Please note that this syllabus should be regarded as only a general guide to the course. The instructor may have changed specific course content and requirements subsequent to posting this syllabus. Last Modified: 15:53:18 03/21/2013

Please do not worry, there are no books ordered for this course. We will rely on articles that will be posted on Blackboard Vista.

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Sociological Theory
SC 215.02
Fall 2013
Location TBA
T, Th 9:00 a.m.

Graduate Teaching Assistant
TBA
Office: McGuinn
Office Hours:

“You read major figures not because everything they say is the gospel truth but because they expand your imagination, they expand your I.Q., okay, they open up brain cells you didn't even know you have.”
Camille Paglia
American Professor of Humanities
“Crisis In The American Universities”
An extemporaneous talk sponsored by M.I.T.’s Writing Program.

Sc215.02
Sociological Theory

This course reviews the major lines of classical to contemporary sociological theory. The emphasis will be on reading primary sources. Each classical writer will be paired to one or more contemporary theorists who work out of the same orientation as the classical writer. The classical writers will include Adam Smith, Ludwig Feuerbach, Karl Marx, Emile Durkheim, Alexis de Tocqueville, Harriet Martineau, Max Weber, and Georg Simmel. Contemporary writers include Anthony Giddens, Robert Bellah, Peter Berger, G. William Domhoff, Erik Wright, Kai Erickson, Richard Edwards, Mary Douglas, Charles Murray, George Ritzer, Robert Merton, and others.

Theory may be defined as the explanation or causal understanding of relationships. As such, theory may be formal or informal, verified (tested) or unverified (tentative). Sociological theory is the formulation of relationships stated in terms of a sociological perspective, that is, having to do with how people behave, feel, and think in interaction with other people. Sociological theory is also scientific in at least some minimal sense or, if one wishes, academic. This means that it is the explanation of social relationships
in the context of an explicit elaboration of the hypothesized relationships and an explicit statement of the data and arguments that support the case for the theory. My view of sociological theory, then, is the explicit explanation of relationships

- about behavior, feelings, and belief by agents carried out in relation to other agents in society; and
- in with explicit methodology that allows the explanation to be replicated, verified, or falsified by others.

Requirements

a. The assigned readings as designated for each class.

b. First-quarter exam. This will be based on the readings and class lectures and will entail definition of concepts, commentary on a passage from an assigned text, an essay, and an application of the theoretical writings to a contemporary social situation.
   February 23 (T) 15%

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   c. Two analytic papers. These will be tightly written seven-page papers (double-spaced; top 1 inch, bottom 1 inch, side margins 1.25 inches) aimed at interpreting a current social issue in the light of the theorists we have studied. Instructions for each paper will be distributed in advance.
   March 29 (M) 5 p.m. 15%
   April 26 (M) 5 p.m. 20%

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   March 29 (M) 5 p.m. 15%
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   d. Final exam. I will decide later whether the final exam will be the same format as the first exam or a take-home exam.
   On date and time scheduled by university 25%

   e. Class notes to be handed in four times of my choosing during the course of the semester. I consider these your lab books and study guides for exams and papers. When requested you will hand them in at the end of a class and receive them back at the beginning of the next class. Please indicate the class date for each section of notes.
   Periodic 7.5%

   f. Quizzes and short homework assignments:
      Both open note and closed note. Announced and unannounced.
   Periodic 10%

   g. Class Attendance and Participation: University regulations dictate that class attendance is obligatory. I will note the absences at each class. Please be on time for class. Absences will be excused only if you provide a formal note from doctor or health provider or a note from the Dean.
   Semester 7.5%
All papers must be typed. Grammar and spelling will be evaluated along with the content of the papers. Papers should be handed in on time. Late papers and notes will lose 1/3 of a grade for each day they are late, up to one full grade.

Customer Service Department

I ask you to bring all questions about content, assignments, and grading to Emily Dubois during her office hours or by email. If you need additional help, or prefer it, you are welcome to see me during my office hours or email me. If attending our office hours is impossible, simply make an appointment. I encourage each of you to drop in during office hours for a visit with Emile Dubois or me during the early weeks of the semester. Keep in contact. You do not need a crisis or a low grade to be welcome.

Required readings and any updated syllabus will be made available on Blackboard Vista

Reading Assignments

Introduction:

The Meaning of Sociological Theory
Robert K. Merton (contemporary)
On Theoretical Sociology.
Chapter IV The Bearing of Sociological Theory on Empirical Research
Chapter V The Bearing of Empirical Research on Sociological Theory

The Three Dialectics of Sociological Theory
-normative orientation and institutional existence
-structure and agency
-socialization and social construction
P. L. Berger (contemporary)
The Sacred Canopy, Chapter 1

Adam Smith and The Social-Psychology of Daily Life
Heilbroner (Ed.)  *The Essential Adam Smith*  
The Man and His Times 1-11

*Theory of Moral Sentiments*  
- Editor's Introduction 57-63  
- Part I Section I 65-78  
- Part I Section III 86-88  
- Part II Section II 91-93  
- Part II Section III 96-100  
- Part III 100-117  
- Part VI Section II 140-143

