

# SOCI-375-001-21-FA: Sociological Theory

 [Edit](#)

## Sociological Theory (SOCI 375, Sec. 1)



Sonoma State University

Fall 2021

Dr. Zeke Baker

## General Course Information

### Instructor

Dr. Zeke Baker

### Email

bakerz@sonoma.edu

### Office Location & Hours

Tues and Wed, 10:30am-12pm (Virtual):

<https://SonomaState.zoom.us/j/96405824455>

(<https://sonomastate.zoom.us/j/96405824455>)

## Lecture Information

### Course Modality

Fully Online Instruction (Recorded Lectures and Zoom-based Meetings)

### Time

Allotted Time: Mondays and Wednesdays, 1:00PM - 2:50PM

- Recorded Lectures are available within Canvas Modules
- Class Meetings on Zoom will regularly take place on Mondays and Wednesdays from **2-2:50pm**
- Zoom Meeting **Join URL:** <https://SonomaState.zoom.us/j/84700855728>  
(<https://sonomastate.zoom.us/j/84700855728>)

## Required Texts

- Classical Sociological Theory*, 3rd Edition, edited by Craig Calhoun et al.
  - The book is available from the SSU Bookstore. It is also available at various online retailers for around \$30.
- Other assigned readings will be provided on the syllabus and within the appropriate Module on the course Canvas website. Recommended readings and supplemental material are available within the Modules.

## Course Description

*Sociological Theory* introduces students to core theorists (and their theories) that historically came to organize the discipline of sociology and continue to shape how sociology works as a body of scholars and research practices. By engaging with these theorists—their writings, their ideas, and their social contexts—the purpose of the course is to better equip students to analyze the world around them through the unique perspectives that sociological theory can offer.

Readings and assignments in the course center around what many consider the “big three” classical sociological theorists: Karl Marx, Max Weber, and Emile Durkheim. We will cover two subsequent directions in modern social theory. The first direction concerns the critical theory of the “Frankfurt School.” The second direction concerns the relationship between self and society, taken up by W.E.B. DuBois, George Herbert Mead, Simone de Beauvoir, Sigmund Freud, and Frantz Fanon.

Taken as a whole, these theorists both worked to inform and lived to experience radical transformations in major social institutions over the period from around 1850 to the 1960s. These transformations include the rise of global industrial capitalism and international markets; the international system of national- and (post-)colonial states; the democratization of Western politics; World Wars and large-scale fascism; and organized movements to overcome

oppression on the basis of economic class, race, and gender. Although many of these theorists inhabited a different time and place than our own, their work, their ideas, and their experiences remain fundamentally relevant to those who seek to understand social institutions in today's world.

## Course Goals

This course has two primary goals: the first regards what can be considered "book knowledge" about sociological theory, and the second revolves around the "practical knowledge" of *doing* theory.

Regarding sociological theory as book knowledge, the course aims to provide students the space to become immersed in the world of core sociological concepts and gain some level of mastery over the meaning and use of those concepts. *Concepts* can be defined as abstract, invented ideas that provide a way of thinking, interpreting, and explaining the structure of (and changes to) the social world. To get a handle on concepts, students must step into the world of each theorist. Students can thus expect lectures to contextualize each theorist in their historical, social, political, and intellectual contexts. Students can also expect to intensely study assigned readings, learning valuable skills in close reading along the way. Because of this expectation, assigned readings are relatively short. Guidance and formal assignments will provide a way to facilitate effective study of difficult texts. A primary goal of course assignments (outlined below) is for students to work out the relationships between individual concepts.

Regarding how to "do" theory through practical knowledge, students can expect discussions and assignments to allow space for practicing how to use concepts to examine aspects of contemporary social problems. The key word is *practice*. Practice entails learning, trying things out, making mistakes, and trying again. Practicing theory, also called *theorizing*, is as much art as science. As art, it entails putting on a given perspective and using that perspective creatively. It is to analyze the world in a new way. As science, it entails seeking an objective understanding of the social world that may transcend individual idiosyncrasies, moral positions, or political stances. In this course you will learn how to practice theory as both art and science.

### A Personal Note:

Although students and myself may have more modest goals, especially given the pandemic context, sociological theory can indeed change your life. Why? Because theory provides the basic structure of the sociological imagination. It allows you to personally and intellectually connect to things, events, and processes outside yourself, outside your community, and outside the times and places that you inhabit. I first formally studied sociological theory under my professor, James A. Mathisen, as a second-year college student. Upon doing so, I uncovered new tools and a new language for helping me to understand my own tumultuous life experiences. From there, the dots to connect and the questions to raise only continued to appear, and I am still sauntering along that path. I teach theory in the spirit of this possibility for all students of sociology, regardless of their life and career paths.

