

HISTORY OF SOCIAL THEORY

SOCI 455/855

Fall (Aug 24, 2015–Dec 18, 2015)

Monday 2:30 PM – 5:00 PM

Oldfather Hall 209

University of Nebraska-Lincoln

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Office Hours: Wednesday and Friday 10:00-11 a.m. or by appointment

Course Overview

This is a graduate level course covering classical sociological theory. The course offers an in-depth look at a number of classical sociological texts. These texts have been read (and re-read), interpreted, and argued about by a number of scholars over a long period of time. We will explore the nature of this intellectual debate; we will read the original texts, place those texts in a historical/contextual moment, and describe how they have influenced the field of sociology. We will also consider how these scholars are being used and interpreted today. The purpose of the class is, in part, to engage in a kind of socialization into the field, so that you know the history of sociology and can place current debates and papers in a longer train of thought. A secondary purpose is to have you, as a developing scholar, use these texts as a way of sharpening your identity as a sociologist. You will learn a great deal about your own assumptions, biases and predilections by deciding what you do (and do not) like about these various classical texts.

By “classical” sociology, I am referring to the period of sociology up to and including the work of Talcott Parsons, roughly the 1940’s. We will focus on the work and ideas of Marx, Weber, Durkheim, Simmel, Mead, Dubois, Parsons, Merton, as well as a handful of other scholars.

Readings, Reading and the Format of the Class

This class will require each student to fully engage with the material each week. This means that you must read the assigned material. And I do mean *read* the material. These readings can be difficult, making it tempting to skim and then to look over a summary. This will not work for this class, as the purpose is for you to think through these classic texts, and thus come to a better understanding of the field and your own research. This will require some real investment on your part; you need to allow yourself enough time to really read and think about the material. In short, you have to give the readings a go.

This is particularly important as this class will be discussion-based. I will not engage in long lectures; rather, we walk through the texts together. This will take the form of a structured, but dynamic, conversation involving all members of the class. It is important that everyone participate during class. The nature of this conversation will be dictated, in large part, by the concerns/questions/disagreements brought up by you. You need to consider the following before

coming to class: a) what the authors are arguing; b) how/why they are arguing it; c) how the arguments relate to contemporary sociological research; d) how the arguments relate to your own sociological identity/research.

Note that I will often list more papers than we will actually have time to discuss. I hope this will provide you with a good reference list, although I do not necessarily expect you to read every paper for every week. The supplementary readings will, however, be useful in connecting the readings to present day research, and I encourage you to read as widely as time allows (your first few years of grad school may be your last real chance to read broadly!). I have listed the core readings for each week separately from the supplemental readings. You are expected to have read, at minimum, the core readings before class that day.

Required Texts

Most of the readings will be placed on Blackboard. It is important that you take notes (or highlight) the text as you read. You should either print out the readings or be able to make notes on the pdf itself. You can, alternatively, buy the books. They can generally be found for cheap online.

Some of the books did not exist in an acceptable pdf format (or we are reading the entire book) and you must buy them. Used copies are widely available online.

Books you **do** need to buy:

Calhoun, Craig, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk, eds. 2012. *Classical Sociological Theory*, Third Edition. Wiley-Blackwell. ISBN 978-0470655672

Durkheim, Émile. 1984 [1893]. *The Division of Labor in Society*. Free Press. ISBN 978-0684836386

Simmel, Georg, 1955 [1922], *Conflict and the Web of Group Affiliations*, translated and edited by Kurt Wolff, Glencoe, IL: Free Press. ISBN 978-0029288405

Books you **do not** need to buy (but can if you would like a hard copy):

Dubois, W.E.B. 1967 [1899]. *The Philadelphia Negro: A Social Study*

Dubois, W.E.B. 1903. *The Souls of Black Folk*. New York: Dover.

Durkheim, Émile. 1979 [1897]. *Suicide. A Study in Sociology*. John A. Spaulding and George Simpson, Translators. Free Press. ISBN 978-0684836324

Durkheim, Émile. 1995 [1912]. *The Elementary Forms of Religious Life*. Karen Fields, Translator. Free Press

Mead, George 2009 [1934]. *Mind, Self and Society, from the Standpoint of a Social Behaviorist*. University of Chicago Press.

Merton, Robert K. 1968. *Social Theory and Social Structure*. Enlarged Edition. Glencoe: Free Press.

Parsons, Talcott. 1949 [1937]. *The Structure of Social Action*. The Free Press.

