

Gimenez
Fall
2003**Sociology 5001 CLASSICAL SOCIOLOGICAL THEORY Fall 2003**

Professor: Martha E. Gimenez

Office: Ketchum 205A

Office Hours: Tuesdays 10:00 - 12:00 and by appointment Telephone: 492-7080

E-Mail address: gimenez@csf.colorado.eduHome [Page](#)**VIRTUAL OFFICE HOURS:**

Students are encouraged to ask questions using email. Questions and answers will be posted. All students are REQUIRED to join the class electronic network. Additional or substitute reading assignments, important deadlines, reminders, information and general discussion will be posted daily: READ THE COURSE EMAIL EVERYDAY TO KEEP INFORMED.

VISIT THE COURSE HOME PAGE, <http://csf.colorado.edu/gimenez/soc.5001/ind.html> where you will find links to relevant online resources.

COURSE DESCRIPTION

This seminar is designed to examine the contributions of classical sociological theory to the understanding of the main structures, processes and contradictions of modern capitalist societies. The social sciences emerged, in the 19th century, as the intellectual outcome of vast processes of sociopolitical and economic change. They were the product of the intellectual labor of scholars deeply engaged in political life, seeking to elucidate the nature of the emergent social order: capitalism. Political theory, political economy, sociology, and historical materialism focused on different levels of analysis, asked different questions and together produced answers which still shape contemporary social science theory and research.

Though the readings include a historical overview on the development of the social sciences, particularly sociology and historical materialism, the seminar will focus on the contributions of three main theorists; Karl Marx, Emile Durkheim, and Max Weber. Given their enormous intellectual productivity and the time limitations within which we must necessarily approach their work, we will examine in depth only a small selection of primary sources. The major goal of the seminar is to familiarize students with some of the main theoretical assumptions, concepts and patterns of determination identified by each theorist in his approach to the study of modern capitalist society. The seminar will have succeeded to the extent students master the skills necessary to continue and deepen their reading and understanding of the classics on their own. Reading the classics is hard work: a major requirement for this seminar is the completion of all reading assignments. Class presentations and participation in the discussions are also required.

Because reading the classics is hard work, students will often find themselves lost, confused, upset or, perhaps, elated after having experienced a breakthrough in their understanding. Whatever your reactions to the readings, feel free to drop during office hours to discuss your concerns. Also, I encourage you to form study groups. Learning, despite the individualistic ethos of this society, is a collective process and it is in the process of discussing and debating ideas with others that we test and strengthen our understanding of complex issues.

The study of theory requires the learning of new concepts and complex ideas. It is the responsibility of each student to request explanations, when necessary, either in class or through email. Furthermore, Norlin Library has SEVEN dictionaries of sociology; four of them, including the Blackwell and Penguin

dictionaries, cannot be checked out and can be always found in the library's reference department. In addition, students can consult Bottomore's Dictionary of Marxist Thought, on reserve for this course.

COURSE REQUIREMENTS:

1. Weekly Short Paper

Each week you are to turn in a short paper, two pages at most, in which you answer a question YOU generate on the basis of your understanding of the reading assignments.

RATIONALE:

"Student-generated questions allow students to take charge of restructuring text for themselves. Framing questions involves active processing of text and interacting with text meaning. In addition, students who can ask their own questions can check their own comprehension rather than relying on teacher questions and feedback."

(Source: http://www.mdk12.org/practices/good_instruction/projectbetter/thinkingskills/ts-77-78.html)

Your paper should be double spaced, typed or legibly printed. Leave your weekly paper in my mail box every Monday afternoon or early Tuesday morning.

The purpose of this exercise is to test your ability to get to the essential points in a given reading assignment, and to learn how to start thinking theoretically. As you strive to understand an author's theoretical contribution, you will start developing your own grasp of a given theorist's style of thinking and view of the social world.

DUE DATES:

WEEKLY PAPERS: September 9, 16, 23, 30; October 7, 14, 21, 28; November 4 and 11.

FOLDER WITH ALL THE PAPERS: Wednesday, November 19.

2. Class Participation and Organization

The class will be divided in four groups.

