Instructor: Eve Spangler, 400 McGuinn, 2-4146, eve.spangler@bc.edu

Class Meetings: Mondays: 3:00 – 5:20 p.m., McGuinn 413
Office Hours: Mondays, Wednesdays: 1:30 – 2:30 p.m., and by appointment.

Welcome to the first semester of the Sociology Department’s year long Theory Pro-Seminar. The Theory ProSeminar is designed to acquaint you with the theoretical common ground that all sociologists share as they pursue their own particular interests within the discipline. During this semester, we will spend the bulk of our time studying the work of three classical sociologists - Marx, Weber, Durkheim. Each author will be examined for his substantive contributions (and omissions), his theoretical schema, epistemological stance and methodological strategies. Together, the work of Marx, Weber, and Durkheim is the source for much of contemporary sociology, both theoretical and empirical.

Class meetings will be organized as a mix of lecture and discussion. I will take responsibility for presenting the basic analytic arguments of each author and commenting on both the methodological and substantive implications of their work. You should be prepared to come to each meeting with questions about the readings, applications of the texts to subjects of interest to you, and critical evaluations of the authors’ strengths and weaknesses.

What follows is a schedule of required readings, study questions, and dates on which essays responding to the study questions are due. The assigned books are available in the bookstore. Additional readings are available through the on-line reserves at the BC library.

ACADEMIC INTEGRITY
It should go without saying that academic integrity is a standard of utmost importance in this class. Guidelines for academic integrity in written work are posted on the BC website at:

http://www.bc.edu/offices/stserv/academic/resources/policy/#integrity.

If you have any questions pertaining to the academic integrity guidelines or to appropriate use of sources, please come and talk with me. If you are caught violating BC policies on academic integrity, you will receive a failing grade for the assignment and the appropriate Dean will be notified in accordance with the rules set forth by the university.

The Dean’s position on academic integrity is this:

Boston College values the academic integrity of its students and faculty. It is your
responsibility to familiarize yourself with the university’s policy on academic integrity: [http://www.bc.edu/offices/stserv/academic/resources/policy/#integrity](http://www.bc.edu/offices/stserv/academic/resources/policy/#integrity). If you have any questions, always consult your professor.

Violations of academic integrity will be reported to your class dean and judged by the academic integrity committee in your school. If you are found responsible for violating the policy, penalties may include a failing grade as well as possible probation, suspension, or expulsion, depending on the seriousness and circumstances of the violation.

**Disability Rights**

If you are a student with a documented disability seeking reasonable accommodations in this course, please contact Kathy Duggan, (617) 552-8093, at the Connors Family Learning Center regarding learning disabilities, or Paulette Durrett, (617) 552-3470, in the Disability Services Office regarding all other types of disabilities.
Introduction
September 9: The Origins of Social Theory

In our first week, we will be discussing the historical roots of our present efforts at creating social theory. From the beginning, the social theorizing has reflected the position of speakers and the experiences of the communities in which gave rise to it, raising questions about the character of the knowledge we can hope to produce.

Required Readings:

Randall Collins and Michael Makowsky *The Discovery of Society* (Random House, 8th edition), Introduction.

On line reserves:
*Dorothy Smith “A Sociology for Women” from *The Everyday World as Problematic* (Northeastern University Press, 1987)
*Peter L. Berger “Sociology and Freedom” *The American Sociologist* 1971, 6(Feb.)1-5.
*Michael Burawoy, “For Public Sociology” (ASA Presidential Address, 2004)

KARL MARX
September 16 - September 30

The “discovery of society” (which is the theme of the course as well as the textbook title) begins with Marx’s recognition of the systemic, interrelated character of the major institutions of society around the process of securing a living. Marx saw, moreover, that while society’s institutions formed a system, their “fit” with one another was far from perfect -- and that the internal contradictions of society provided an opening for social change. Finally, Marx’s analysis provides a moral critique (miserization, alienation) of capitalist society.