Talcott Parsons and Edward A. Shils. 1951. *Toward a General Theory of Action*. Cambridge: Harvard University Press.

Simmel, Goerg. 1950. Selections from The Sociology of Georg Simmel. translated and edited by Kurt Wolff, Glencoe, IL: Free Press.

Simmel, Georg. 1978 [1907]. *The Philosophy of Money*. Boston: Routledge & Kegan

Tucker, Robert C. ed. 1978. *The Marx–Engels Reader*. New York: W.W. Norton

Weber, Max. 2001 [1930]. *The Protestant Ethic and the Spirit of Capitalism*. London: Routledge.

Weber, Max. 1978 [1922]. *Economy and Society*. Berkeley: University of California Press.

Grading

Weekly Memos and Questions (25%)

Memos

You will have to write weekly memos in response to the readings assigned for that day. These weekly memos should be 2 pages (or so) in length. They are due at the beginning of class. You must hand me the memos. Emailed submissions are not acceptable. The memos are designed for you to think through the readings and to come into class having something to say. They should raise questions and topics that you would like to discuss in class. The memos are not formal papers but they should reflect an honest intellectual engagement with the material. The memos are not summaries of the readings per se (although it may be helpful to quickly summarize things) but rather reactions to the material. You may respond as you feel fit, but here are a number of possible questions you may address in the course of the response:

-How was the reading shaped by the historical/economic context in which it was written? Or, what historical problems drove the researcher's approach/question?

-According to this writer, what is the main driver of history?

-What would you say is the most important concept(s) espoused by the writer? What is the definition they offer and do you agree with it?

-What are the key paragraphs in the readings? Why do they represent the core of the argument?

- What methodological approach does the writer adapt? Why do you think that is?
- What are the moral/political implications of the writer's argument?
- What did you find most interesting, challenging or confusing?
- How does the main thrust of the readings fit (or not fit) with your own research?
- What did you disagree with in the readings?
- Can you think of substantive or empirical setting where the argument of the article could be applied?
- Is the argument still relevant for today? Why or why not?

I will not accept late response papers as they are designed to facilitate in-class discussion. Accepting the papers after the class would defeat that purpose. They are also not a substitute for missing class.

Questions

As a second exercise to engage with the material, you must come up with (at least) two specific questions you would like to discuss in class. These questions can come directly from your 2-page response (i.e., you can simply copy and paste from your response paper.). You will add your questions to a Blackboard discussion forum, so that you can read each other's questions prior to class. They are due by 5 p.m. the Sunday before class. The goal here is to generate an initial set of topics that we, as a class, are particularly interested in working through. You may ask any relevant question, but you should make sure to cover anything you found confusing, difficult, etc.

Participation (25%)

General Participation

Participation is a key requirement of this class. You need to come to class prepared, interested, and ready to discuss the material at-hand. It is important to voice your opinion in class. I know this can be difficult for some people, but public discussion is part of the job, and one must get accustomed to such things (think of this as a relatively safe environment to get some practice). You should also be willing to disagree with me or your fellow students. Forming and voicing your own opinion is an important part of the class. We should, however, be mindful of keeping the discussion civil. We can disagree and still be respectful of the other views in the room.

I also ask that you keep an open mind when entering the classroom. The more you are aware of your biases about the texts, the social world, etc., the better you will be able to view such things with a critical eye. For example, you should not reject/accept an author based on purely a priori political reasons. You need to actually read what the author wrote and interpret them as a sociologist working today. Similarly, while you should feel free to critique a writer, you should do so based on what they actually wrote, not what you think they wrote. You should also learn to

differentiate between peripheral and core parts of the argument; you should learn to let go issues that are peripheral while focusing on core arguments that you feel the author got wrong.

I ask that the discussion largely be restricted to the texts that are assigned, either required or recommended. This will ensure that everyone can follow the discussion. It is, however, perfectly acceptable to briefly discuss historical or empirical materials that go outside the bounds of the assigned readings; the key is to make the connections explicit and to make sure that everyone can take part in the discussion.

