This reading schedule is available on the web at: [http://web.pdx.edu/~tothm/theory](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:**

available from the PSU Bookstore.

**KEY:** Those materials marked with a ► reference the text and are required for the course. Please note the sequence in which we will read the chapters. Those materials marked with an Ø are available on line and are also required. 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.

After today’s class (01/06/2015) we will meet 19 more times. During these meetings we will address the major classical theorists after making a quick passing acquaintance with August Comte and Herbert Spencer. There are two over-arching “analytical maps” to help guide our understanding, one of which is provided by the authors of the text based on four coordinates – individual/collective and rational/nonrational. The other “map” is one derived from the work of Peter Berger (& Thomas Luckmann) which is best described as the dialectical dynamic of three “moments” – internalization, externalization, objectivation. I will be elaborating this second map at the start and throughout the course. This course in classical theory emphasizes the work of these seven major theorists, as follows –

- January 15 – 27: Karl Marx
- January 29 – February 10: Emile Durkheim
- February 12 – 19: Max Weber
- February 19 – March 3: Georg Simmel & George Herbert Mead
- March 5 – 12: Talcott Parsons & Robert Merton

**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.
COURSE POLICIES

Classroom Conduct:
You are expected to demonstrate appropriate respect for your peers and for the instructor. Behaviors that are distracting to your peers and to the instructor are not acceptable. These include arriving late, packing up or leaving early, using cell phones, and having side conversations. When you come into the classroom fill in the seats from the front of the room first; there should be no empty seats in front of you. Do not necessarily expect to sit in the same seat during every class.

Laptops/tablets/e-readers:
If you need to use an electronic device (laptop, pad, etc.) to take notes during class, you must request permission from the instructor or TA. Other uses are not acceptable.

Email:
The instructor may communicate with the class via PSU email so be sure that you are receiving the emails. If you prefer, you can arrange to have your PSU email forwarded to another email address. It is your responsibility to check your email on a regular basis. In emails to the instructor, please put the title of the course in the subject line and sign your emails using your first and last name. Use the email addresses on the first page of the syllabus. The instructor will generally respond to email within 24 hours. (Emails sent after 5:00pm on Friday will generally be answered by 5:00pm on Monday.)

Academic Honesty:
You are expected to demonstrate complete academic honesty. Please refer to the Student Conduct Code for more detailed information on PSU policies. Cheating or plagiarizing will result in failing the assignment or the course and will be reported.

Students with Disabilities:
Students with disabilities or learning difficulties who may require accommodations are encouraged to contact the PSU Disabilities Resource Center (DRC) and the instructor at the beginning of the term to arrange accommodations. The DRC is located in 435 Smith and can be contacted at 725-4150 or by email at drc@pdx.edu. Visit their site at www.pdx.edu/uasc/drc.

Cancelled Classes:
In the case of inclement weather or other emergencies, please refer to the PSU web page: http://www.pdx.edu/. In the event that the instructor has to cancel class, he will email the class as soon as possible. If the instructor has not arrived to class 10 minutes after the scheduled start time, consider class cancelled for the day.

Absences:
In the event you are absent from class, it is your responsibility to get any relevant course information (notes, announcements, and any other missed material). All assignments will be posted on the course website at appropriate times. If you have any questions after you have checked with a classmate and looked at the course website, please contact the TA or the instructor before or after class or during posted hours.
UNIT I: Introduction: January 6, 7, 13
- Introduction
  - Insights into Sociology
  - What Sociology has to Offer
  - A Partial Introduction to Sociology
  - All additional materials listed for the first week on the course website
- Significant Others: Ferdinand Tönnies
- Significant Others: August Comte
- Significant Others: Herbert Spencer
- Peter Berger & Thomas Luckmann
- HANDOUT: Peter Berger Packet
  - DISCUSSION READING: The Sacred Canopy, Chapter 1

UNIT II: MARX: January 15, 20, 22, 27
- Karl Marx:
- Introductions to all Readings
- Significant Others: Antonio Gramsci
- DISCUSSION READING: The Communist Manifesto

UNIT III: DURKHEIM: January 29, February 3, 5, 10
- Emile Durkheim:
- Introductions to all Readings
- DISCUSSION READINGS:
  - The Rules of Sociological Method
  - The Elementary Forms of Religious Life