## Course Learning Outcomes

Over the course of this term, students in Sociological Theory will:

- Learn how to closely and actively read theoretical texts through focused individual study, annotative writing, and collective processing in large- and small-group settings.
- Learn to recognize sociological theory as practice of building concepts that, in turn, provide ways of (1) observing existing social reality, (2) explaining how it came to be, and (3) envisioning what it might become.
- Practice seminar-style discussion that both reinforces and stretches students' individual-level learning practices.
- Learn to apply theoretical work by creatively using course concepts and theorists' works to interpret contemporary social problems.
- Reinforce skills in making robust, logical, and creative claims, inferences, and arguments by drawing upon evidence- and/or text-based material, personal experience, and engagement with diverse media.
- Be introduced to how sociological theory can provide skills and techniques in critical thinking, close reading, conceptualization, abstraction, and argumentation, which are relevant to further education in sociology.

## How to Succeed in This Course

Because of campus closures and the ongoing (but dwindling?) pandemic, this is an entirely online course. This course will be delivered online through the learning management system, Canvas. You will use your SSU username and password to log in to the Canvas course.

In Canvas, you will access online lectures, lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced ("asynchronous") and all-together ("synchronous") activities using Canvas, Zoom web-conferencing and other internet-based technologies. All student assignments are submitted/posted online through Canvas.

Synchronous activities for which you are expected to be on-time, present, and have audio/video capabilities will not typically include the full allotted class period. In other words, you can expect a "hybrid" course, which primarily features pre-recorded lectures combined with all-class activities on Zoom. *All mandatory Zoom-based, synchronous activities will occur within the allotted lecture time period (Mondays and Wednesdays, 1pm-2:50pm).* Plan to meet every Monday/Wednesday from 2pm to 2:50pm. Any exception to this schedule will be communicated during class meetings and/or through a Canvas Announcement or statement in the relevant Canvas Page.

**Be Present Online:** Online engagement is hard, but we must make the most of it. To do so, please abide by the following guidelines:

- Configure your Zoom Profile so that it includes your first and last name, as well as a profile photo. Please ensure your profile photo shows your face and is appropriate to the classroom context.
  - Instructions for configuring your Zoom profile: <https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-profile> (<https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-profile>)

- Whenever possible, turn on video when you speak in class.
  - It is better to change back and forth between on-video and off-video than to remain anonymous and distant for the entire class period.
  - Default to turning on video and unmuting your microphone when you meet in small groups.
- Use the Chat function on Zoom to raise questions that you feel better about putting in writing.

*Visit the SSU Writing Center:* The Writing Center has an online scheduling system for appointments. Students can schedule up to 2 one-hour writing tutoring appointments each week. Visit [mywco.com/ssularc](http://mywco.com/ssularc) (<http://mywco.com/ssularc>) to make an appointment. For additional assistance, I strongly recommend getting familiar with all resources provided by the Learning and Academic Resource Center (LARC): <https://web.sonoma.edu/writingcenter/index.html> (<https://web.sonoma.edu/writingcenter/index.html>)

*Form a Study Group:* Groups are a primary way to work on course assignments, digest material, and help provide additional structure your independent reading, thinking, and writing. Canvas is a great resource for organizing groups. For guidelines on forming a Student Group within a course, see the following guidelines: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-create-a-group-as-a-student/ta-p/280> (<https://community.canvaslms.com/t5/Student-Guide/How-do-I-create-a-group-as-a-student/ta-p/280>)

*Be Reflective, Reach Out, and Attend Office Hours:* Having an issue? Want to dig deeper into an idea? Feel like you are struggling with this course? Examine what you can do on your part to succeed, then reach out to your instructor. If there is something that you believe should change about this class, such information is helpful, and you are likely not the only one who thinks this. Your instructor and your teammates are invested in your success, and your feedback is important. I will always be available for at least 10 minutes after class meetings, in addition to my posted office hours. You may also arrange an appointment outside of these times.

### Orientation to Active and Close Reading:

This is a 4-unit course and will require approximately 12 hours per week in order to read course materials, participate in/view course lectures, participate in course assessment activities, and complete assignments. A significant amount of your time will be spent reading relatively small amounts of text. You're orientation to active, close reading is likely the most significant factor in your learning and success in this course.

What is active, close reading? It involves annotating (that is, marking up) the text, taking notes, and engaging peers. These learning practices are imperative to helping you succeed in engaging theoretical texts. You may use one of two methods: the completing of 'close reading' worksheets, or the completion of text outlines (see below, under 'Assignments').