Discussion Leaders

As a core requirement of the class, each student will act as a discussion leader for one day during the semester. Discussion leaders will have the floor to start the class and must be prepared to talk. This will serve as part of your participation grade. Students will have their day assigned next class and this cannot be changed later on in the semester (unless there are extenuating circumstances). I will cover all days where a discussion leader is not assigned. Your responsibilities as discussion leader are to:

a) summarize the main arguments and problems of the day's readings (with my and the classes' help). For example, you will want to cover:

- the main problem tackled by the readings
- the main argument about the problem
- the key passages in the text
- the assumptions made by the author
- the evidence or methods used to make/assess the argument

You may focus on a subset of the readings when doing your summary (although the subset should cover at least 50 or so pages of the readings). We can cover the remaining materials as a class.

b) initiate the conversation by introducing a key argument/claim or question of your own. This can draw heavily on your 2-page response. The class will then take over with a more general discussion, covering the rest of the material and the questions raised in the discussion forum.

Midterm (25%) and Final (25%)

You will complete a midterm and final for this course. Both will be take-home exams that ask prelim type questions. The Midterm will be passed out on October 26th and will be due a week later, on November 2nd. The Final will be passed out the last day of class and will be due on the day of the final, Wednesday December 16 at 3:00 p.m.

Course policies

Academic Misconduct (or Don't Cheat):

“The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions. Academic dishonesty includes, but is not limited to, the following:

Cheating; Fabrication or Falsification; Plagiarism; Abuse of Academic Materials; Complicity in Academic Dishonesty; Falsifying Grade Reports; Misrepresentation to Avoid Academic Work.”
Quoted from the UNL Student Code of Conduct

Disabilities

“It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the [Services for Students with Disabilities \(SSD\) office](#), 132 Canfield Administration, 472-3787 voice or TTY.”

If you need accommodations it is your responsibility to discuss this with me early on in the semester.

Exam Policy

The final exam must be turned in by the end of the official exam period for the class, stipulated by the university (December 16th at 3:00 pm). There will be no finals accepted after the fact unless there are extraordinary circumstances and the student has received permission from me to turn in the exam late. The midterm must be turned in at the beginning of class on November 2nd. Again, no midterms will be accepted after the fact unless there are extraordinary circumstances and the student has received permission from me to turn in the exam late.

Course Schedule (subject to change)

Week 1 (Aug. 24) Introduction to the Class and the Classics

Required Readings

1. Bourdieu, Pierre and Wacquant, Loïc. 1992. *An Invitation to Reflexive Sociology*. Chicago: University of Chicago Press, pp.218–247.
2. Levine, Donald N. 2015. "The variable status of the classics in differing narratives of the sociological tradition." *Journal of Classical Sociology*.
3. Stinchcombe, A. L . 1982. ‘Should Sociologists Forget Their Mothers and Fathers’. *American Sociologist* , 17: 2–11.

Recommended Readings

Alexander, Jeffrey. 1987. “The Centrality of the Classics.” In *Social Theory Today*, edited by Anthony Giddens and Jonathan Turner, 11–57. Stanford: Stanford University Press.

Davis, Murray S. 1971. “That’s Interesting: Towards a Phenomenology of Sociology and a Sociology of Phenomenology.” *Philosophy of the Social Sciences* 1:309–344.

Thornton, Patricia. 2009. “The Value of the Classics”. *The Oxford Handbook of Sociology and*

Organization Studies: Classical Foundations

Week 2 (Aug 31) Historical Background of Classical Sociology

Required Readings

1. "Introduction" in Classical Sociological Theory
2. Berman, Marshall. 1983. *All That is Solid Melts into Air: The Experience of Modernity*. London: Verso. Introduction, "Modernity: Yesterday, Today, Tomorrow."
3. Connell, R. W. 1997. "Why Is Classical Theory Classical?." *American Journal of Sociology* 102: 1511-1557.
4. Collins, Randall. 1997. "A Sociological Guilt Trip: Comment on Connell." *American Journal of Sociology* 102:1558–1564.
5. Delanty, G. 2009. "The Foundations of Social Theory." Pp. 19- 37 in B.S. Turner (ed.), *The New Blackwell Companion of Social Theory*. Malden-Oxford: Wiley-Blackwell.
6. Kim, Kwang. 2002. On Modernity. [Chapter 1 of Order and Agency in Modernity] (p 1-20)

Recommended Readings

- Calhoun, Craig. 1989. "Classical Social Theory and the French Revolution of 1848". *Sociological Theory* 7: 210-225
- Craig Calhoun. 2007a. "Introduction." In *Sociology in America: A history*, edited by Craig Calhoun, 1–38. Chicago: University of Chicago Press.
- Anthony Giddens. 1976. "Classical Social Theory and the Origins of Modern Sociology." *American Journal of Sociology* 81(4):703-729.
- Geoffrey Hawthorn. 1987. *Enlightenment and Despair: A history of social theory*. Second edition. Cambridge: Cambridge University Press, Introduction, Chapters 1 & 2.
- Krishan Kumar. 1991. *Prophecy and Progress: The sociology of industrial and post- industrial society*. London.
- Alan Swingewood. 2001. *A Short History of Sociological Theory*. Third edition. London: Palgrave.