UNIT IV: WEBER: February 12, 17, 19
- Max Weber:
- Introductions to all Readings
- Significant Others: Friedrich Nietzsche
- Significant Others: Robert Michels
- DISCUSSION READINGS:
  - The Protestant Ethic and the Spirit of Capitalism
  - The Types of Legitimate Domination
UNIT VI (a): SIMMEL: February 19, 24
► Georg Simmel: Chapter 6
► Introductions to all Readings
► DISCUSSION READINGS:
The Stranger pp. 242-245
The Metropolis and Mental Life pp. 248-254

EXCURSIS
THE CHICAGO SCHOOL: February 24, 26

1 Robert Park – The Person & A Summary of Ideas on-line
   (http://media.pfeiffer.edu/lridener/DSS/#park)
1 William Isaac Thomas – The Person & A Summary of Ideas on-line
   (http://media.pfeiffer.edu/lridener/DSS/#thomas)
1 Charles H. Cooley - The Person & A Summary of Ideas on-line
   (http://media.pfeiffer.edu/lridener/DSS/#cooley)

UNIT VI (b): MEAD: February 26, March 3
► George Herbert Mead: Chapter 8
► Introductions to all Readings
► Significant Others: Charles Horton Cooley p. 293
► Significant Others: William James p. 296
► DISCUSSION READINGS:
   Mind pp. 300-307
   Self pp. 311-321
   1 Sociological Implications of the Thought of George Herbert Mead on-line

UNIT VI: PARSONS & MERTON: March 5, 10, 12
► Talcott Parsons & Robert K. Merton: Chapter 9
► Introductions to all Readings
► Significant Others: C. Wright Mills p. 326
► DISCUSSION READINGS:
   Categories of the Orientation and Organization of Action pp.339-352
   Manifest and Latent Functions pp.360-366
   1 The Role-Set: Problems in Sociological Theory on-line
# Sociology 301: Foundations of Sociology I, Winter 2015