*Contemporary Symbolic Interactionism*  


George Herbert Mead. *Self, I and Me.*


*Adam Smith and the Neo-Classical Paradigm:*  
***The Wealth of Nations***  
- Editor's Introduction 149-157  
- Introduction and Plan 159-161  
- Book I  
  — Chapters I,II,III,IV 161-175  
  — Chapter VIII 194-198, 202-208  
- Book II  
  — Chapter III 234-243  
- Book IV
—Chapter II 265-266
—Chapter IX 284-290

Book V
—Chapter I 290-312
—Chapter II 313-314

**Contemporary Illustration of the Neo Classical Paradigm**
***Friedman, 1962--Capitalism and Freedom***
***Davis and Moore, 1945-Some Principles of Stratification***

**Ludwig Feuerbach (1804 -1872) Social Science, Atheism, and Humanism**
***Ludwig Feuerbach, The Essence of Christianity, excerpts***
-The Essence of Religion, pgs. 16-32;
-Concluding Application, pgs. 270-278;
-Appendix, pgs. 281-285

**Contemporary Illustration of Humanistic Atheism**
***Sam Harris, 2006-Letter to a Christian Nation***

**Karl Marx (1818–1883) and Contemporary Marxism:**
The Production of Wealth, Consciousness, and Revolution
***George Ritzer on Marx***

***Karl Marx: Selected Writings, David McLellan (Ed.)***
Title Page
#9
#13
#30

#8 only pp. 75-87
#18 only pp. 219-238
#14 only pp. 159-176, 190-191
#32 (not yet posted but will be soon) pp. 421-438
#32 pp. 451-483
#19

**Contemporary Marxism**

***Erik Olin Wright. *Class Counts*
   Chapter 2, “Class Structure in Comparative Perspective.” pp. 45-58, 73.
   Chapter 13, “A General Framework for Studying Class Consciousness and
   Class Formation.” (pp. 373-400)

**Richard Edwards. *Contested Terrain: The Transformation of the Workplace in the Twentieth Century*
   Chapter 1, “Three Faces from the Hidden Abode.”

**Peter F. Drucker, *Post Capitalist Society*
   -Chapter 1, “From Capitalism to Knowledge Society

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**Emile Durkheim (1858-1917) and the Durkheimian Tradition:**

*New Moral Consciousness and the New Institutional Order*

**George Ritzer on Durkheim**

**K. Thompson (Ed.) *Readings From Emile Durkheim 3*
   -Reading 3 (pp. 22-57) *The Division of Labor* (1893)
   -Reading 5 (pp. 63-89) *The Rules of the Sociological Method* (1895)
   -Reading 6 (pp. 91-115) *Suicide* (1897)
   -Readings 7 (pp. 117-135) *The Elementary Forms of the Religious Life* (1915)

**P. G. Schervish. “Christmas and The Elementary Forms of the Spiritual Life”**
   This paper offers a novel theoretical and methodological framework
   for examining the most deeply seated features of cultural and
   emotional life, what in more common parlance is called spirituality.
   My purpose is to explore Christmas, while at the same time
   developing a mode of sociological analysis that takes people's
   spiritual experiences as seriously as the personal and social effects
   produced by those experiences.

**K. T. Erickson, *Wayward Puritans*
   -Chapter 1, Chapter 3: 92-107
Recommended Reading

Max Weber and the Weberian Tradition:
Meaning and the Mode of Production

George Ritzer on Weber
S.M. Miller (Ed) Max Weber: Selections
— Chapter 1
— Chapters 2, 3, 4
— Chapter 5
— Chapter 6


Dahrendorf: Class and Class Structure in Industrial Society: Selections TBD


- Chapter 5, “Capitalism and Personal Liberation”
- Chapter 6, “Capitalism and Development”

Tocqueville and Martineau:
The American Dilemmas of Individualism and Mass Society, Freedom and Domination

Alexis de Tocqueville, Democracy in America.
Volume I
Part I, Chapters 3, 4
Part II, Chapters 4, 7

Volume II
Part I, Chapters 5, 6, 7, 8
Part II, Chapters 1, 2, 4, 5, 8, 9, 13

Harriet Martineau, How to Observe Morals and Manners.
Hill, Introduction
Part I
Part II, Chapter II
Robert N. Bellah, et al. *Habits of the Heart*  
-Chapters 6, 10

Excerpts from Lipset and Trow, *Union Democracy*.

Voluntary Associations in China

**Society and Agency**  
Anthony Giddens

**Anthony Giddens (contemporary) and Goerg Simmel (classical)**  
*Society is not a thing but a process of agents acting in time and space.*

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**Review Carefully University Academic Integrity Policy**  
**Academic Integrity Will Be Strictly Enforced**

I consider it to be plagiarism to work with another student on take-home exams, papers, and homework assignments.

If you allow another student to use your computer and that student copies or plagiarizes your assignment, you will be considered to have assisted in that case of plagiarism.

**Boston College**  
**Academic Integrity**  
**Policy and Procedures**

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.
Standards

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

Cheating is the fraudulent or dishonest presentation of work. Cheating includes but is not limited to:
- the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- falsification of papers, official records, or reports;
- copying from another student's work;
- actions that destroy or alter the work of another student;
- unauthorized cooperation in completing assignments or during an examination;
- the use of purchased essays or term papers, or of purchased preparatory research for such papers;
- submission of the same written work in more than one course without prior written approval from the instructors involved;
- dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

Plagiarism is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

Other breaches of academic integrity include:
- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

Collusion is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.