

Classical Sociological Theory University of Montana

Course Number: SOC 455

Day: Tuesdays and Thursdays

Time: 9:30-10:50

Class Location: Forestry 206

Professor: Jacobs (Jake) Hammond

Email: jacobs.hammond@mso.umt.edu

Office Location: Social Science 305

Office Hours: Wed and Friday 8:30-10:30 or by appointment (email to schedule, please put Soc 455 in the subject line)

Course Description and Learning Objectives

This class offers an introduction to some of the most influential social theorists, including Karl Marx, Max Weber, Emile Durkheim, Charlotte Perkins Gilman and W.E.B DuBois. These theorists sought to make sense of the dramatic social changes taking place during their lifetimes, ranging from the late 19th to the mid-20th centuries. Specifically, these theorists sought to understand the dynamics of historical change, the structure and nature of modern Western society, individuals' relationship to society and the workings of power and domination.

Didn't all these people live a long time ago? What can they possibly have to say that can be relevant today? Yes...and we are going to find out! These theorists are treated as core authors in the field of sociology specifically because their works are seen as continuing to be relevant to contemporary society. During the course, we will discuss contemporary connections.

This course is designed to examine how sociological theory developed and to help you learn how to think like a sociologist. We will analyze, apply, and compare the ideas of major theorists and schools of thought and place those ideas in context. The lectures and discussions will repeatedly address three central questions.

1. How can we best account for how people do the things they do and how modern societies work?
2. How can we best understand and assess the rise of modern societies?
3. What light can sociological theory shed on problems and changes in American society and world society?

By the end of this course, you should have a solid understanding of the main lines of sociological thought and the way in which they inform some of the most important questions and issues surrounding the field of sociology. Additionally, you should be able to critically think and write about contemporary social issues.

Course Objectives

In this course, you will read original sources published by noted theorists. This writing can be challenging. In order to help guide you, your text also provides overviews of each theorist and interpretations and explanations of some of their core ideas. When you read original works, you will be practicing how to identify the central questions embedded in each text, the core arguments and assumptions of each work, and the evidence that each theorist provides to bolster his or her theories.

You will also learn how to critically analyze theoretical texts. You will develop your own analysis of the strengths and limitations of each work, and you will identify areas of agreement and disagreement between theorists. Finally, you will reflect on which classical texts find you most compelling and valuable, and practice articulating the reasons why.

Finally, you will explore the ways in which these theorists enhance our understanding of contemporary society. You will apply theoretical ideas and concepts to contemporary social issues and assess the contemporary relevance of each theorist.

Moodle Help

You will need to use Moodle to track course activities, access course materials, take online quizzes, keep tabs on your grade, and submit papers. If you have difficulty accessing the Moodle page for this course or with any of these processes, please email: umonline-help@umontana.edu, or call: 406. 243.4999.

Electronic Devices Policy

Your cell phone must be silenced and stowed out of sight during class time. Laptop usage is allowed under some circumstances, but not others. Laptops may be used to take notes during lecture and during activities where I expressly give consent for you to use your laptop. However, laptops may not be used during discussions (i.e., with partner, small group or whole class), as usage in this context is disrespectful and detrimental to the interpersonal experience. Please note that using your laptop is a privilege, not a right, and inappropriate and/or distracting use will result in you losing this privilege.

Graduate Students

All graduate students enrolled in the course must see me by the end of the first week to discuss their supplemental assignments.

COURSE REQUIREMENTS

Students' final grades will be based on the following components; class participation, quizzes, exams, a video analysis paper, a group discussion lead and quickwrites. The weight of each component is as follows:

Class participation	16%
Reading quizzes	10%

Exams (3)	42%
Video analysis paper	10%
Discussion Lead	12%
Quickwrites	10%

Grading

Your course grade is based on class participation (16%), three exams (14% each), 10 reading quizzes (1% each), a video analysis paper (10%), a group discussion lead (12%) and Quickwrites (10%). There will also be periodic extra credit opportunities throughout the course. These are not listed on the course calendar. They will be announced either in class or via email.