## Topic and Assignment Schedule

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date/hr</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 6a</td>
<td>Intro: Orientation</td>
<td>TEXT: CHAPTER 1</td>
<td>UNIT 1 In-class Quiz – Jan 13&lt;br&gt;Essay Questions &amp; Core Ideas&lt;br&gt;due Jan 20</td>
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<td></td>
<td>Jan 6b</td>
<td>Intro: Emergence</td>
<td>Required Materials on-line&lt;br&gt;(additional materials on-line)</td>
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<td>Jan 8a</td>
<td>Intro: Emergence</td>
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<td>Jan 8b</td>
<td>Intro: Emergence</td>
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<td></td>
<td>Jan 13a</td>
<td>Intro: Berger</td>
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<td></td>
<td>Jan 13b</td>
<td>Berger discussion and Quiz 1</td>
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<tr>
<td>2</td>
<td>Jan 15a</td>
<td>Marx</td>
<td>TEXT: CHAPTER 2</td>
<td>UNIT 2 In-class Quiz – Jan 27&lt;br&gt;Essay Questions &amp; Core Ideas&lt;br&gt;due Feb 3</td>
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<td></td>
<td>Jan 15b</td>
<td>Marx</td>
<td>(additional materials on-line)</td>
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<td>Jan 20a</td>
<td>Marx</td>
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<td>Jan 20b</td>
<td>Marx</td>
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<td>Jan 22a</td>
<td>Marx</td>
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<td>Jan 22b</td>
<td>Marx</td>
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<td></td>
<td>Jan 27a</td>
<td>Marx Discussion and Quiz 2</td>
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<tr>
<td>3</td>
<td>Jan 27b</td>
<td>Durkheim</td>
<td>TEXT: CHAPTER 3</td>
<td>UNIT 3 In-class Quiz – Feb 5&lt;br&gt;Essay Questions &amp; Core Ideas&lt;br&gt;due Feb 10</td>
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<td></td>
<td>Jan 29a</td>
<td>Durkheim</td>
<td>(additional materials on-line)</td>
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<td>Jan 29b</td>
<td>Durkheim</td>
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<td>Feb 3a</td>
<td>Durkheim</td>
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<td>Feb 3b</td>
<td>Durkheim</td>
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<td>Feb 5a</td>
<td>Durkheim</td>
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<td></td>
<td>Feb 5b</td>
<td>Durkheim Discussion and Quiz 3</td>
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<tr>
<td>4</td>
<td>Feb 10a</td>
<td>Weber</td>
<td>TEXT: CHAPTER 4</td>
<td>UNIT 4 In-class Quiz – Feb 19&lt;br&gt;Essay Questions &amp; Core Ideas&lt;br&gt;due Feb 24</td>
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<td></td>
<td>Feb 10b</td>
<td>Weber</td>
<td>(additional materials on-line)</td>
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<td>Feb 12a</td>
<td>Weber</td>
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<td>Feb 12b</td>
<td>Weber</td>
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<td></td>
<td>Feb 17a</td>
<td>Weber</td>
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<td>Feb 17b</td>
<td>Weber</td>
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<td>Feb 19a</td>
<td>Weber Discussion and Quiz 4</td>
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<td>Feb 19b</td>
<td>Simmel</td>
<td>TEXT: CHAPTERS 6 &amp; 8</td>
<td>UNIT 5 Quiz &amp; Essay Questions and Core Ideas&lt;br&gt;due Mar 10</td>
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<td></td>
<td>Feb 24a</td>
<td>Simmel</td>
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<tr>
<td></td>
<td>Feb 24b</td>
<td>The Chicago School</td>
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<td></td>
<td>Feb 26a</td>
<td>The Chicago School</td>
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<td></td>
<td>Feb 26b</td>
<td>Mead</td>
<td>Required Materials on-line&lt;br&gt;(additional materials on-line)</td>
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<td></td>
<td>Mar 3a</td>
<td>Mead</td>
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<td>5</td>
<td>Mar 3b</td>
<td>Simmel/Chicago/Mead Discussion</td>
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<td>Mar 5</td>
<td>Parsons</td>
<td>TEXT: CHAPTER 9</td>
<td>UNIT 6 Essay Questions &amp;&lt;br&gt;Final Part 1 &amp; Part 2&lt;br&gt;All due Mar 19</td>
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<tr>
<td>6</td>
<td>Mar 10</td>
<td>Parsons/Merton</td>
<td>Required Materials on-line&lt;br&gt;(additional materials on-line)</td>
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<td>Mar 12a</td>
<td>Merton</td>
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<td></td>
<td>Mar 12b</td>
<td>Parsons/Merton Discussion</td>
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<tr>
<td></td>
<td>Mar 19</td>
<td>FINAL EXAM and UNIT 6 Assignments due no later than 4:30pm</td>
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</table>

**NOTE:** all “additional materials on-line” are available at: http://web.pdx.edu/~tothm/theory
SUPPLEMENTARY READINGS (those in bold are required)

1. Auguste Comte - The Person & A Summary of Ideas
   (http://media.pfeiffer.edu/lridener/DSS/#comte) Lewis Coser

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

3. Karl Marx - The Person & A Summary of Ideas
   (http://media.pfeiffer.edu/lridener/DSS/#marx) Lewis Coser

4. Emile Durkheim - The Person & A Summary of Ideas
   (http://media.pfeiffer.edu/lridener/DSS/#durkheim) Lewis Coser

5. Max Weber - The Person & A Summary of Ideas
   (http://media.pfeiffer.edu/lridener/DSS/#weber) Lewis Coser

6. Georg Simmel - The Person & A Summary of Ideas
   (http://media.pfeiffer.edu/lridener/DSS/#simmel) Lewis Coser

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

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

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

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

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

All of the materials on the above list authored by Lewis Coser are available courtesy of the web site (http://media.pfeiffer.edu/lridener/DSS/) called “The Dead Sociologist’s Index” maintained by Larry Ridener, Chair of the Department of Sociology at Pfeiffer University. The web addresses provided 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.

Those of you who are serious students of the discipline are especially encouraged to read the sections on Marx (Vol. I, pp. 145-236) Durkheim (Vol. II, pp. 1-117), and Weber (Vol. II, pp. 219-317) in Main Currents in Sociological Thought, Volume I and II, by the noted French sociologist Raymond Aron. These two volumes contain perhaps the most complete and cogent summaries of these three major theorists, along with chapters on Montesquieu, Comte, de Tocqueville, and Pareto.
#1) QUIZZES: At some point toward the end of each of the first four units 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). In the last unit this quiz will be combined with the take-home essay questions.

