This reading schedule is available on the web at: http://web.pdx.edu/~tothm/theory. It contains links to all of the recommended web-sited readings and additional resource sites re: the theorists.

Required Reading Materials:
2. *A Collection of Selected Readings*, available from Smart Copy, 1915 SW 6th (next to Hot Lips Pizza)

KEY: Those materials marked with a ► reference the Allan text and are required for the course. (Please note that we will read the chapters in a slightly different sequence.) Those materials marked with an ▶ are not just supplemental; you will find them especially helpful. I would also direct your attention to additional relevant material not listed here but that is currently available online via direct links on the course website; you are strongly encouraged to add these to your reading as you have time and interest. I will make more than casual reference to these materials from time to time during the lectures. As a final note, I would urge serious students of the discipline to read the sections on Marx, Durkheim, and Weber in the two noted volumes by Raymond Aron.

All of the materials on this reading list authored by Lewis Coser are available courtesy of the web site (http://media.pfeiffer.edu/Iridener/DSS/) called “The Dead Sociologist’s Index” maintained by Larry Ridener, Chair of the Department of Sociology at Pfeiffer University. The web addresses provided in the schedule link directly to that site at the point where the material on each of the respective theorists is presented, but you may wish to view the entire site and are encouraged to use it as a supplemental resource for the entire course. All of the written material at this site (with the exception of excerpts from original works) was originally published in *Masters of Sociological Thought, 2nd Edition* by Lewis Coser (New York: Harcourt Brace Javonowich, 1977). This same text was reprinted by Waveland Press in 2003 and is currently available in paperback format as a 2nd edition.

PLEASE NOTE:
If you have a disability or a learning limitation and are in need of academic accommodations, please notify me (the instructor) immediately to arrange needed supports.
What This Course Is...

First of all, it is literally an introduction to the thought of the classical founders of sociology, the seminal thinkers of the 19th and early to mid-20th centuries who established and secured the fundamental dimensions of the sociological enterprise.

Second, it is an exemplification of that enterprise, of struggling to understand human behavior as it is rooted in and influenced by social factors.

Third, it is the experience of providing a concrete sense of what sociological theory is, where it came from, and why it came to be when and how it did.

Fourth, it is an attempt to illustrate the relevance of theory itself both within the disciplines of the social sciences and in everyday life.

Finally, it is an adventure in intellectual history, an engagement with the minds whose questions and answers helped shape the world we live in today.

If history is, as the wags have it, “the science of that which happens once,” and economics is “the dismal science,” then perhaps sociology can best be described as “the ironic science.” By definition, sociology is the social science par excellence, the most social and perhaps the most curious and troubling of all the sciences dealing with human behavior. The sociological perspective is a curious one because it jars us out of the taken-for-granted embedded-ness we each have in our own social settings and in the ways we ordinarily live our lives. It disturbs us into an increased reflexivity—that odd human capacity to look back at our individual selves and our own collective behavior as if we were actually looking from outside of ourselves. Simultaneously disruptive and liberating, this paradoxical experience encourages an appreciation of irony—that things are very likely not exactly as we think they are, that unanticipated consequences are more the norm than the exception, that even our own intentions are not entirely trustworthy—that something else is always going on. As one of my mentors was fond of saying, the core sociological question is always "What's going on here, anyway?" The sociological perspective also fosters a sense of humor, however dark it may often be. You may come to appreciate that even though the people we will be studying are long dead, what they were concerned about is as contemporary as the content of tomorrow’s New York Times, tonight’s network news, or the tweet you may be receiving as your read this! My goal is to help you discover that understanding these theorists may well help you better understand your world and better accomplish your life.

This course is essentially a lecture course: the material I will present in class is intended to augment, illustrate, expand on, and otherwise make the course content more intriguing as well as more understandable. I have a strong conviction that you will benefit not only by attending the lectures but by attending to them as well. My expectations are that you will read — and then reread — the assigned materials. I encourage you to study and discuss the course material with your fellow students, but I expect each one of you to write your own exams. I hope you will have questions, that you will get at least a few answers worth thinking about, and that your time and effort in this course will be well spent.
WORKING SCHEDULE

UNIT I: Introduction: September 24, 26, October 1
1 All the materials listed for the first week on the course website
- The Sacred Canopy (Berger)
- Sociology, Theory, and the Modern Agenda Allan: Chapter 1

1 Auguste Comte - The Person & A Summary of Ideas Lewis Coser
(http://media.pfeiffer.edu/lridener/DSS/#comte)
1 Harriet Martineau - The Person & A Summary of Ideas Lewis Coser
(http://media.pfeiffer.edu/lridener/DSS/#martineau)
- Herbert Spencer Allan: Chapter 2