Participation (16%)

Class participation is worth 16% of your final grade and is based primarily on 2 participation logs. One participation log is turned in on Oct 11 and covers participation over the first half of the course. The second is due at the end of the course and covers your participation from Oct 16 through the rest of the semester. For each participation log, you will need to describe and reflect on eight in-class interactions where you engaged in discussion with at least one other student in response to a question posed in class. More detailed instructions on how to complete these logs will be posted on Blackboard. Due dates for each log are listed on the course calendar. Please note that log grades may be adjusted up or down based on my observations of your in-class participation.

Exams (42%)

You will complete three exams during the course worth a total of 42% of your grade. One week in advance of the exam, I will post a study guide on Moodle which will include topics to be covered, exam structure and preparation tips. Exams will be based on material from assigned readings and videos as well as lectures and class discussions.

Reading Quizzes (10%)

Throughout the course, you will take 10 online quizzes on assigned readings through the course Moodle site, worth 1 point each. These quizzes are another way to assess your progress and preparation as you progress through the course. Each quiz will be made up of multiple choice and true/false questions. Quizzes are brief (e.g., 5 questions). They are timed, and usually allow about 30 seconds per question. Once the testing window has closed, you will be able to reopen the quiz to check which question you got correct and view the correct answer for any questions you may have missed.

Video Analysis Paper (10%)

We will watch a number of videos throughout the course of the semester to help us apply concepts for the course and to explore societal issues in greater depth. Video dates are listed in

your Course Schedule. You will be choosing one of the videos to write a paper on. Guidelines for completing the Video Analysis Paper assignment will be posted on Moodle.

Group Discussion Lead (12%)

At some point in the course, you will work with a group to lead a discussion during class. Groups members will work together to: synthesize and review the assigned material for the class, create 3 discussion questions which allow us to explore the material in greater depth, participate in discussions of the questions (small- and whole-group), and offer concluding remarks which reflect on the discussion and what has been learned. Each group member must participate equitably in this process. So, for example, if you have three members in your group, each member must contribute one-third of the review at the beginning of the activity. Your grade is determined by a blend of two individual indicators: your individual performance during the discussion and your contribution to your group's preparations, which is assessed via peer evaluation forms. By class time on the day your group is to lead discussion, each group member will individually email me a completed peer evaluation form, which is posted on Moodle. Completion of this form describes what each group member contributed to preparation for the discussion, the proportion of work completed by each group member, and the quality of cooperation in group activities. Peer review forms should show significant detail and thoughtfulness. If this form is turned in but lacks detail, 10% will be deducted from the discussion lead score. Failure to submit a peer evaluation form will result in a 20% deduction. If the form is turned in late, 10% will be deducted for each day past the due date, up to 20%. Please note that, since the form is due by the beginning of class, submission during or after class is considered one day late.

Quickwrites (10%)

There will be a number of short, informal writing activities throughout the term, which I call Quickwrites. Most of these writing assignments take place during class and are not listed on the course calendar or announced in advance. These writing activities are meant to be low-stakes and to be written in a loose, free association manner. Their purpose is to help you to think and engage more deeply with course content. It is not necessary for you to demonstrate mastery of course material to get credit for these assignments, though submissions which demonstrate that course assignments have not been completed will not receive credit. In general, these assignments are graded based on effort, thoughtfulness and the degree to which they demonstrate an earnest engagement in the course (both during class and in preparation for class). If you are absent on the day of a Quickwrite, you can still complete it for full credit. However, I will not accept these assignments via email. To receive credit, you need to submit a hard copy to me at the beginning of the next class meeting. Writing prompts are posted on Moodle on the day they are assigned in class. If you miss class and want to know if you missed a Quickwrite, I suggest checking the new materials posted on Moodle for that day or contacting a peer for more information. I will not respond to emails asking if you missed an in class writing assignment. I have too many students to provide individual updates of this kind.

Email Policy

Despite the many advantages that email offers, it also presents certain pitfalls, particularly when used in professional contexts. Learning to use email in a professional manner is an important skill which will help prepare you for future endeavors. When you use email, please remember to write formally and clearly. Imagine that you are speaking directly to your recipient when you write an email and monitor the content and tone of your message accordingly. Messages with misspellings and incorrect grammar reflect poorly on the sender. If it is difficult for you to send formal messages from your phone, I suggest waiting to send the message from a computer.