Week 3 (Sep. 7) Labor Day, No Class

Week 4 (Sep. 14) Marx Week 1-Alienation and Historical Materialism

Required Readings

1. "Introduction to Part III" and "The Eighteenth Brumaire of Louis Bonaparte" In Classical Sociological Theory

2. Sections from Marx-Engels Reader (Robert C. Tucker, ed. 1978. *The Marx–Engels Reader*. New York: W.W. Norton):

- Economic and Philosophic Manuscripts of 1844 (p 70-81; 82-88; 93-101)
- Alienation and Social Classes [1845] (p 133-135)
- Theses on Feuerbach [1845] (p143-145)
- The German Ideology [1846] (p 146-175)
- Manifesto of the Communist Party [1848] (p 473-491)

Recommended Readings

Burawoy, Michael. 1990. "Marxism as Science: Historical Challenges and Theoretical Trends," *American Sociological Review*, 55: 775-793.

McCarthy, E. Doyle. 1994. "The Uncertain Future of Ideology: Rereading Marx," *The Sociological Quarterly*, 35(3): 415-429.

Wallerstein, Immanuel. 1986. "Marxisms as Utopias: Evolving Ideologies," *American Journal of Sociology*, 91(6): 1295-1308.

Week 5 (Sep. 21) Marx Week 2-Capital and Commodities

Required Readings

1. Selections from Marx-Engels Reader

- Wage Labour and Capital [1847] (p 203-217)

Parts of Capital [1867]

- Commodities (p 302-308; 319-329)
- General Formula for Capital (p 329-336)
- Secret of Primitive Accumulation (p 431-438)
- Classes (441-442)

2. Chapter 1 in Approaches to Class Analysis by Erik Olin Wright

Recommended Readings

Wright, Erik Olin. [*Classes*](#) (London: Verso, 1985)

Wright, Erik Olin. [*Class Counts: Comparative Studies in Class Analysis*](#) (Cambridge University Press, 1997)

[*Approaches to Class Analysis*](#), edited by Erik Olin Wright. (Cambridge: Cambridge University Press, 2005) CH1.

Week 6 (Sep. 28): Weber Week 1-Economy and Culture

Required Readings

1. Parts of Classical Sociological Theory
 - Introduction to Part V
 - Objectivity
 - Basic Sociological Terms
2. Weber, Max. 2001 [1930]. *The Protestant Ethic and the Spirit of Capitalism*. London: Routledge. [including the introduction]
3. Parts of Weber, Max. 1978 [1922]. *Economy and Society*.
 - Asceticism, Mysticism and Salvation (p 541-556)
 - Religious Ethics and the World: Economics (p 576–589)

Recommended Readings

- Gorski, Phillip. 1993. "The Protestant Ethic Revisited: Disciplinary Revolution and State Formation in Holland and Prussia," *American Journal of Sociology*, 99(2): 265-316.
- Kalberg, Stephen. 1990. "The Rationalization of Action in Max Weber's Sociology of Religion," *Sociological Theory*, 8(1): 58-84.
- Kalberg, Stephen. 1996. "On the Neglect of Weber's Protestant Ethic as a Theoretical Treatise: Demarcating the Parameters of Postwar American Sociological Theory." *Sociological Theory* 14: 49- 70.

Week 7 (Oct. 5): Weber Week 2-Class, Status and Politics

Required Readings

1. Parts of *Economy and Society*.
 - Types of Legitimate Domination (p 212–254)
 - Status Groups and Classes (p 302-307)
 - Class, Status and Party (p 926-939)
 - Charisma (p 1111-1125)
2. Weber, Max. "Bureaucracy" in Classical Sociological Theory
3. Breen, Richard. Foundations of a neo-weberian class analysis, Ch2 *Approaches to Class Analysis*. Cambridge University Press: 2005
4. Wright, Erik Olin. 2002. "The shadow of exploitation in Weber's class analysis." *American Sociological Review*: 832-853.

