

SOCI 455: Classical Sociological Theory
University of Montana

Instructor: Jake Hammond Ph.D. (*Please refer to me as Dr. Hammond or Mr. Hammond*)

When: Tuesdays and Thursdays, 11:00 am-12:20 pm MT

Course Delivery Mode: Classes are streamed live online via Zoom. Recordings are posted on Moodle.

You will join our Zoom classes by using this link:

<https://umontana.zoom.us/j/95124033203?pwd=TUpGNWFEEa2lzRGpVbE9tN3VEOWVYZz09>. Our Meeting ID is 951 2403 3203, and our Passcode is 991433.

Here is a Zoom video tutorial: <https://www.youtube.com/watch?v=5iap0Ffl5Lg>.

Office Hours: Wednesdays and Fridays 2:00-4:00 pm MT (or by appointment)

Note: I will be conducting office hours via Zoom. Please email me at least 24 hours in advance to arrange a meeting time.

Email: jacobs.hammond@mso.umt.edu (please put "Soc 455" in subject line)

Office phone: 406.243.5863

Welcome all! I am so excited to explore sociological theory with you this semester. I love social theory, and I hope by the end of the semester you will understand why.

Readings

There is one required text for the course:

Edles, Laura Desfor and Scott Appelrouth. 2015. *Sociological Theory in the Classical Era: Text and Readings*, Edition 3. Sage Publications.

Classroom Norms for Remote Learning

Our class will meet on Tuesdays and Thursdays from 11:00 am -12:20 pm using the Zoom online video-conferencing system. Here is a link to a brief tutorial which covers the basics of how to use Zoom: <https://www.youtube.com/watch?v=5iap0Ffl5Lg>. You can find additional tutorials on the Zoom website at: <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>.

For everyone's benefit, please join the course in a quiet place. Mute your microphone unless you are speaking and close all browser tabs not required for participating in class. If you are comfortable doing so, I encourage you to turn on your video. I have found from experience that having at least a portion of the students in attendance visible improves the experience for everyone involved in the course. As a student, being visible can improve your motivation and help you to remain attentive throughout the class. However, I understand that for a number of reasons you may not be comfortable using the video function (e.g., lack of a private workspace,

shared living situation, etc.) For many, these are valid concerns. Therefore, whether you use the video function or not is completely voluntary. I will make no judgements based on whether a student chooses to use, or not use, the video function.

The rules and norms for class time are generally similar as if we were together in a physical classroom. You should take notes and participate by asking and answering questions. You should attend in a private space, wear classroom-appropriate clothing, and maintain a classroom-appropriate body posture (i.e., refrain from reclining on a bed/couch, etc.).

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 assessments, 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.

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

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

Exams (3)	45%
Current Events Papers (2)	25%
Quizzes (2)	15%
Reflection Papers	15%

3 Exams (45%)

You will complete three exams during the course worth a combined 60% of your final grade (Exam 1 = 10%, Exam 2 = 15%, Exam 3 (cumulative) = 20%). 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.

Current Events Papers (25%)

You will write two papers on current societal topics of your choice. For each paper, you will identify a theorist we have covered that you would like to write about. You will then search for a news article that 1) bears some connection to the ideas of your theorist, and 2) interests you. For example, if you chose Marx, you might search for articles on social class, economic inequality, worker exploitation or capitalism.

Your paper will have four parts: 1) a summary of the news article selected, 2) a synthesis of the main ideas of your chosen theorist, 3) the application of at least one of the theorists' ideas to your news article, and 4) your reflection. Further details will be posted on Moodle. Due dates for these papers are listed on the course calendar. Current Events Paper #1 will be worth 10% of your final grade, while Current Events Paper #2 will be worth 15%.

Quizzes (15%)

We will have two quizzes over the course of the semester. Quizzes will each focus on one theorist (Durkheim, Perkins Gilman). Since the focus of these assessments are narrower than exams, I will not distribute a study guide for these quizzes. Quizzes will draw from each reading on the theorist and will be composed of a mix of objective and short-essay questions.