Before sending an email, please make sure that your message meets the following criteria:

- 1) Include a greeting and a signature. This is a professional norm and a sign of respect that will serve you well at WSU and beyond.
- 2) Double-check that the question you are asking is not already answered on the syllabus, on assignment prompts, or on any other materials that have been distributed in class or via a course email.
- 3) Check with a classmate to see if they have an answer for your question before emailing me.
- 4) Evaluate whether the question you are asking is better saved for office hours. Typically, email is best suited for simple yes or no questions. Feedback for major assignments, clarification of prompts, and explanations for grading needs to happen in person.
- 5) Double check that your email does not contain misspellings or incorrect grammar.

I try to respond to emails in a reasonable amount of time (24-48 hours, except for over the weekend). However, I tend to only access email when I am in my office at work. In general, I check and respond to emails between 8 am and 3 pm Monday through Friday. I tend not to check email over the weekend. In addition, emailing me may also not be the best venue for all concerns you have. Remember, if you miss class, you should reach out to peers to find out what you missed or to get notes. Additionally, if you miss an assessment or due date, you must complete the appeal process outlined later in this document and send me the appeal memo before I will render a decision on your case.

Late Assignments and Missed Assessments

Due dates for each assignment and directions for submission are listed on the course calendar. Criteria for each assignment is posted on Moodle or included in the syllabus. Late assignments will receive a grade deduction. **One day late = 50% credit, two days late = no credit.** That said, if you submitted the assignment late due to external factors beyond your control and you can substantiate this with evidence, you should complete the Appeal for Assignment Extension listed below. If you submit an appeal and that appeal is granted, you may receive either no or a lesser grade deduction for turning in an assignment late. Similarly, if you missed an assessment due to circumstances beyond your control, you can submit an Appeal for a Makeup Assessment, also listed below.

Appeal for Makeup Assessment or Assignment Extension

If you missed an assessment or need an extension on an assignment, you may submit a written appeal for a makeup or extension. In order to be considered, the appeal must be typed, and must be written in formal language (see: http://www.word-mart.com/html/formal_and_informal_writing.html). Your appeal letter must be edited, and must demonstrate appropriate grammar, spelling and punctuation. This letter can be submitted either in person in hard copy or via email.

Your written appeal must respond to the following questions: 1) What assessment or assignment is your appeal in regard to? 2) Why did you miss the assessment, or why do you need an extension on an assignment? 3) At what point did you first become aware that you would likely miss the assessment or need an extension. Be specific. Identify a day, date and time. 4) Why do you feel you should be allowed to make up the missed assessment? If you are appealing for an extension on an assignment, how long of an extension are you asking for, and why do you feel like this extension should be granted? Explain in detail and support your argument with evidence. Evidence might be constituted by facts about circumstances beyond your control, a note from a doctor or employer, etc.

Grade Appeal

If you wish to have a graded assignment re-evaluated by me, you will need to complete the Grade Appeal process, which is detailed below. First, you must allow 24 hours to pass between the time the assignment is handed back (either in class or online) before contacting me or submitting your appeal. Once these 24 hours have passed, you must provide me with a written Grade Appeal. In order to be considered, the appeal must be typed, and must be written in formal language (see link above). Your appeal letter must be edited, and must demonstrate appropriate grammar, spelling and punctuation. This letter can be submitted either in person in hard copy or via email.

Your written appeal must respond to the following questions: 1) What assignment would you like to have re-evaluated? 2) Where do you feel an error was made in grading (i.e., if the assignment received multiple scores, which component of the assignment do you feel was not graded accurately). 3) Provide a summary of your original work. 3) What grade did you receive? 4) Explain why your work deserves a higher score and support your assertion with evidence. Evidence, in this case, is constituted by citing information from appropriate course materials which support your argument. When citing course materials, you must provide direct quotes with appropriate in-text citation. (see ASA citation guide at: <https://libguides.sjsu.edu/c.php?g=230332&p=1528264>). Materials not assigned as part of the course will not be considered as evidence. 5) Finally, please explain what grade you believe your work deserves.

Please note, that if the appeal pertains to an assignment that students are not allowed to take home (e.g., an assessment), you will need to make an appointment and check out your assessment from me. Once you have checked the assessment out, you have 48 hours to return the assessment with a completed grade appeal document. Failure to return the assessment within 48 hours, without extenuating circumstances, will result in a grade of 0 on the assessment. Please be

advised that reconsideration of an assignment grade may result in the original grade being lowered if additional flaws are found in the assignment during re-evaluation.