## Assignments

### Reading Notes (Text Outlines or Close Reading Worksheets)

Before the beginning of most weeks, "Reading Questions" will be posted. Alongside orientation given during lectures, the posted questions are designed to aid your study of the assigned text and provide space for you to identify and outline ideas that you will encounter during the weeks' readings and lectures. These questions should provide some structure to your active, close reading. The questions will also help structure in-class discussions. You are encouraged to discuss and work on reading questions with fellow students. All submitted writing should be your own.

Core, regular assignments in this class involve evidence and assessment of active, close reading. For best results, complete a Close Reading Worksheet or Outline for each assigned text. A separate Worksheet or Outline must be completed for specific readings, as assigned.

#### Close Reading Worksheets

For the first method of supporting close, active reading, the following Worksheet can help organize your reading and note-taking, either by raising clarifying questions about given passages, by relating passages to over-arching themes of the text, or by connecting passages/ideas to concepts encountered in previous readings or lectures.

- Link to double-entry, Close Reading Worksheet (fillable PDF format): [Close Reading Worksheet Double-Entry LearnNet-1.pdf](#)

Entries should feature passages that help to answer the Reading Questions. They should also feature passages deemed central to the argument of the text. They should furthermore feature "Vocabulary" words, that is, key terms or concepts. Such vocabulary can be words or phrases that you believe to be important to the text. If you can, define the term and interpret its importance. Otherwise, raise a question about it. You can then raise this question in class discussion. After completing the reading and worksheet, make an entry, in two to three sentences, that states a "Synopsis" of the work as a whole. The "synopsis" is your interpretation of the text's basic topic, analysis and argument. It can be revised after lectures and discussions.

#### Text Outlines

A second method to support close, active reading is to outline texts. To do so, I recommend the following structure (adapted from philosopher Mark Talbot), which can be applied to each reading:

- First, write the author, title of the work, and year of publication at the top of a document.
- Second, complete the body of the outline by "reconstructing" the text itself. The goal is to follow the primary flow of the text, pulling out the key claims, and combining key passages/quotes with your own words. The goal is also to learn to recognize difficult passages that may require clarification while also recognizing material that can be omitted from an outline. The outline should take a standard form, with heading levels (e.g. "I., A., i, a," etc; or "1, 1.1, 1.11").

- Third, read your outline, revisiting the text as needed. After completing the reading, write in two to three sentences, a "Synopsis" of the work. The "synopsis" is your interpretation of the text's basic topic, analysis and argument. It should be written after the outline is complete, and should be revised after lectures and group discussions.
- After the body of the outline, add a "Vocabulary list". This list should include words or phrases that you believe to be important to the text. If you can, define the term and interpret its importance. Otherwise, it can be addressed in class discussion.
- Conclude your outline with a short list of questions that emerge from your reading and outlining. These questions should be raised in class and/or revisited after lecture and class discussions.

## Conceptual Diagrams

As outlined in the course schedule below, the majority of the course will center around the "big three" classical sociological theorists: Karl Marx, Max Weber, and Emile Durkheim. The goal of the Conceptual Diagram assignments are to pull together—in both visual and narrative formats—the relationship between concepts that comprise each theorists' work. For *each* of the theorists, you must complete a conceptual diagram. You will also complete a Conceptual Diagram for 'Self/Society' Theory.

- **For the visual format:** Make a visual diagram, which represents the theorist's concepts that deal with historical developments and processes. You must then creatively diagram the relationships between these concepts. As a whole, the diagram must clearly represent the theorist's perspective on large-scale historical change.
- **For the narrative format:** Pretend that your diagram is exhibited in a museum. Beside it, you might imagine, is displayed a written account of the visual work. In this manner, you must provide a concise narrative that walks viewers through your diagram, assuming they know little to nothing about sociological theory but are otherwise interested in how society works. The narrative should define concepts and describe their relationship to one another (referencing and citing texts and lectures, when appropriate). It should likewise tell viewers how they should interpret your diagram—as a whole, and in its component parts.

## Final Paper: Theorizing a Contemporary Issue

Given the goal of practicing theory with regard for its contemporary relevance, you will complete a final paper that uses your "book" knowledge of theorists' concepts to critically interpret a current social issue. The issue will be based on engaging with one documentary film, paired with one research article. The table below outlines each possible "pair".