I will go over the main points of the readings during the first 45 minutes; afterwards, the groups will meet separately, for about 40 minutes. At this time, students are expected to share their learning, questions about the readings and the issues they examined in their weekly paper. There will be a 10 minutes break and, during the last third of the class, each group will present, to the entire class, the substance of its discussions.

3. A Short Essay

The purpose of this essay (no more than 10 pages in length, excluding footnotes and references) is to engage with a particular theoretical perspective, attempting to make it your own in order to learn how to use it as a tool to understand a given aspect of the social world. You should consult with the teacher before starting work on the paper. The paper should be done professionally, typed or prepared in a word processor (if using the latter, make sure it is legibly printed), double spaced, with a title page, and a separate page with a 150 word abstract of the paper. The pages must be numbered and have one inch top and bottom, left and right margins. Footnotes and References should be prepared according to the American Sociological Review format.

4. Final Take Home Examination

You will have as many days to write the exam as are left between the last day of classes and the date scheduled for the final exam for this course: December 17. The exam will consist of three questions (to be chosen from a larger list) based on the materials covered in class and in the readings. The examination is no more than a more formal and structured engagement with the issues you have been dealing with throughout your class participation, presentations and written work.

GRADING POLICY

I will use blind grading. Students will identify their papers with an ID of their choice and will reveal their name, by email, after the papers have been graded and returned.

Each weekly essay WILL NOT receive an individual grade. I will write comments stating, for example, that you what you wrote needs rethinking, or lacks organization, or that it was well argued; I ask questions, suggest additional readings, ask you to rewrite, etc. When papers are insightful, well written, I write only one word: excellent! When papers are weak in content and organization, they require extensive feedback. I often mark them with an S (=satisfactory), an S+ (well done!) or an S- (you could do better). What matters, when I examine these papers together, is not only whether they deserved S, excellent, or any other overall assessment, but the nature of the comments I wrote and the way you may or may not have used them to improve your work. I end up re-reading all of them again to attain a basis for the grade, especially if I originally wrote few comments. What I look for in these papers is your thinking, your ability to engage with the readings and take a concept or a theoretical insight and push it in a direction that matters to you, either because it is related to your work, or because it simply delights you and forces you to think in new and interesting ways.

Two weeks before the semester is over, you will return all the essays and I will grade them as a whole, looking over comments and marks and assessing your progress.

High grades (A, A+) are not an entitlement: they have to be earned.

Grading will be allocated as follows:

Weekly questions, class presentations and participation: 30 percent.

Short essay: 25 percent.

This essay is due October 15.

Take home final exam: 45 percent.

The final exam is due December 17 at 1:30 PM.

These are firm deadlines. Late papers will be returned without comments.

IMPORTANT:

Please read this syllabus carefully; if you find the course requirements, grading policy or anything else unclear, let me know.

If you have any questions about your performance in the class, about your work or any other course

related issue, don't hesitate to make an appointment; that's what office hours are for. Keep in mind that a low grade or a critical comment does not reflect an assessment of you, as person; it is an assessment of the work. To teach means to educate. The word education has the Latin root *duc* that means to lead forth. The role of the teacher is to point the way, to create the conditions for learning and to let students know when their work needs to be improved. I would be failing as a teacher if I were to overlook problems in your work, either in its form or its content.

To rely on secondary sources or simply paraphrase the text is not an adequate way to fulfill this course's requirements.

On September 3 all students are required to sign a statement ratifying that you understand the course requirements and grading policies.

USEFUL INFORMATION:

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services (DS) early in the semester so that your needs may be addressed. DS determines accommodations based on documented disabilities (303-492-8671, Willard 322, www.colorado.edu/sacs/disabilityservices)

A class missed to observe a religious holiday will not be counted as an absence. If you have to miss an exam because of a religious holiday, please notify me two weeks in advance, so that we identify an alternative date for fulfilling that course requirement.