#2) ESSAY QUESTIONS: At the end of specified class sessions I will hand out one (or more) brief essay question(s) to be completed and turned in at the beginning of a designated class session (at least several days later). For the last class session this essay question (or questions) will be turned in with the FINAL assignment.

#3) CORE IDEAS: As you read the assigned material, you should identify for yourself at least 3 to 5 major points that you believe capture the theorist’s essential insights, key ideas, or core learnings that you will take from that work, or what you see as the distinctive contributions to your own conceptual toolbox of sociological theory. These points should be presented in paragraph form and accompanied by a brief statement explaining in what way(s) each one makes a significant contribution to sociological understanding. They will be turned in and reviewed at the end of each Unit. Credit will be given for appropriate completion.

#4) DISCUSSION ASSIGNMENTS: For each Unit there will be an assigned reading or collective activity in order to give you an opportunity to discuss the course ideas in depth with your fellow students. These assignments will be presented in class as appropriate along with accompanying instructions at the time.

#5) FINAL ESSAYS & SUMMARY ASSIGNMENTS: 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. In addition, there will be two summary assignments that will call on you to review and apply what you have learned about the various theories throughout the course. Plan to turn in the required essay questions for the last Unit (6) together with these FINAL assignments. They will all be due in my department office mailbox no later than 4:30 pm on December 11th, the date scheduled for the final exam. There will be no in-class final otherwise scheduled.

Tracking This Work:

<table>
<thead>
<tr>
<th>Assignment (#)</th>
<th>Per pts</th>
<th>Max pts</th>
<th>Total pts</th>
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</thead>
<tbody>
<tr>
<td>#1 QUIZ (4)</td>
<td>5</td>
<td>15*</td>
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<tr>
<td>#2 ESSAY QUESTIONS (4)</td>
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<td>60</td>
<td>75</td>
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<td>#3 QUIZ/ESSAY COMBINATIONs (2)</td>
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<td>#3 CORE IDEAS (6)</td>
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<td>#4 DISCUSSIONS (6)</td>
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<td>#5 TWO SUMMARY ASSIGNMENTS</td>
<td>30/30</td>
<td>60</td>
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<tr>
<td><strong>Complete:</strong></td>
<td></td>
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<td><strong>307</strong></td>
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</tbody>
</table>

*This total reflects the fact that one quiz may be missed or the lowest score dropped.

The likely grade distribution:

A, from 307 to 276 pts
B, from 275 to 245 pts
C, from 244 to 214 pts
D, let’s hope we don’t have to go here...

Plus and minus grades will be assigned as distributions indicate; extra credit options may be discussed toward the end of the term, but are increasingly discouraged.
PLEASE NOTE THE FOLLOWING DEADLINES! THERE ARE NO EXCEPTIONS

• Quizzes given in class may be made up after the date they are given but must be completed within two days for half credit only. No quizzes given in class will be otherwise accepted.

• One quiz may be missed or the lowest score of the four in-class quizzes taken will be dropped.

• Essay Questions (and quizzes which are given as take-home assignments) may be completed within three days after their scheduled due date with a 20% penalty.

• Core Ideas may be turned in up to three days after their scheduled due date with a 20% penalty.

• Discussion Assignments may not be made up except under exceptional circumstances and only by special arrangement and with the permission of the instructor.

• Quizzes and Essay Questions will be posted on the course website shortly after they have been scheduled in class.

NOTE THAT TOWARD THE END OF THE TERM THINGS TEND TO BE HAPPENING MORE QUICKLY, SO IT WILL PAY TO KEEP UP WITH THE ASSIGNMENTS AS MUCH AS POSSIBLE....

ALSO
LITTLE THINGS CAN MEAN A LOT –

A MISSED QUIZ OF 5 POINTS TRANSLATES TO A LITTLE OVER 1 POINT IN CALCULATING THE FINAL TOTAL, AND UNFORTUNATELY THAT CAN BE THE DIFFERENCE BETWEEN A B+ AND AN A-
**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, along with anthropology, 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 embeddedness 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 you 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 discover any number of possible answers worth thinking about, and that your time and effort in this course will be well spent.