Instructions, important guidelines, and PDFs for each article are available under the "Assignment" link for this assignment:

- [\\$CANVAS\\_OBJECT\\_REFERENCE\\$/assignments/g77346784ea7d219bfcf62a49d35288ba](#)

Documentary Title/Link	Article Title/Link
<b><i>This Changes Everything</i> (2015):</b> <a href="https://thischangeeverything.org/film/see-the-film/">https://thischangeeverything.org/film/see-the-film/</a> <a href="https://thischangeeverything.org/film/see-the-film/">(https://thischangeeverything.org/film/see-the-film/)</a>	Brett Clark, and Richard York. 2005. "Carbon Metabolism: Global Capitalism, Climate Change, and the Biospheric Rift." <i>Theory and Society</i> 34(4):391–428. <a href="https://www.jstor.org/stable/4501730">https://www.jstor.org/stable/4501730</a> . <a href="https://www.jstor.org/stable/4501730">(https://www.jstor.org/stable/4501730)</a>
<b><i>Generation Like</i> (2014):</b> <a href="https://www.pbs.org/wgbh/frontline/film/generation-like/">https://www.pbs.org/wgbh/frontline/film/generation-like/</a> <a href="https://www.pbs.org/wgbh/frontline/film/generation-like/">(https://www.pbs.org/wgbh/frontline/film/generation-like/)</a>	Duffy, Brooke Erin, Annika Pinch, Shruti Sannon, and Megan Sawey. 2021. "The Nested Precarities of Creative Labor on Social Media." <i>Social Media + Society</i> 7(2):20563051211021370. doi: <a href="https://doi.org/10.1177/20563051211021368">10.1177/20563051211021368</a> <a href="https://doi.org/10.1177/20563051211021368">(https://doi.org/10.1177/20563051211021368)</a>
<b><i>Life on Parole</i> (2018):</b> <a href="https://www.pbs.org/wgbh/frontline/film/life-on-parole/">https://www.pbs.org/wgbh/frontline/film/life-on-parole/</a> <a href="https://www.pbs.org/wgbh/frontline/film/life-on-parole/">(https://www.pbs.org/wgbh/frontline/film/life-on-parole/)</a>	Campbell, Michael C., and Heather Schoenfeld. 2013. "The Transformation of America's Penal Order: A Historicized Political Sociology of Punishment." <i>American Journal of Sociology</i> 118(5):1375–1423. doi: <a href="https://doi.org/10.1086/669506">10.1086/669506</a> <a href="https://doi.org/10.1086/669506">(https://doi.org/10.1086/669506)</a>
<b><i>White Right</i> (2017) available via Sonoma County Library:</b> <a href="https://sonomalibrary.kanopy.com/video/white-right">https://sonomalibrary.kanopy.com/video/white-right</a> <a href="https://sonomalibrary.kanopy.com/video/white-right/">(https://sonomalibrary.kanopy.com/video/white-right)</a>	Simi, Pete, Kathleen Blee, Matthew DeMichele, and Steven Windisch. 2017. "Addicted to Hate: Identity Residual among Former White Supremacists." <i>American Sociological Review</i> 82(6):1167–87. doi:

[10.1177/0003122417728719](https://doi.org/10.1177/0003122417728719)  
[\(https://doi.org/10.1177/0003122417728719\)](https://doi.org/10.1177/0003122417728719)

## Assignments Overview

Assignment	Grade Value
Reading Notes	20%
Conceptual Diagram: Marx	10%
Conceptual Diagram: Weber	15%
Conceptual Diagram: Durkheim	15%
Conceptual Diagram: Self/Society	10%
Final Paper: Applying Theory	20%
Class Participation, Discussions, and Short Assignments	10%

## Course Policies

### Student Evaluation

**A** Excellent (90%+ [of total points])

**B** Good (80-89%)

**C** Fair (70-79%)

**D** (Below 70%)

**F** (Very poor, not passing)

Course grading will be based on general University standards. **A passing grade requires completion of all major assignments.** Grades are not given based on “need.” If you must gain a particular grade in this course it is your responsibility to earn it. Per University policy, final grades can only be changed in cases of mathematical or clerical error. Grades of “**incomplete**” are only given to students who have completed at least 50% of the course requirements, have produced work of passing quality, and have good cause.

### Plagiarism and Academic Honesty

Plagiarism is a very serious issue and it violates central principles of academic honesty and integrity. Written work is considered plagiarized if it directly copies words phrases or sentences from any other sources (books, articles and websites), without stating clearly where the ideas came from (e.g. author, year, page number). Even if you do state the origin of a quotation, you must use quotation marks “” to show that you are directly quoting someone else. Finally, you must not quote your own essays, as this is considered self-plagiarism. Cheating or plagiarism of any kind will result in disciplinary action, including *at minimum* a grade of “0” for the cheated/plagiarized assignment. Resubmission of the assignment, without a grade, may be required to proceed in the course. Any case of deliberate, intentional plagiarism or evidence of serious cheating may warrant failure of the course and recommendation of University sanctions. Likewise, any repeated dishonesty will likely result in failure of the course and/or University sanctions.