Respect for Others

This course emphasizes student participation and discussion. At times student perspectives on topics may vary widely. Everyone in the course is expected to respect all class members. Discussions are not the same as debates and should not be treated as such. Please remember that the purpose of class discussion is to learn from each other and exploring a variety of perspectives helps us do that. If a hurtful or inappropriate comment is made, the instructor will handle it according to class, departmental, and university policy.

Bathroom Breaks

Please prepare yourself by using the bathroom before class. If you absolutely must use the bathroom during class, you do not need to ask for permission. However, try to be conscientious and not disrupt the class when coming and going. Using the restroom during class should occur infrequently. Repetitive activity of this kind may have a negative effect on the participation grade.

Office Hours

While I am always available during office hours, if you would like to meet with me, I would appreciate an email in advance letting me know when you will be stopping by and what topic you would like to discuss. This is proper etiquette for professional workplaces. Additional office hours may be arranged via email for a mutually available time if it is not possible for you to make my regularly scheduled hours. Please allow 24-hour advanced notice for office hour visits set up via email.

Academic Honesty

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. A few examples of academic dishonesty are copying answers from another student during a quiz or providing false information to me, your instructor. Students who assist other students in academically dishonest acts are also in violation of the policy of academic honesty. All students must be aware of and carefully adhere to the provisions defining and prohibiting academic misconduct in the UM Student Conduct Code (see http://life.umt.edu/vpsa/student_conduct.php). The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

Disability Services

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Discrimination and Harassment

The U.S. Department of Education's Office for Civil Rights enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. All employees at The University of Montana are considered mandatory reporters, which requires them to report incidents of gender-based discrimination (e.g., sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of UM, including instructors and teaching assistants, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator Alicia Arant (Alicia.arant@mso.umt.edu, 243-5617, University Hall - Room 006), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination. Confidential Resource: The Student Advocacy Resource Center (SARC) provides free and confidential support and brief counseling services for students who have experienced gender-based discrimination. SARC is located in Curry Health Center, Room 108, and their number is 243-4429. Students are also welcome to call their 24-hour support line (406) 243-6559. Speaking with a confidential resource does not disqualify students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through SARC.

BASIC NEEDS STATEMENT

Any student who faces challenges securing food or housing is urged to contact any or all of the following campuses resources:

Food Pantry Program

UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 9 to 2, on Fridays from 10-5. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email umpantry@mso.umt.edu, visit the pantry's [website \(https://www.umt.edu/uc/food-pantry/default.php\)](https://www.umt.edu/uc/food-pantry/default.php) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram).

ASUM Renter Center

The Renter Center has compiled a list of resources for UM students at risk of homelessness or food insecurity [here: http://www.umt.edu/asum/agencies/renter-center/default.php](http://www.umt.edu/asum/agencies/renter-center/default.php) and [here: https://medium.com/griz-renter-blog](https://medium.com/griz-renter-blog). Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

TRiO Student Support Services

TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring. Students can check their eligibility for TRiO services online [here](http://www.umt.edu/triosss/apply.php#Eligibility): <http://www.umt.edu/triosss/apply.php#Eligibility>. If you are comfortable, please come see members of the teaching team. We will do our best to help connect you with additional resources.

Grade Scale

Students' final grades will be a percentage (0 to 100%) of the total 200 points possible on the course assignments. I will use the following grading scale to convert the percentage of points earned to a final letter grade:

Letter Grade	Percent
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	59 or below

COURSE SCHEDULE

I reserve the right to alter this schedule if necessary to meet learning objectives, in the event of class cancellations or for other reasons. All changes will be announced in advance.

Reading and videos assigned should be completed for class on the date specified.

Week #1:

Tues, Aug 27: Introductions

Read: This syllabus!