Required Readings

Collins and Makowsky: Chapter 1, 2, 5, 11 and 15.
Anthony Giddens *Capitalism and Modern Social Theory*, Chapters 1 - 4.
Frederick Engels “Socialism: Utopian and Scientific” in Tucker.

On-line reserves:
* Stolzman and Gamberg “Marxist Class Analysis,” from the Berkeley Journal of Sociology
* Erik Olin Wright “What is Analytic Marxism,” Socialist Review

Recommended Readings


Thomas Bottomore (ed.) Karl Marx. Prentice-Hall.

Peter Worsley. Marx and the Marxists.

**Essay Questions**

Due: October 7

1. How does Marx characterize the contradictory nature of the capitalist system? How is oppression/exploitation structured in this system? How is liberation possible?

2. For you, what are the three most significant strengths and the three most significant weaknesses of Marxist theory.

3. How would you use Marxist theory to analyze some sociological topic of interest to you? Please be sure to focus on REAL and substantial insights that Marx’s theory allows (or obscures).

**MAX WEBER**

October 7– November 4

This section begins with Weber’s comparative study of the major world religions. It is here that Weber’s work most closely approximates “an argument with the ghost of Marx.” Weber’s sociology of religion poses three major problems: to describe the elective affinity which exists between the experiences of a religious community and their belief systems; to identify the social and economic consequences of theological beliefs; and to describe the transmutation of the religion developed by “adepts” into the daily
practices of the lay community. Embedded in Weber’s sociology of religion is the notion of the controlled comparison -- a starting point for examining Weber’s contributions to the methodology of the social sciences. Weber’s methodological concerns, expressed in his development of “ideal types”, are a bridge of Weber’s work on political and economic sociology. This section closes with a review of Weber’s use of the theme of rationalization to unify his work.

Required Readings

Collins and Makowsky, Chapter 7 - 10, 13.

Giddens, Chapters 9 - 12


On-line reserves:
* Dorothy Smith “A Feminist Methodology,” The Everyday World as Problematic

Recommended Readings

Dennis Wrong (ed.) Max Weber. (Prentice Hall)

Frank Parkin.(ed.) Max Weber (Tavistock)


Essay Questions
Due: November 14

1. How does Weber expand Marx’s analysis of capitalism into an analysis of industrialism?
2. For you, what are Weber’s major theoretical contributions? Methodological contributions?

3. What contribution does a Weberian framework make to the study of some subject of interest to you?

EMILE DURKHEIM
November 14 - December 9

Emile Durkheim’s work completes our discovery of the social system. Like Marx, Durkheim accorded great importance to the division of labor as a source of social development. Like Weber, he assigns crucial importance to religious beliefs and practices in maintaining social solidarity. Durkheim’s work also represents a model of theoretical and methodological procedures that remains current. Lastly, Durkheim’s analysis of the political possibilities of mass society is tinged by both the optimism of Marx and the pessimism of Weber.

Required Readings:

Collins and Makowsky, Chapter 3, 6, (10), 12, 14.

Giddens: Chapters 5 - 8

Emile Durkheim *Suicide*, Introductory sections, Book 3.

Emile Durkheim *The Division of Labor in Society* Introductory materials, Book 1, Chapters 1 - 3, Conclusion.

On Line Reserves:
*Duncan, Featherman and Duncan, Chaps. 1-3 *Socioeconomic Background and Achievement* Seminar Press, 1972

Recommended Readings


John Horton “Order and Conflict Theories of Social Problems,” in ASR

Peter Berger. *The Sacred Canopy* and *Rumor of Angels*.

K. Thompson (ed.) *Durkheim* (Tavistock)
Essay Questions
Due: during the finals period for this course

1. Compare Durkheim’s view of modernity to that of Marx and Weber. Please pay special attention to each author’s assessment of the strengths and weaknesses of modern social forms.

2. How do each of these writers explain the relationship between ideas and experiences?

3. For a subject of interest to you, specify how a Durkheimian framework illuminates and/or obscures what you want to know.