

## **Classical Sociological Theory University of Montana**

Course Number: SOC 455  
Day: Tuesdays and Thursdays  
Time: 9:30-10:50 am  
Class Location: Rankin Hall 202

Professor: Jake Hammond Ph.D.  
Email: jacobs.hammond@mso.umt.edu  
Office Location: Social Science 305  
Office Hours: Wed and Fri from 10:00am-12:00pm 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 19<sup>th</sup> to the mid-20<sup>th</sup> 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](mailto: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. Laptops or other electronic devices may not be used during class. The only exception to this policy is if I give express permission for the class to use electronic devices for an activity.

### **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**

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Your final grade will be calculated based on the following components:

Exams (3)	60%
Video analysis papers (2)	15%
Quizzes (3)	15%
Assignments	10%

### *3 Exams (60% total)*

You will complete three exams during the course worth a combined 60% of your final grade (Exam 1 = 15%, Exam 2 = 20%, Exam 3 = 25%). 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 in-class content, such as lectures, videos and class discussions.

### *2 Video Analysis Papers (15% total)*

We will watch a number of videos and video clips throughout the course of the semester to help us apply material from the course. You will be choosing two of the videos to write papers on. Paper #1 must be submitted by Week 7, and Paper #2 by Week 14. Any video that is ten minutes or longer is eligible. Guidelines for completing the Video Analysis Paper assignment will be posted on Moodle. Unless otherwise specified, the videos and video clips we watch will be linked on Moodle for you to review in preparation for completing this assignment. Video analysis papers will be submitted via a drop box posted on Moodle, and your grade and comments will be posted on Moodle as well.

### *Quizzes (15%)*

We will have three quizzes over the course of the semester. Taken together, these quizzes will constitute 15% of your overall grade. Dates of these quizzes are indicated on the course calendar. Details regarding these quizzes will be announced in class.

### *Assignments (10%)*

**Course assignments are NOT listed on the course calendar and will NOT be announced in advance.** In other words, you will need to be present in class in order to complete these assignments.

The most common sort of assignments are short, informal writing activities, called Quickwrites. These writing activities are meant 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). These assignments are graded on a 1-3 scale (3= good, 2 = acceptable, 1= deficient, 0 = not done). Only assignments receiving a 1 will receive written feedback. This feedback will be posted on Moodle. The hard copy of these assignments will not be returned. If you would like to review your assignment you can schedule an appointment with me, Dr. Hammond, during office hours to do so.

Other types of assignments will be announced in class throughout the semester. Grading procedures will be explained for those assignments as they arise.

**Missed assignments will receive a score of 0 cannot be made up.** The only exception to this rule is if you miss due to a university excused absence or you were ill and have a doctor's note certifying this fact. If other extraordinary circumstances arise which you believe warrant a makeup, you can complete an appeal for an assignment extension. Details on how to write and submit an appeal can be found on p. 4-5 of this syllabus.

### **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 UM 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.

If your email does not meet the above criteria, I will note this and decline to answer. If your email meets the above criteria, I will answer. I try to respond to emails in a reasonable amount of time (24-48 hours, except for over the weekend). However, I 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. If you email me outside of these hours, I will not see your email until I arrive back at my office. Also, 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**

## Late and Missed Assignments and 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.**

If you missed an assignment, submitted an assignment late or missed an assessment, and this was due to external factors beyond your control, you can submit an appeal to me via email or as a hard copy. Details are listed below...

### *Appeal for Makeup Assessment/Assignment Extension*

If you missed an assessment (quiz or exam) 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. If you are not sure what constitutes formal writing, see: [http://www.word-mart.com/html/formal\\_and\\_informal\\_writing.html](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? Be specific. 2) Why did you miss the assessment or 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. Again, 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 doctor's note, a university-excused absence form, etc.