Thurs, Aug 29: Introduction to Classical Theory

Read: p. 1-19 in Edles and Appelrouth, *Sociological Theory in the Classical Era*

Due: Syllabus Quiz (due via Moodle by 9 am)

Week #2:

Tues, Sep 3: Marx

Read: p. 20-36 in Edles and Appelrouth (E&A)

Due: Ch 2 Reading Quiz (due via Moodle by 9 am)

Wed, Sep 5: Marx's "The German Ideology"

Read: p. 36-48 in E&A

Week #3:

Tues, Sep 10: Marx's "Economic and Political Manuscripts of 1844"

Read: p. 48-57 in E&A

Thurs, Sep 12: Marx's "The Communist Manifesto"

Read: p. 57-71 in E&A

Discussion Leaders: Group 1

Week #4:

Tues, Sep 17: Marx's "Capital"

Read: p. 71-87 in E&A

Due: Marx Readings Quiz (due via Moodle by 9 am)

Thurs, Sep 19: **Exam 1**

Week #5:

Tues, Sep 24: Durkheim

Read: p. 101-109 in E&A

Due: Ch 3 Reading Quiz (due via Moodle by 9 am)

Discussion Leaders: Group 2

Thurs, Sep 26: Durkheim's "The Division of Labor in Society 1893"

Read: p. 110-119 in E&A

Week #6:

Tues, Oct 1: Durkheim's "The Rules of the Sociological Method"

Read: p. 119-129 in E&A

Discussion Leaders: Group 3

Thurs, Oct 3: Durkheim's "Suicide"

Read: p. 129-144 in E&A

Week #7:

Tues, Oct 8: Durkheim's "Elementary Forms of Religious Belief"

Read: p. 145-162 in E&A

Due: Durkheim Reading Quiz (due via Moodle by 9 am)

Watch in class: Devil's Playground, available online at:

<https://www.youtube.com/watch?v=I0h4nRYZ8d0>

Thurs, Oct 10: Weber (pronounced "Vay-br")

Read: p. 165-177 in E&A

Due: Ch 4 Reading Quiz (due via Moodle by 9 am)

Discussion Leaders: Group 4

Due: First-Half Participation Log (due via Moodle by 10 pm on Sunday, Oct 13)

Week #8:

Tues, Oct 15: Weber's "The Protestant Ethic and the Spirit of Capitalism"

Read: p. 178-192 in E&A

Discussion Leaders: Group 5

Thurs, Oct 17: Weber's "The Distribution of Power Within the Political Community: Class, Status, Party"

Read: p. 204-214 in E&A

Discussion Leaders: Group 6

Week #9:

Tues, Oct 22: Weber's "Bureaucracy"

Read: p. 223-233 in E&A

Due: Weber Readings Quiz (due via Moodle by 9 am)

Watch in class: Office Space

Thurs, Oct 24: **Exam 2**

Week #10:

Tues, Oct 29: Perkins Gilman

Read: p. 235-247 in E&A

Due: Chapter 5 Reading Quiz (due via Moodle by 9 am)

Thurs, Oct 31: Perkins Gilman “The Yellow Wallpaper”

Read: p. 248-258 in E&A

Week #11:

Tues, Nov 5: Perkins Gilman “Women and Economics”

Read: p. 258-273 in E&A

Discussion Leaders: Group 7

Thurs, Nov 7: Perkins Gilman “Women and Economics”

Read: p. 273-284 in E&A

Due: Perkins Gilman Readings Quiz (due via Moodle by 9 am)

Week #12:

Tues, Nov 12: Du Bois (pronounced Du-Bwah)

Read: p. 345-357 in E&A

Due: Ch 7 Reading Quiz (due via Moodle by 9 am)

Discussion Leaders: Group 8

Thurs, Nov 14: Du Bois’ “The Philadelphia Negro”

Read: p. 358-365 in E&A

Watch in class: *Separate and Unequal*

Week #13:

Tues, Nov 19: Du Bois’ “The Souls of Black Folk”

Read: p. 365-376 in E&A

Thurs, Nov 21: Du Bois’ “The Souls of Black Folk”

Read: p. 376-385 in E&A

Due: Du Bois Readings Quiz (due via Moodle by 9 am)

Week #14:

Tues, Nov 26: TBD

Thurs, Nov 28: No Class: Thanksgiving Break

Week #15:

Tues, Dec 3: TBD

Thurs, Dec 5: Course Wrap-Up

Due: Participation Log #2 (submit via Moodle by 10 pm on Sunday, Dec 8)

Final Exam: Wed, Dec 11, 10:10-12:10 in Forestry 206

Video List

Devil's Playground

Office Space

Separate and Unequal