"As a result of extensive discussions with and recommendations from faculty and students, a new classroom behavior policy and associated new procedures have been adopted. Students should read the information provided in <http://www.colorado.edu/studentaffairs/judicialaffairs/code.html>"

"Plagiarism (Portrayal of another's work or ideas as one's own), Cheating (Using unauthorized notes or study aids, allowing another party to do one's work/exam and turning in that work/exam as one's own; submitting the same or similar papers in more than one course without permission from the course instructors)" and other forms of academic dishonesty will not be tolerated. Please see additional information about academic dishonesty in <http://www.colorado.edu/academics/honorcode/Code1.html> and learn about the new Student Honor Code System in <http://www.colorado.edu/academics/honorcode/Home.html>

CELL PHONES AND PAGERS MUST BE TURNED OFF BEFORE ENTERING THE CLASSROOM

REQUIRED READINGS

Emile Durkheim, *The Division of Labor in Society*. The Free Press

Terry Eagleton, *Marx*. Routledge.

Hans Gerth and C. Wright Mills, *From Max Weber: Essays in Sociology*. Oxford University Press.

Lawrence H. Simon, ed., *Karl Marx: Selected Writings*. Hackett Publishing Co., Inc., 1995.

Max Weber, *The Protestant Ethic and the Spirit of Capitalism*

Emile Durkheim. *Suicide*. New York: the Free Press. (Selected Chapters)

REQUIRE PACKAGE OF READINGS AVAILABLE IN THE DEPARTMENT OFFICE

T. R. Kandal, "Emile Durkheim: Suicide and the War between the Sexes," pp. 79-88 in T. R. Kandal, *The Woman Question in Classical Sociological Theory*. Miami, FL: Florida International University Press, 1988.

Jennifer Lehmann, "Durkheim's Response to Feminism." *Sociological Theory*. 8, 2 (Fall 1990): 163-187.

Max Weber, *Economy and Society*, Vol I. University of California Press, Berkeley (selected sections).

Matthias Gross, "Classical Theory and the Restoration of Nature: the Relevance of Emile Durkheim and Georg Simmel." *Organization & Environment*. 13, 3 (September 2000): 277-291.

Martha E. Gimenez, "Does Ecology Need Marx?" *Organization & Environment*. 13, 3 (September 2000): 292-304.

OPTIONAL READING ON RESERVE AT NORLIN LIBRARY

Tom Bottomore et al, eds., *A Dictionary of Marxist Thought*. Cambridge, MA: Harvard University Press.

Goran Therborn, *Science, Class and Society. On the Formation of Sociology and Historical Materialism*.

Blackwell Dictionary of Social Theory

RECOMMENDED ADDITIONAL READINGS

Biography

Steven Lukes, *Emile Durkheim: His Life and Work, A Critical Study*. Stanford: Stanford University Press.

Rheinhart Bendix, *Max Weber: An Intellectual Portrait*. London: Methuen, 1959.

David McLellan, *Karl Marx: His Life and Thought*. New York: Harper & Row, 1973.

Walter Benjamin, "Capitalism and Religion," in *Selected Writings*, Vol. I

Tom Bottomore et al, eds., *A Dictionary of Marxist Thought*. Cambridge, MA: Harvard University Press, 1983.

Roslyn W. Bologh, *Love or Greatness: Max Weber and Masculine Thinking- A Feminist Inquiry*.

Simon Clarke, *Marx, Marginalism and Modern Sociology: From Adam Smith to Max Weber*.

G. A. Cohen, *Karl Marx's Theory of History. A Defense*. Princeton, New Jersey: Princeton University Press, 1980.

Maurice Dobb, *Studies in the Development of Capitalism*

Martha E. Gimenez, "Does Ecology Need Marx?" *Organization & Environment*, Vol. 13, No. 3 (September 2000): 292-304

Robert W. Green, *Protestantism and Capitalism: The Weber Thesis and its Critics*.

Mathias Gross, "Classical Sociology and the Restoration of Nature- The Relevance of Emile Durkheim and Georg Simmel" *Organization & Environment*. Vol. 13, No. 2 (September 2000): 277-291

John Lewis, *Max Weber and Value Free Sociology: A Marxist Critique*.

Michael Lowy, ""Weber Against Marx? The Polemic with Historical Materialism in the Protestant Ethic," in *On Changing the World: Essays in Political Philosophy from Karl Marx to Walter Benjamin*.

Herbert Marcuse, "Industrialization and Capitalism in the Work of Max Weber," in *Negations. Essays in Critical Theory*.

Immanuel Wallerstein, *Unthinking Social Science. The Limits of Nineteenth-Century Paradigms*. Polity Press, 1991.