- The procedure for acknowledging and resolving cases of plagiarism and academic dishonesty follows the SSU Policy and Procedure (<https://www.sonoma.edu/policies/cheating-and-plagiarism>). *Links to an external site.* (<https://www.sonoma.edu/policies/cheating-and-plagiarism.%20Links%20to%20an%20external%20site.>)
- Definitions of attribution of ideas and sources, omission of acknowledgement, and plagiarism also adhere to the *American Sociological Association Code of Ethics*, as outlined in the ASA Style Guide, which provides guidelines for correct acknowledgement and citation: [https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick\\_Tips\\_for\\_ASA\\_Style.pdf](https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf) ([https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick\\_Tips\\_for\\_ASA\\_Style.pdf](https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf))



Other relevant University policies that you should be aware of, such as the add/drop policy and grade appeal procedures, are not recorded here. Please review these standards and policies at the following link: [SSU University Policies \(Links to an external site\)](http://www.sonoma.edu/policies). [.\(http://www.sonoma.edu/policies\)](http://www.sonoma.edu/policies)

## Late Assignments

Late assignments will lose 10% (a letter grade) for each day late (including weekends), for up to 5 days. After 5 days, you *cannot* submit a late assignment and will receive a zero. The Final Paper may not be submitted late and should be treated as a final exam. Graded Canvas Discussions cannot be submitted late, because their completion is time sensitive for other students. The only exception to the late rule is approval from the instructor or written proof of a medical/family emergency. If you do encounter an emergency, communicate with the instructor by e-mail as immediately as possible. Because of the pandemic, various crises and issues may rise. This is entirely understandable, and will be treated on a case-by-case basis. Excused lateness may include illness, COVID-related disruptions, unusual childcare or related care responsibilities, or documented technological disruptions.

## Email policy

I try to respond to student emails within 24 hours, M-F. Emails received after 4pm on Fridays will typically be answered the following Monday morning. This means that I may not be able to answer last-minute questions about assignments. Email is best reserved for short questions that can be answered in a couple sentences. If you have a question about course material that requires a more detailed response, please do not hesitate to visit my office hours. I will not respond to questions by email that are clearly answerable in this course Syllabus, on Modules, or on Canvas Announcements.

## University Resources

### Accessibility for Students with Disabilities

If you are a student with a disability and think you may need academic accommodations, please contact Disability Services for Students (DSS). Please contact DSS as early as possible in order to avoid a delay in receiving accommodation services. The use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU's policy on [Disability Access for Students](http://www.sonoma.edu/policies/disability-access-students) ( [.\(http://www.sonoma.edu/policies/disability-access-students\)](http://www.sonoma.edu/policies/disability-access-students)).

- Phone: (707) 664-2677
- Phone TTY/TDD: (707) 664-2958
- [DSS Website](http://web.sonoma.edu/dss/) [.\(http://web.sonoma.edu/dss/\)](http://web.sonoma.edu/dss/)

### Counseling and Psychological Services (CAPS)

The semester will be challenging. We will work to make this course a 'human-first' and holistic learning environment that takes into account your well-being. Nevertheless, crises hit people differently, and I encourage any student who may need help to reach out to Counseling and Psychological Services (CAPS).

- Phone: (707) 664-2153
- [CAPS Website](http://web.sonoma.edu/counselingctr/) [.\(http://web.sonoma.edu/counselingctr/\)](http://web.sonoma.edu/counselingctr/)

## Course Schedule

	Date	Lecture Title	Assigned Reading
<b>MODULE 1</b>			
<b>Week 1</b>	<b>Lecture 1:</b> <b>(8/18)</b>	What is Sociological Theory? A Course Introduction	Closely Read Course Syllabus
<b>Week 2</b>	<b>Lecture 2:</b> <b>(8/23)</b>	Texts as Fieldsites: How to Engage Theoretical Texts	<p>Bell Hooks (1991) "Theory as Liberatory Practice." <i>Yale Journal of Law and Feminism</i> 4(1):1-11. Pp. 1-top of 3, and 11 (bottom of 11)</p> <ul style="list-style-type: none"> <li>• <a href="#">\$CANVAS_COURSE_REFERENCE\$/modules/items/g60c95a2710a0df12dbd88331afe8260c</a></li> </ul> <p>Arthur Stichcombe (1982) "Should Sociologists Forget Their Mothers and Fathers?"</p> <ul style="list-style-type: none"> <li>• Link to PDF: <a href="#">\$CANVAS_COURSE_REFERENCE\$/file_ref/gb1df83f75886a3e5fddc92c9ea0f19c74d645b817d0</a></li> </ul> <p>Gurminder Bhambra (2014): "A Sociological Dilemma: Race, Segregation and US Sociology."</p> <ul style="list-style-type: none"> <li>• Link to PDF: <a href="#">\$CANVAS_COURSE_REFERENCE\$/modules/items/g53dc92cdc92c9ea0f19c74d645b817d0</a></li> </ul>