Recommended Readings

- Bendix, Reinhard. 1974. "Inequality and Social Structure: A Comparison of Marx and Weber." *American Sociological Review* 39: 149-161.
- Breiger, Ronald L. 1981. "The Social Class Structure of Occupational Mobility." *American Journal of Sociology* 87 : 578–611

Collins, Randall. 1980. "Weber's Last theory of Capitalism: A Systematization." Classical Theory, Social Prerequisites of Markets and Capitalism, *American Sociological Review* 45:925-40. <http://www.jstor.org/stable/2094910>.

Sorenson, Aage. 2000. "Toward a Sounder Basis for Class Analysis," *American Journal of Sociology*, 105(6): 1523-1558.

Wright, Erik Olin. 2000. "Class, Exploitation, and Economic Rents: Reflections on Sorenson's Sounder Basis," *American Journal of Sociology*, 105(6): 1559-1571.

Weeden, Kim A. 2002. "Why do some occupations pay more than others? Social closure and earnings inequality in the United States." *American Journal of Sociology* 108.1: 55-101.

Week 8 (Oct. 12) Durkheim Week 1-Solidarity and Modern Life

Note: Midterm handed out

Required Readings

1. Parts of Classical Sociological Theory
-Introduction to Part IV
-Rules of Sociological Method

2. Durkheim, Émile. 1984 [1893]. *The Division of Labor in Society*. Translated by W.D. Halls. New York: Free Press.

Recommended Readings

Grusky, David. "Chapter 3 foundations of a neo-durkheimian class analysis." *Approaches to Class Analysis*. Cambridge University Press: 2005

Grusky, David B., and Jesper B. Sørensen. "Can Class Analysis Be Salvaged?." *American Journal of Sociology* 103.5 (1998): 1187-1234.

Weeden, Kim A., and David B. Grusky. "The Three Worlds of Inequality." *American Journal of Sociology* 117.6 (2012): 1723-1785.

Week 9 (Oct. 19) Fall Break

Week 10 (Oct. 26) Durkheim Week 2-Questions of Moral Order and Emergence

Note: Midterm due

Required Readings

1. Sections of Durkheim, Émile. 1995 [1912]. *The Elementary Forms of Religious Life*. Karen Fields, Translator. Free Press [including introduction by translator]

- Introduction and Chapter 1 of Book 1 (p 1-44)
- Chapter 4 of Book 1 and Chapter 1 of Book 2 (p 84-126)
- Chapter 6 and 7 of Book 2 (190-236)
- Conclusion (p 418-448)

2. [Excerpts from] Suicide in Classical Sociological Theory

3. Sawyer, R. Keith. 2002. "Durkheim's Dilemma: Toward a Sociology of Emergence." *Sociological Theory* 20: 227-247.

Recommended Readings

Bearman, Peter S. "The Social Structure of Suicide." *Sociological Forum*. 6(3): 501-524.

Bearman, Peter S. and James Moody. "Suicide and Friendships among American Adolescents." *American Journal of Public Health*. 94(1): 89-95.

Durkheim, Émile. 1979 [1897]. *Suicide. A Study in Sociology*. John A. Spaulding and George Simpson, Translators. Free Press. ISBN 978-0684836324

Emirbayer, Mustafa. 1996. "Useful Durkheim," *Sociological Theory*, 14(2): 109-130.

Etzioni, Amitai. 2000. "Toward A Theory of Public Ritual," *Sociological Theory*, 18(1): 44-59.

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Lemert, Charles. 1999. "The Might Have Been and Could be of Religion in Social Theory," *Sociological Theory*, 17(3): 240-263.

Week 11 (Nov. 2) Simmel Week 1 –Form versus Content and the Origins of Network Analysis

Required Readings

1. Simmel, Georg, 1955 [1922], *Conflict and the Web of Group Affiliations [or The Intersection of Social Circles]*, translated and edited by Kurt Wolff, Glencoe, IL: Free Press.

-Conflict (p 1-38)

-Web of Group Affiliations (p 127-195)

2. Simmel, Georg. "The problem of sociology." *The American Journal of Sociology* 15.3 (1909): 289-320.

3. Selections from The Sociology of Georg Simmel. 1950. translated and edited by Kurt Wolff, Glencoe, IL: Free Press.

-The Isolated Individual and the Dyad (p 118-144)

-The Triad (p 145-169)

4. Erikson, Emily. "Formalist and relationalist theory in social network analysis." *Sociological Theory* 31.3 (2013): 219-242.