UNIT II: MARX: October 3, 8, 10
- Karl Marx: Allan: Chapter 3
1 Karl Marx - The Person & A Summary of Ideas Lewis Coser
(http://media.pfeiffer.edu/lridener/DSS/#marx)
[Karl Marx in Main Currents in Sociological Thought I, pp. 145-236 Raymond Aron]

UNIT III: DURKHEIM: October 15, 17, 22
- Emile Durkheim: Allan: Chapter 5
1 Emile Durkheim - The Person & A Summary of Ideas Lewis Coser
(http://media.pfeiffer.edu/lridener/DSS/#durkheim)
[Emile Durkheim in Main Currents in Sociological Thought II, pp. 1-117 Raymond Aron]

UNIT IV: WEBER: October 24, 29, 31
- Max Weber: Allan: Chapter 4
1 Max Weber - The Person & A Summary of Ideas Lewis Coser
(http://media.pfeiffer.edu/lridener/DSS/#weber)
[Max Weber in Main Currents in Sociological Thought II, pp. 219-317 Raymond Aron]

UNIT V: PARSONS & MERTON: November 5, 7
- Talcott Parsons & Robert K. Merton: Allan: Chapter 8

UNIT VI (a): SIMMEL: November 14
- Georg Simmel: Allan: Chapter 6
1 Georg Simmel - The Person & A Summary of Ideas Lewis Coser
(http://media.pfeiffer.edu/lridener/DSS/#simmel)
1 Why Sociology is Difficult: Emergence, Structure, and the Peculiar Location of Self-Consciousness in Nature Michael Toth
(http://web.pdx.edu/~toth/Manuscripts/why_sociology_is_difficult.htm)
UNIT VI (b): THE CHICAGO SCHOOL: November 19

1. Robert Park – The Person & A Summary of Ideas
   (http://media.pfeiffer.edu/lridener/DSS/#park)  
   Lewis Coser

2. William Isaac Thomas – The Person & A Summary of Ideas
   (http://media.pfeiffer.edu/lridener/DSS/#thomas)  
   Lewis Coser

3. Charles H. Cooley - The Person & A Summary of Ideas
   (http://media.pfeiffer.edu/lridener/DSS/#cooley)  
   Lewis Coser

UNIT VII: MEAD & GOFFMAN: November 26, 28

1. George H. Mead:  
   Allan: Chapter 6

2. George Herbert Mead - The Person & A Summary of Ideas  
   (http://media.pfeiffer.edu/lridener/DSS/#mead)  
   Lewis Coser

3. Erving Goffman:  
   Allan: Chapter 12
### Sociology 301

**Foundations of Sociology I, Fall 2012**

**Working Schedule**

A=Allan’s *The Social Lens*

*Note the Additional Readings listed on the On-line Schedule*

<table>
<thead>
<tr>
<th>Unit</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep 24</td>
<td>Introduction</td>
<td>Introductory Materials</td>
<td>Quick Quiz #1</td>
</tr>
<tr>
<td></td>
<td>Sep 26</td>
<td>Berger, Spencer</td>
<td>On-line</td>
<td>ESSAY QUESTION #1</td>
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<tr>
<td></td>
<td>Oct 1</td>
<td>(Comte, Martineau)</td>
<td>A: Chapter 1 &amp; 2</td>
<td>CORE IDEAS #1</td>
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<tr>
<td>2</td>
<td>Oct 3</td>
<td>Karl Marx</td>
<td>A: Chapter 3</td>
<td>Quick Quiz #2</td>
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<tr>
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<td>Oct 8</td>
<td></td>
<td>additional materials on-line</td>
<td>ESSAY QUESTION #2</td>
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<td></td>
<td>Oct 10</td>
<td></td>
<td></td>
<td>CORE IDEAS #2</td>
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<tr>
<td>3</td>
<td>Oct 15</td>
<td>Emile Durkheim</td>
<td>A: Chapter 5</td>
<td>Quick Quiz #3</td>
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<td></td>
<td>Oct 17</td>
<td></td>
<td>additional materials on-line</td>
<td>ESSAY QUESTION #3</td>
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<tr>
<td></td>
<td>Oct 22</td>
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<td></td>
<td>CORE IDEAS #3</td>
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<tr>
<td>4</td>
<td>Oct 24</td>
<td>Max Weber</td>
<td>A: Chapter 4</td>
<td>Quick Quiz #4</td>
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<td></td>
<td>Oct 29</td>
<td></td>
<td>additional materials on-line</td>
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<td></td>
<td>Oct 31</td>
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<tr>
<td>5</td>
<td>Nov 5</td>
<td>Talcott Parsons</td>
<td>A: Chapter 8</td>
<td>Quick Quiz #5</td>
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<tr>
<td></td>
<td>Nov 7</td>
<td>Robert K. Merton</td>
<td>additional materials on-line</td>
<td>ESSAY QUESTION #5</td>
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<tr>
<td>6a</td>
<td>Nov 12</td>
<td>Georg Simmel</td>
<td>A: Chapter 6</td>
<td>Quick Quiz #6</td>
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<tr>
<td></td>
<td>Nov 14</td>
<td></td>
<td>additional materials on-line</td>
<td>ESSAY QUESTION #6</td>
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<tr>
<td>6b</td>
<td>Nov 19</td>
<td>The Chicago School</td>
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<td></td>
<td>Nov 22</td>
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<tr>
<td>7</td>
<td>Nov 26</td>
<td>George H. Mead</td>
<td>A: Chapter 6, 12</td>
<td>Quick Quiz #7</td>
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<td></td>
<td>Nov 28</td>
<td>Erving Goffman</td>
<td>additional materials on-line</td>
<td>ESSAY QUESTION #7</td>
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<td></td>
<td>Dec 4</td>
<td>ALL FINAL MATERIALS DUE IN DEPARTMENT OFFICE: CRAMER HALL 217</td>
<td>FINAL ESSAY QUESTIONS</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** all “additional materials on-line” are available at: http://web.pdx.edu/~tothm/theory
After today’s class (9/24) we will meet 17 more times. During these meetings we cover a number of theorists, making a passing acquaintance with Comte and Spencer, closer attention to Berger and Goffman, and particular emphasis on the work of these major figures –
1) October 3, 8, 10: Karl Marx
2) October 15, 17, 22: Emile Durkheim
3) October 24, 29, 31: Max Weber
4) November 5, 7: Talcott Parsons and Robert Merton
5) November 14: Georg Simmel
6) November 19, 26: the Chicago School and George H. Mead