	Date	Lecture Title	Assigned Reading
<b>MODULE 2</b>			
	<b>Lecture 3:</b> (8/25)	The Idea of Society in Historical Perspective	CST, "Introduction" and "General Introduction", pp. 1-17.
<b>Week 3</b>	<b>Lecture 4:</b> (8/30)	Enlightenment and Liberal Perspectives on Society (Part 1)	CST, "Introduction to Part 1", pp. 21-29; Jean-Jacques Rousseau (1762) "Of the Social Contract". CST, pp. 38-49; Imman
	<b>Lecture 5:</b> (9/1)	Enlightenment and Liberal Perspectives on Society (Part 2)	Adam Smith (1776) "The Wealth of Nations," CST, pp. 55-66. CST, pp. 133-141: "Introduction to Part III."
<b>MODULE 3</b>			*No Class on 9/6* *Happy Labor Day*
<b>Week 4</b>	<b>Lecture 6A:</b> (9/8)	An Introduction to the Life and Work of Karl Marx: For a Ruthless Criticism of Everything Existing (1)	Marx to Ruge (1843) "For a Ruthless Criticism of Everything Existing." Available online at: <a href="https://www.marxists.org/arc">https://www.marxists.org/arc</a> Marx (1845) "The German Ideology", CST, pp. 142-145. <i>Recommended:</i> Canon, Ramsin. 2018. "What It Means to Be a Marxist" <i>Jacobin</i> . • Available online at: <a href="https://www.jacobinmag.com/2018/12/marxism-socialism-class-struggle-materialism">https://www.jacobinmag.com/2018/12/marxism-socialism-class-struggle-materialism</a> <a href="http://www.marxists.org/arc">.(http://www.marxists.org/arc)</a>
<b>Week 5</b>	<b>Lecture 6B:</b> (9/13)	For a Ruthless Criticism of Everything Existing (2)	Marx (1844) "Economic and Philosophic Manuscripts," CST, pp. 146-155. Film, <i>The Young Karl Marx</i> (2018) [See Module 3 for guidelines and access].
	<b>Lecture 7:</b> (9/15)	Marx's Analysis of Capital	Marx (1847) "Wage-Labour and Capital," CST, pp. 182-189. "Classes," (1867) CST, pp. 190-191. <i>Recommended:</i> "Illustrating Marx's <i>Capital</i> Vol 1". Available online at: <a href="http://www.illustrating-marx.com/">http://www.illustrating-marx.com/</a> <a href="http://www.illustrating-marx.com/">.(http://www.illustrating-marx.com/)</a> • Note: Diagrams and images directly incorporate passages from Marx's <i>Capital</i> .

	Date	Lecture Title	Assigned Reading
Week 6	Lecture 8: (9/20)	Marx & Engels on the Trajectory of Class Struggle	<p>Marx and Engels (1848) "Manifesto of the Communist Party," CST, pp. 156-171.</p> <ul style="list-style-type: none"> <li>Note: For a complete audio of the Communist Manifesto (in 3 files/parts): see the following SSU Library link: <a href="#">Link here: docid=TN_cdi_gutenberg_primary_23905&amp;context=PC&amp;vid=01CALS_SOL&amp;lang=en_US&amp;search_scope=EVERYTHING&amp;ad</a></li> </ul> <p><i>Skim</i> Marx (1852) "The Eighteenth Brumaire of Louis Bonaparte," CST, pp. 172-181.</p> <p><i>Recommended:</i></p> <p>Engels (1887) <i>Anti-Dühring</i>, "Part III: Socialism, Chapter II. Theoretical"</p> <ul style="list-style-type: none"> <li>Available online at: <a href="https://www.marxists.org/archive/marx/works/1877/anti-duhring/ch24.htm#054">https://www.marxists.org/archive/marx/works/1877/anti-duhring/ch24.htm#054</a> <a href="https://www">. (https://www</a></li> </ul>
	Lecture 9: (9/22)	Concluding Karl Marx	Film: <i>Capital in the Twenty-First Century</i> (2020) [See Module 3 for guidelines and access].
<b>MODULE 4</b>			
Week 7	Lecture 10: (9/27)	Introducing Max Weber	<p>Introduction to Part V (CST, p. 267-272).</p> <p>Excerpt from George Ritzer's (1993) <i>The McDonaldization of Society</i>, Ch. 2, "<a href="#">McDonaldization and its Precursors: Fro</a></p>
	Lecture 11: (9/29)	Max Weber: Foundations of Interpretive Sociology	<p>Weber (1904) "'Objectivity' in Social Science," CST, pp. 273-279.</p> <p>Weber (1914) "Basic Sociological Terms," CST, pp. 280-290.</p>
Week 8	Lecture 12: (10/4)	Max Weber: The Culture of Capitalism	Weber (1904-5) "The Protestant Ethic and the Spirit of Capitalism," CST, pp. 291-309.
	Lecture 13: (10/6)	Weber's Theory of Rationality and Power	<p>Weber (1914) "The Distribution of Power within the Political Community: Class, Status, Party," CST, pp. 310-319.</p> <p>Weber (1914) "The Types of Legitimate Domination," CST, pp. 320-327.</p> <p>Weber (1922) "Bureaucracy," CST, pp. 228-238.</p>