Recommended Readings

Abel, Theodore. 1959. "The Contribution of Georg Simmel: A Reappraisal." *American Sociological Review* 24: 473-479.

Blau, P.M. 1977. *Inequality and Heterogeneity: A Primitive Theory of Social Structure*. New York: Free Press.

Blau, Peter M., Carolyn Becker, and Kevin M. Fitzpatrick. 1984. "Intersecting Social Affiliations and Inter marriage." *Social Forces* 62:585-606

Blau, P.M. and J. Schwartz. 1984. *Crosscutting social circles: Testing a Macrostructural Theory of Intergroup Relations*. New York: Academic Press.

Coser, Lewis. 1956. *The Functions of Social Conflict*. New York: Free Press.

Breiger, Ronald L. 1974. "The Duality of Persons and Groups." *Social Forces* 53:181-189.

Feld, Scott. 1981. "The Focused Organization of Social Ties." *American Journal of Sociology* 86:1015-35.

McPherson, Miller. 1982. "Hypernetwork Sampling: Duality and Differentiation Among Voluntary Associations." *Social Networks* 3:225-249.

Pescosolido, Bernice A. and Beth A. Rubin. 2000. "The Web of Group Affiliations Revisited: Social Life, Postmodernism, and Sociology." *American Sociological Review* 65: 52-76.

Simmel, Georg. "The persistence of social groups." *The American Journal of Sociology* 3 (1898): 662-698.

Simmel, Georg. "How is society possible?." *The American Journal of Sociology* 16.3 (1910): 372-391.

Week 12 (Nov. 9) Simmel Week 2 –Money, Modernity and the Individual

Required Readings

1. Selections from *The Sociology of Georg Simmel*. 1950. translated and edited by Kurt Wolff, Glencoe, IL: Free Press.

-The Stranger (p 402-408)

-The Metropolis and Mental Life (p 409-424)

2. Simmel, Georg, and Everett C. Hughes. 1949. "The sociology of sociability." *American Journal of Sociology*: 254-261.
3. Simmel, Georg. 1971 [1908]. "Group Expansion and the Development of Individuality." Pp. 251-293 in Donald N. Levine (Ed.), *Georg Simmel on Individuality and Social Forms*. Chicago University of Chicago Press.
4. Simmel, Georg. 1978 [1907]. *The Philosophy of Money*. Boston: Routledge & Kegan

-Value and Money (p 56-128)

Recommended Readings

Mayhew, Bruce H., and Roger L. Levinger. "Size and the density of interaction in human aggregates." *American Journal of Sociology* (1976): 86-110.

McVeigh, Rory and David Sikkink 2005. "Organized Racism and the Stranger." *Sociological Forum* 20: 497-522

Kamolnick, Paul. 2001. "Simmel's Legacy for Contemporary Value Theory: A Critical Assessment." *Sociological Theory* 19: 65-85.

Simmel, Georg. 1957. "Fashion." *American Journal of Sociology* 62: 541-558

Week 13 (Nov. 16) Cooley, Mead and Thomas

Required Readings

1. Sections from Mead 2009 [1934]. *Mind, Self and Society, from the Standpoint of a Social Behaviorist*.

-From Part II Mind:
Mind and the Symbol (80-85)

-From Part III The Self:
The Self and the Organism (93-99)
Play, the game and the Generalized Other (106-113)
The I and the Me (120-123)
Mind as the Individual Importation of the social Process (129-132)
The Realization of the Self in the Social Situation (139-144)
The Social Creativity of the Emergent Self (148-153)

-From Part IV Society:
The Basis of Human Society (158-165)
Organisms, Community and Environment (171-175)
The Social Foundations and Functions of Thought (176-180)

The Community and the Institution (182-189)
Democracy and Universality in Society (196-201)
Conflict and Integration (212-216)

2. Thomas, William I. "The Regulation of the Wishes" [1931] (from [The Unadjusted Girl](#)).
3. Cooley, Charles H. "The Meaning of I", Ch 5 in *Human Nature and the Social Order*. New York: Scribner's, 1902.
4. Collins, Randall. 1989. "Toward A Neo-Meadian Sociology of Mind." *Symbolic Interaction* 12: 1-32.