Note that some of the following assignments attach only to the major figures identified above:

#1) solo core ideas: As you read the assigned material, you should identify for yourself 3 to 5 major points that you believe capture the theorist’s major points, essential insights, key ideas, or core learnings you take from his or her work, or what you see as his or her distinctive contribution to the conceptual toolbox of sociological theory. At the beginning of each specified class you should bring two (2) copies of what you have concluded. I will collect one copy, the other you will use for an in-class discussion described below.

#2) group core ideas: Toward the end of specified class sessions you will meet with a small group of fellow students with your copy of the core ideas to collaborate together for 15-20 minutes in producing a group list that represents your collective 3 to 5 major point conclusions about the theorist.

#3) reading quiz: At some point in specified class sessions I will ask you to complete a “quick check on your reading quiz” of approximately 5 questions which will be returned to you at a subsequent class session (with the exception of the last class).

#4) brief essay questions: At the end of specified class sessions I will hand out one brief essay question to be completed and turned in at the beginning of the following class session. For the last class session this one essay question will be included in the following, last assignment....
#5) final essay questions: At the end of the last class of the term I will hand out a final exam which will consist of a short set of essay questions from which you will be able to choose the three you wish to answer. (Together with the required essay question in #5 above, you will therefore be turning in a small number of brief essay questions.) The final will be due in my department office mailbox no later than 4:30 pm on December 4. There will be no in-class final during finals week.

Extra Credit:
You may turn in a collection of three separate newspaper or newsmagazine articles each of which contains a specific illustration, aspect, or example of three of the theories we will have studied, one theory for each article.

Extra, Extra Credit:
You may turn in one news article examined from the perspectives of three different theories, demonstrating how each different theory would tender a different insight, explanation, or illustration of that theory.

More information on the extra credit options will be provided toward the end of the course.

Tracking This Work:

<table>
<thead>
<tr>
<th>Assignment (#)</th>
<th>Per Pts Possible</th>
<th>Max pts Possible</th>
<th>Total pts Possible</th>
</tr>
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<tbody>
<tr>
<td>#1 solo core ideas (7)</td>
<td>5</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>#2 group core ideas (7)</td>
<td>10</td>
<td>70</td>
<td>105</td>
</tr>
<tr>
<td>#3 reading quizzes (7)</td>
<td>5</td>
<td>35</td>
<td>140</td>
</tr>
<tr>
<td>#4 brief essay questions (7)</td>
<td>10</td>
<td>70</td>
<td>210</td>
</tr>
<tr>
<td>#5 final essay questions (3)</td>
<td>13</td>
<td>39</td>
<td>249</td>
</tr>
<tr>
<td><strong>Complete:</strong></td>
<td></td>
<td></td>
<td><strong>249</strong></td>
</tr>
</tbody>
</table>

The likely grade distribution:

A, from 249 to 225 pts
B, from 224 to 200 pts
C, from 199 to 175 pts
D, let’s hope we don’t have to go here…

Plus and minus grades as distributions indicate; extra credits completions (if they’re well done) may perhaps boost your final grade upward as much as (but no more than) half a grade.