	Date	Lecture Title	Assigned Reading
Week 9	Lecture 14: (10/11)	From Max Weber to Emile Durkheim	Calhoun et al., "Introduction to Part IV," CST pp. 195-200.
MODULE 5			
	Lecture 15: (10/13)	Emile Durkheim: What Makes Sociology a Science?	Durkheim (1895) "The Rules of Sociological Method," CST, pp. 201-219.
Week 10	Lecture 16: (10/18)	Durkheim on the Social Organism: What is Social Solidarity?	Durkheim (1893) "The Division of Labor in Society," CST pp. 220-242.
	Lecture 17: (10/20)	Society is Sick: Durkheim and the Problem of 'Anomie'	Durkheim (1897) "Suicide," CST, pp. 255-264.
Week 11	Lecture 18: (10/25)	Durkheim: Knowledge, Religion and Social Change	Durkheim (1912) "The Elementary Forms of Religious Life," CST, pp. 243-254
MODULE 6			
	Lecture 19: (10/27)	An Introduction to Critical Theory	"Introduction to Part VII," CST pp. 421-424. Max Horkheimer (1937) "Traditional and Critical Theory," CST, pp. 425-440. Interview with Stuart Jeffries and Sean Illing. 2016. "If you want to understand the age of Trump, read the Frankfurt School." <a href="https://www.vox.com/conversations/2016/12/27/14038406/donald-trump-frankfurt-school-brexite-critical-theory">https://www.vox.com/conversations/2016/12/27/14038406/donald-trump-frankfurt-school-brexite-critical-theory</a> .(
Week 12	Lecture 20: (11/1)	What Happened to the Revolution?	Horkheimer & Adorno (1944) "The Culture Industry." CST, pp. 465-477. <ul style="list-style-type: none"><li>• Or, for the full text, see: <a href="#">Horkheimer and Adorno 1944 The Culture Industry.pdf</a></li></ul>
MODULE 7			