Reflection Papers (15%)

We will watch a number of videos and selections from films throughout the course. For a number of these videos, you will be asked to write a reflection paper applying the ideas of our theorists to the film. Deadlines for these papers are listed in the course calendar. Papers will be submitted via drop boxes on Moodle. These drop boxes will contain assignment details, such as questions to respond to, formatting details, etc. The purpose of these papers is to help you to think and engage more deeply with course content. It is not necessary for you to demonstrate full 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, specificity and the degree to which they demonstrate an earnest engagement with course material. These assignments are graded on a 1-5 scale (5= well done, 4 = good, 3 = needs improvement, 2 = does not meet assignment criteria, 1= very limited submission, 0 = no submission). Assignments will generally not receive written feedback. If you would like to review your assignment you can schedule an appointment with me during office hours to do so. The Moodle Profile assignment, though not a reflection paper, will also be graded as noted above, and the grade will be placed in the Reflection Paper category.

Academic Honesty

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. Cheating on an 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)

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 4 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.

Late and Missed Assignments and Assessments

Due dates for each assignment and directions for submission are listed on the course calendar. Late assignments will receive a grade deduction. Assignments submitted 0-24 hours after the deadline will receive 50% of earned credit. Assignments submitted more than 24 hours after the deadline will receive 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. Details are listed below.

Appeal for Makeup Assessment or Assignment Extension

If you missed an 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, please 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.

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 or assignment? If you are appealing for an extension, 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.

Type your appeal, review it to make sure it meets the guidelines above, and then submit it via email to me at jacobs.hammond@mso.umt.edu.

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 process, which is detailed below. 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 the section above). Your appeal letter must be edited, and must demonstrate appropriate grammar, spelling and punctuation. Submit your letter to me 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 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.

A Note on Free Thinking

Social issues are inherently contentious. I carefully select materials that are supported by empirical evidence and are in step with accepted understandings in the social science community. Still, throughout the course, you may find yourself disagreeing with the conclusions of assigned readings, videos, or lectures. That is perfectly acceptable. To the variability of human experience, a certain amount of disagreement is to be expected. I do not expect unthinking compliance or adherence to the perspectives raised by social scientists or even myself. Rather

what I do expect, and will evaluate as the basis of your grade, is the degree to which you are able to demonstrate a thorough comprehension of material that is presented. That means being able to articulate the foundational components of readings, videos and lectures. In other words, I encourage you to feel comfortable to offer opposing perspectives. However, it is critical that any remarks offered are delivered in a courteous and productive fashion.

Expectations for Conduct

I expect that all students attending this course follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. It is your prerogative to attend class. However, when you attend you are making the commitment to be attentive and courteous. Because we will be dealing with controversial contemporary social issues, an open mind and a mature attitude are important requirements for this course. Students are expected to be polite and courteous at all times. Disruptive behavior of any kind will not be tolerated. All persons who are a part of this class will be treated with dignity and respect regardless of age, race, sex, social class, religion, politics, sexual orientation, and/or lifestyle. There will be zero tolerance in this classroom for any form of ageism, racism, sexism, sexual harassment, or any other form of discrimination or bigotry.

A Note on Lecture Outlines

Our class contains a balance of lecture and other activities such as discussions and videos. When I lecture, I will provide an outline of the content to be covered on the projector screen. I do not use lecture slides. I have made this decision based on years of experience teaching both with and without slides. I have come to the conclusion that slides, unless they are artfully constructed, are often sub-optimal in terms of how they impact student cognition and interaction patterns in the classroom. I am aware that the use of lecture slides has become normalized and that some students find it to be an adjustment to follow a lecture without them. This is why I provide the lecture outline. The outline provides a cue that a lecture will be taking place and signposts the content that will be covered. However, your notetaking process is inherently different with a lecture outline versus slides. You will need to develop your own methods for taking notes and to exercise personal discretion regarding what you jot down. That said, this is a highly transferrable skill that will serve you well in many future endeavors.

