  Marx on Labour, Value, and Commodification

Th Oct 8  Concluding Marx

Week 8:

T Oct 13  Max Weber. Introduction to "The Foundations of Social Theory" in Max Weber: Selections in Translation p.3 – 6 (Value Free Sociology and Ideal Types as methodological tools for sociological analysis)

Weber “Basic Sociological Terms” (Definition of Sociology and Social Action)

Th Oct 15  Weber “Basic Sociological Terms” (The Ideal Types of Social Action)

Week 9:

T Oct 20  Weber “Basic Sociological Terms” (The Concept of Social Relationship)

Th Oct 22  Weber “Class, Status Groups and Parties”

Week 10:

T Oct 27  Weber. “Power, and Domination” and “Political Organizations”


2. The Three Pure Types of Authority (p.215 - 216)

3. Legal Authority: The Pure Type (p.217 - p.223)

4. Traditional Authority: The Pure Type (p.226 - p.228)

Week 11:

T Nov 3  Anthony Giddens “Introduction to The Protestant Ethic and the Spirit of Capitalism”

Th Nov 5  Weber “Asceticism and The Spirit of Capitalism”, chap. V of The Protestant Ethic and the Spirit of Capitalism


Week 12:

T Nov 10  Concluding Weber

Th Nov 12  Emile Durkheim “Social Facts” from The Rules of Sociological

Week 13:

T Nov 17  Robert Bellah's “Introduction” to Durkheim On Morality and Society (1 - 17)

Th Nov 19  Bellah Continued (Durkheim on the Division of Labor in Society).

Week 14:

M Nov 24  Bellah Continued (Durkheim of Suicide and Anomie)

Th Nov 26  No Class (Thanksgiving)

Week 15

T Dec 1  Review - Marx

Th Dec 3  Review - Weber

Week 16:

T Dec 8  Review – Durkheim