	Date	Lecture Title	Assigned Reading
	Lecture 21: (11/3)	Self and Society in Tension	Freud (1929) "Civilization and its Discontents," CST, pp. 396-403. Marcuse (1964) "One-Dimensional Man," CST, pp. 478-486.
Week 13	Lecture 22: (11/8)	The Social Structure of Consciousness	"Introduction to Part VI," CST, pp. 341-346 "Du Bois (1903) "The Souls of Black Folk," CST, pp. 404-409." Mead (1934) "The Self," CST, pp. 347-360.
	Lecture 23: (11/10)	Du Bois: Race, Class, and the Movement of History in <i>Black Reconstruction</i>	For Context: Eric Foner (2013). "Black Reconstruction: An Introduction." <i>The South Atlantic Quarterly</i> 112:3 doi 10.1215/00382876-2146368. Available as a PDF at the following internal link to a Canvas File: <a href="#">SAQ1123_01Foner_F</a> W.E.B. Du Bois (1935) <i>Black Reconstruction in America: An Essay Toward a History of the Part Which Black Folk Played</i> download: <a href="#">DuBois_1935_blackreconstruction.pdf</a> ↓ ( <a href="https://canvas.sonoma.edu/courses/28903/files/2067739/download">https://canvas.sonoma.edu/courses/28903/files/2067739/download</a> ) <ul style="list-style-type: none"> <li>◦ "To The Reader" (single page, unpaginated).</li> <li>◦ Ch I, "The Black Worker," pp. 3-4.</li> <li>◦ Ch II, "The White Worker," pp. 29-30, starting with "The South was fighting..."</li> <li>◦ Ch. III, "The Planter," pp. 32-35, bottom of 38-40</li> <li>◦ Ch. IV. "The General Strike," Entire chapter (skimming quoted content).</li> </ul> <i>Recommended Readings:</i> Recent theoretical work that situates DuBois' work--especially <i>Black Reconstruction</i> --with refer <ul style="list-style-type: none"> <li>◦ Saman, Michael J (2020) "Du Bois and Marx, Du Bois and Marxism." <i>Du Bois Review: Social Science Research on</i>  <ul style="list-style-type: none"> <li>▪ Link: <a href="#">Saman_2020_Du_Bois_and_marx_du_bois_and_marxism.pdf</a> ↓ (<a href="https://canvas.sonoma.edu/courses/28903/files/2067739/download">https://canvas.sonoma.edu/courses/28903/files/2067739/download</a>)</li> </ul> </li> <li>◦ Anderson, Patrick (2017) "Pan-Africanism and Economic Nationalism: W. E. B. Du Bois's Black Reconstruction an (<a href="https://doi.org/10.1177/0021934717717979">https://doi.org/10.1177/0021934717717979</a>)".  <ul style="list-style-type: none"> <li>▪ Link: <a href="#">Anderson_2017_Pan-Africanism_and_Economic_Nationalism_W.E.B.DuBois'sBlackReconstruction.pdf</a></li> </ul> </li> </ul> *Note: If preferred, you may <i>listen</i> to the audiobook of the assigned full chapters 4 and 17, "The General Strike" and "The <ul style="list-style-type: none"> <li>◦ Link: <a href="https://archive.org/details/W_E_B_Du_Bois_And_David_Levering_Lewis-Black_Reconstruction_In_Audiobook-Web-2018-Prolog/31-black_reconstruction_in_america_unabridged-prolog.mp3">https://archive.org/details/W_E_B_Du_Bois_And_David_Levering_Lewis-Black_Reconstruction_In_Audiobook-Web-2018-Prolog/31-black_reconstruction_in_america_unabridged-prolog.mp3</a> (<a href="https://canvas.sonoma.edu/courses/28903/files/2067739/download">https://canvas.sonoma.edu/courses/28903/files/2067739/download</a>)</li> </ul>
Week 14	Lecture 24: (11/15)	Du Bois: Race, Class, and the Science of History in <i>Black Reconstruction</i>	For Context, Read: J. Phillip Thompson (2016) "Capitalism, Democracy, and Du Bois's Two Proletariats." <i>Social Science Research</i> <ul style="list-style-type: none"> <li>◦ Link: <a href="https://items.ssrc.org/reading-racial-conflict/capitalism-democracy-and-du-boiss-two-proletariats/">https://items.ssrc.org/reading-racial-conflict/capitalism-democracy-and-du-boiss-two-proletariats/</a> (<a href="https://canvas.sonoma.edu/courses/28903/files/2067739/download">https://canvas.sonoma.edu/courses/28903/files/2067739/download</a>)</li> </ul> W.E.B. Du Bois (1935) <i>Black Reconstruction</i> : <ul style="list-style-type: none"> <li>◦ Chapter XVI, "Back Towards Slavery" p. 670-671, 678-680, 684, 692-697, 700-End.</li> <li>◦ Chapter XVII, "The Propaganda of History." Entire Chapter.</li> </ul>
	Lecture 25A: (11/17)	From Du Bois to Fanon: Theorizing the Colonial Predicament	W.E.B. Du Bois (1900) "To The Nations of the World," Speech Delivered at the First Pan-African Convention. Link: <a href="https://www.du-bois-archives.org/document/to-the-nations-of-the-world/">https://www.du-bois-archives.org/document/to-the-nations-of-the-world/</a> Frantz Fanon (1961) <i>The Wretched of the Earth</i> . Available for download as a PDF at the following Canvas File link: <a href="#">FRAN</a> <ul style="list-style-type: none"> <li>• Skim Preface and Chapter 1, "Concerning Violence," pp. 7-94.</li> <li>• Read Chapter 4, "On National Culture," pp. 206-248.</li> </ul>

	Date	Lecture Title	Assigned Reading
Week 15	Lecture 25B: (11/22)		<p>Watch Film: <i>Concerning Violence: Nine Scenes from the Anti-Imperialistic Self-Defense</i> (2014)</p> <ul style="list-style-type: none"> <li>Available for free viewing on Sonoma County Library, Kanopy (free digital library account required): <a href="https://sonomali">https://sonomali</a></li> </ul>
MODULE 8			*No Class 11/24* *Enjoy Thanksgiving Break*
Week 16	Lecture 26: (11/29)	The Self and the "Other": Gender and Domination	<p>Simone de Beauvoir (1949) "The Second Sex", Introduction, pp. 23-38, and Conclusion, pp. 848-863 (2009 Edition, Trans</p> <ul style="list-style-type: none"> <li>Link to PDF: <a href="#">1949_simone-de-beauvoir-the-second-sex-1.pdf</a></li> </ul> <p>Sandra Harding (1993), "Rethinking Standpoint Epistemology: What is Strong Objectivity?"</p> <ul style="list-style-type: none"> <li>Link to PDF: <a href="#">harding-standpoint-strong-objectivity.pdf</a></li> </ul>
	Lecture 28 (12/1)	Course Conclusion and Final Paper Workshop	[No Reading]
Finals Week		No Class Meetings	*Final Paper Due Monday, 12/6 at 7pm*