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 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: Aug 19-21

Thurs: Introduction to the course
Read: This syllabus

Week #2: Aug 24-28

Tues: Introduction to Classical Theory

Read: p. 1-19 in Edles and Appelrouth, *Sociological Theory in the Classical Era*
Watch in Class: Diamond, Guns, Germs and Steel, Episode 1 (Note: Videos will be played in class)

Due: Moodle Profile, update on Moodle by beginning of class (instructions on Moodle)

Thurs: Karl Marx

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

Watch in Class: BBC Masters of Money, Karl Marx

Due: Guns, Germs and Steel Reflection Paper, due by beginning of class, submit via drop box on Moodle. Assignment details attached to drop box. ***

Week #3: Aug 31- Sep 4

Tues: Marx's "The German Ideology"

Read: p. 36-48 in E&A

Due: Masters of Money Reflection Paper, due by beginning of class, submit via drop box on Moodle. Assignment details attached to the drop box. ***

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

Read: p. 48-57 in E&A

Week #4: Sep 7-11

Tues: Marx's "The Communist Manifesto"

Read: p. 57-71 in E&A

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

Read: p. 71-87 in E&A

Week #5: Sep 14-18

Tues: **EXAM 1*****

We will not hold our regular class session on this date. Instead, you will complete the exam independently on Moodle during our regularly scheduled class time. See the study guide for further details.

Thurs: Emile (pronounced Eh-Meal) Durkheim, Introduction and "The Division of Labor in Society 1893"

Read: p. 101-119 in E&A

Watch in Class: 2012 Olympic Opening Ceremonies in London

Week #6: Sep 21-25

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

Read: p. 119-129 in E&A

Due: Olympic Opening Ceremonies Reflection Paper, due by beginning of class, submit via drop box on Moodle. Assignment details attached to drop box. ***

Thurs: Durkheim's "Suicide"

Read: p. 129-144 in E&A

Watch in Class: The Mask You Live In

Week #7: Sep 28- Oct 2

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

Read: p. 145-162 in E&A

Watch in Class: The Devil's Playground

Due: The Mask You Live In Reflection Paper, due by beginning of class, submit via drop box on Moodle. Assignment details attached to drop box. ***

Thurs: **DURKHEIM QUIZ*****

We will not hold our regular class session on this date. Instead, you will complete the quiz independently on Moodle during our regularly scheduled class time.

Week #8: Oct 5-9

Due: Current Events Paper #1, due Monday, Oct 5 by 11:59 pm, submit via drop box on Moodle. ***

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

Read: p. 165-177 in E&A

Read: Ritzer, "Introduction to McDonaldization" at:

https://www.sagepub.com/sites/default/files/upm-binaries/14601_Chapter_1_An_Introduction_to_McDonalizacion.pdf

Due: Devil's Playground Reflection Paper, due by beginning of class, submit via drop box on Moodle. Assignment details attached to drop box. ***

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

Read: p. 178-192 in E&A

Week #9: Oct 12-16

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

Read: p. 204-214 in E&A

Watch in Class: People Like Us

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

Read: p. 223-233 in E&A

Due: People Like Us Reflection Paper, due by beginning of class, submit via drop box on Moodle. Assignment details attached to drop box. ***

Week #10: Oct 19-23

Tues: **EXAM 2*****

We will not hold our regular class session on this date. Instead, you will complete the exam independently on Moodle during our regularly scheduled class time. See the study guide for further details.

Thurs: Charlotte Perkins Gilman, Introduction and "The Yellow Wallpaper"

Read: p. 235-258 in E&A

Watch in Class: Yellow Wallpaper

Week #11: Oct 26 -30

Tues: Perkins Gilman “Women and Economics”

Read: p. 258-284 in E&A

Due: Yellow Wallpaper Reflection Paper, due by beginning of class, submit via drop box on Moodle. Assignment details attached to drop box. ***

Thurs: **PERKINS GILMAN QUIZ*****

We will not hold our regular class session on this date. Instead, you will complete the exam independently on Moodle during our regularly scheduled class time.

Week #12: Nov 2-6

Tues: W.E.B. Du Bois (pronounced Du-Boys), Introduction and “The Philadelphia Negro”

Read: p. 345-365 in E&A

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

Read: p. 365-376 in E&A

Week #13: Nov 9-13

Due: Current Events Paper #2, due Monday, Nov 9 by 11:59 pm, submit via drop box on Moodle. ***

Tues: Exam 3 Review

Read: None

Recommended Homework: Work on Exam 3 Study Guide

Thurs: **EXAM 3*****

We will not hold our regular class session on this date. Instead, you will complete the exam independently on Moodle during our regularly scheduled class time. See the study guide for further details.

Week #14: Nov 16-18

Tues: Wrap Up