Erik O. Wright, E. Sober, and Andrew Levine, *Reconstructing Marxism*. Verso, 1992.

Ellen M. Wood, *Democracy Against Capitalism* (the chapter on Weber).

READING ASSIGNMENTS

Weeks I/II 8/27 - 9/3.

L. S. Simon, Introduction, in L. S. Simon, *Karl Marx: Selected Writings*, pp.ix-xxxv

In addition, read Simon's Introductory remarks throughout the text.

K. Marx, II. Writings on Historical Materialism

The German Ideology, Part I, pp. 102-156

The Communist Manifesto, pp. 157-186

Preface to A Contribution to the Critique of Political Economy, pp. 209-213

Terry Eagleton, *MARX*.

Recommended background reading:

Therborn, Ch. 2 "The Economy and the Economics of Capitalism"

"Methods of Explanation and Analysis," pp. 69-75.

"The Science of Morality," pp. 89-107.

"Forms of Social Solidarity," pp. 122-140.

Ch. 3 "The Age of Sociology: Between One Revolution and Another"

Therborn, Ch. VI, Working Class Struggles and Theoretical Breaks: the Social and Theoretical Formation of Historical Materialism

Week III 9/10

K. Marx, III. Economic Writings, pp. 216-300.

Recommended background reading:

Therborn, Ch. VI

Week IV 9/17.

K. Marx, I. Early Philosophical Writings

On the Jewish Question, pp. 1-26

Toward a Critique of Hegel's Philosophy of Right: An Introduction (especially pp. 28- 29; 34; 36-39).

Excerpt-Notes, 1844, section on Free Human Production, pp. 50-53.

Economic and Philosophic Manuscripts, sections on Alienated Labor (pp. 58-68), and Private Property and Communism (pp. 68-790).

Week V 9/24

Finish discussing K. Marx

Durkheim, The Division of Labor in Society

Introduction by L. Coser and Prefaces

Week VI 10/1

Durkheim, The Division of Labor in Society

Book I: The Function of The Division of Labor

Recommended background reading:

Therborn, Ch. 2 "The Economy and the Economics of Capitalism"

"Methods of Explanation and Analysis," pp. 69-75.

"The Science of Morality," pp. 89-107.

"Forms of Social Solidarity," pp. 122-140.

Ch. 3 "The Age of Sociology: Between One Revolution and Another"

Ch. 5, The Ideological Community: The Sociological Critique of Political Economy

I. A Natural Science of an Unnatural World

II. Administrative Sociology and the Twilight of Competitive Capitalism

III. Culture and Morality, pp. 240-269

October 2-3 FALL BREAK



Week VII 10/8.

Durkheim, The Division of Labor in Society

Book II: The Causes and Conditions

Book III: The Abnormal Forms

J. Lehmann, Durkheim's Response to Feminism

Week VIII 10/15.

Durkheim, Suicide.

Editor's Preface and Introduction

Book II Social Causes and Social Types

Book III General Nature of Suicide as a Social Phenomenon

T. R. Kandal, "Emile Durkheim: Suicide and the War between the Sexes

Week IX. 10/22

Gerth and Mills, eds., Intellectual Orientations

Weber (G & M), Politics as a Vocation

Weber (G & M), Science as a Vocation

Recommended background reading:

Therborn, Ch. 5 III Culture and Morality, pp. 270-315

Week X. 10/29

Weber, The Protestant Ethic and the Spirit of Capitalism

Weber (G and M), The Social Psychology of the World Religions, pp. 267-301

The Protestant Sects and the Spirit of Capitalism, pp. 302-322.

Week XI. 11/5

From M. Weber, Economy and Society

Ch. II, Sociological Categories of Economic Action, pp. 63-71; 82-94; 107-111; 114; 118-140; 161-164.

SHORT ESSAY DUE NOVEMBER 5

Week XII 11/12.

Weber (G and M), Class, Status, Party, pp. 180-195

Bureaucracy, pp. 196-244

The Sociology of Charismatic Authority, pp. 245-252

Week XIII. 11/19

REVIEW

Week XIV

November 27-28 Break



Week XV-XVI 12/3-10

REVIEW

December 11 - LAST DAY OF CLASSES



DECEMBER 17: TAKE HOME FINAL EXAM DUE



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