Recommended Readings

McKinney, John C. 1955. "The contribution of George H. Mead to the sociology of knowledge." *Social Forces*: 144-149.

Mead, George H. 1930. *Cooley's Contribution to American Social Thought*. *American Journal of Sociology*, Volume 35, Issue 5. 693-706.

Stryker, Sheldon. 1980. *Symbolic Interactionism: A Social Structural Version*. Menlo Park, CA: Benjamin/Cummings.

Stryker, Sheldon. 2008. "From Mead to a structural symbolic interactionism and beyond." *Annu. Rev. Sociol* 34: 15-31.

Week 14 (Nov. 23) Studying the City: W.E.B. Dubois and Robert Park

Required Readings

1. Dubois, W.E.B. 1967 [1899]. *The Philadelphia Negro: A Social Study*

- Chapter 1, 2, 8, 14

2. Dubois, W.E.B. 1903. *The Souls of Black Folk*. New York: Dover.

-Chapter I, VII, VIII, IX, X

3. Park, Robert E. 1925. "The City: Suggestions for the Investigation of Human Behavior in the Urban Environment," in Robert E. Park, Ernest W. Burgess, and Roderick D. McKenzie, *The City* University of Chicago Press. (p 1-46).

Recommended Readings

Collins, Patricia Hill. 2005. "Black Public Intellectuals: From Du Bois to the Present," *Contexts*,4: 22-27.

Gans, Herbert. 2005. "Race as Class," *Contexts*, 4: 17-21.

Morris, Aldin. *Sociology of Race and W. E. B. DuBois: The Path Not Taken*.

DOI:10.7208/chicago/9780226090962.003.0015. in [Sociology in America: A History](#)
edited by Craig Calhoun

Week 15 (Nov. 30) Functionalism and the Legacy of Parsons

Required Readings

1. Parsons, Talcott. 1949 [1937]. *The Structure of Social Action*. The Free Press.

-Chapter 1, 2

2. Parsons, Talcott and Edward A. Shils. 1951. In *Toward a General Theory of Action*, edited by Talcott Parsons and Edward A. Shils, Cambridge: Harvard University Press.

- Values Motives and Systems of Action (p 53–79).

3. Parsons, Talcott. "The School Class as a Social System: Some of Its Functions in American Society." *Harvard Educational Review* 29: 297-318.

4. Kingsley Davis and Wilbert E. Moore. 1945. "Some Principles of Stratification." *American Sociological Review* 10: 242-249.

5. Homans, G. 1964. Bringing men back in. *American Sociological Review*, 29, 809–818.

6. Wrong, Dennis H. "The oversocialized conception of man in modern sociology." *American sociological review* (1961): 183-193.

Recommended Readings

Demerath, N.J. and Richard A. Peterson, eds. 1967. *System, Change and Conflict*. New York: Free Press.

Demerath III, N. J. "Who now debates functionalism? From system, change and conflict to "culture, choice, and praxis"." *Sociological Forum*. Vol. 11. No. 2. Kluwer Academic Publishers-Plenum Publishers, 1996.

Owens, B. Robert. "Producing Parsons' reputation: Early critiques of Talcott Parsons' social theory and the making of a caricature." *Journal of the History of the Behavioral Sciences* 46.2 (2010): 165-188.

Mills, C. W. (1959). *The sociological imagination*. Oxford: Oxford University Press.

Gouldner, A. (1970). *The coming crisis of western sociology*. New York: Basic Books.

Week 16 (Dec. 7) The Mertonian Solution and the Seed of Present Day Theory

Note: Final handed out (due on December 16th at 3:00 pm)

Required Readings

1. Sections of Merton, Robert K. 1968. *Social Theory and Social Structure*. Enlarged Edition. Glencoe: Free Press.

-On Sociological Theories of the Middle Range (p 39-72)

-Manifest and Latent Functions (73-139)

2. Merton, Robert K. 1938. "Social structure and anomie." *American Sociological Review* 3.5: 672-682.

3. Merton, Robert K. (December 1936). "The Unanticipated Consequences of Purposive Social Action". *American Sociological Review* 1 (6): 894–904

4. Merton, Robert K. "Sociological theory." *American Journal of Sociology* (1945): 462-473.

5. Merton, Robert K. "The self-fulfilling prophecy." *The Antioch Review* (1948): 193-210.

Recommended Readings

Robert K. Merton, "The Matthew effect in science." *Science* 159, 3810 (Jan 5, 1968), pp. 56-63.