### *Appeal for a Grade Review*

If you wish to have a graded assignment re-evaluated by me, you will need to complete the Appeal for a Grade Review. First, you must allow 24 hours to pass after you receive the grade before contacting me or submitting your appeal. Once these 24 hours have passed, you must provide me with a written appeal for a Grade Review. In order to be considered, the appeal must be typed, and must be written in formal language (see link in makeup/extension section 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 should either provide direct

quotes or paraphrase. In either case, you must use 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., exam), 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 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. Cheating on a quiz or exam, helping someone else cheat on a quiz or exam or plagiarizing material on a written assignment **will result in an F for the course!** 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](http://life.umt.edu/vpsa/student_conduct.php))

## **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](mailto: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](mailto: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/trioss/apply.php#Eligibility](http://www.umt.edu/trioss/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 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 assignments should be completed prior to class on the date specified.

#### **Week 1 (January 13-17)**

Tues: Introduction to the course

Read: This syllabus!



Thurs: Introduction to Classical Theory

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

**Week 2 (January 20-24)**

Tues: Karl Marx

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

**Due: Extra Credit Opportunity: Moodle Profile Picture and Personal Statement, update on Moodle by 9 am\*\*\* (instructions on Moodle)**

Thurs: Marx's "The German Ideology"

Read: p. 36-48 in E&A

**Week 3 (January 27-31)**

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

Read: p. 48-57 in E&A

Thurs: Marx's "The Communist Manifesto"

Read: p. 57-71 in E&A

**Week 4 (February 3-7)**

Tues: Marx's "Capital" and Review for Exam 1

Read: p. 71-87 in E&A

**Thurs: Exam 1\*\*\***

**Week 5 (February 10-14)**

Tues: Emile (pronounced Eh-Meal) Durkheim

Read: p. 101-109 in E&A

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

Read: p. 110-119 in E&A

**Week 6 (February 17-21)**

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

Read: p. 119-129 in E&A

Thurs: Durkheim's "Suicide"

Read: p. 129-144 in E&A

**Week 7 (February 24-28)**

Tues: Durkheim's "Elementary Forms of Religious Belief"

Read: p. 145-162 in E&A

**In-class: Durkheim Quiz\*\*\***

Thurs: Max Weber (pronounced "Vay-bur")

Read: p. 165-177 in E&A

**Due: Video Analysis Paper #1 (due via Moodle by 10 pm on Sunday, March 1)\*\*\***

**Week 8 (March 2-6)**

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

Read: p. 178-192 in E&A

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

Read: p. 204-214 in E&A

**Week 9 (March 9-13)**

Tues: Weber's "Bureaucracy" and Exam 2 Review

Read: p. 223-233 in E&A

Thurs, Oct 24: **Exam 2\*\*\***

**SPRING BREAK March 16-20**

**Week 10 (March 23-27)**

Tues: Charlotte Perkins Gilman

Read: p. 235-247 in E&A

Thurs: Perkins Gilman "The Yellow Wallpaper"

Read: p. 248-258 in E&A

**Week 11 (March 30-April 3)**

Tues: Perkins Gilman "Women and Economics"

Read: p. 258-273 in E&A

Thurs: Perkins Gilman "Women and Economics"

Read: p. 273-284 in E&A

**In-class: Perkins Gilman Quiz\*\*\***

**Week 12 (April 6-10)**

Tues: W.E.B. Du Bois (pronounced Du-Bwah)

Read: p. 345-357 in E&A

Thurs: Du Bois' "The Philadelphia Negro"

Read: p. 358-365 in E&A

**Week 13 (April 13-17)**

Tues: Du Bois' "The Souls of Black Folk"

Read: p. 365-376 in E&A

Thurs: Du Bois' "The Souls of Black Folk"

Read: p. 376-385 in E&A

**In-class: DuBois Quiz\*\*\***

**Due: Video Analysis Paper #2 (due via Moodle by 10 pm)**

**Week 14 (April 20-24)**

Tues: Final Exam Review

Thurs: Final Exam Review

**Week 15 (April 27-May 1)**

Tues: Final Exam Review

Thurs: Final Exam Review and Course Wrap-Up

**Final Exam Thursday, May 7, 8:00-10:00 am\*\*\***

