***Sociology 3001-001 Classical Social Theory Spring 2021***

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Welcome. I consider this course one of the most important you will take during your sociology undergraduate career. Sociological theory - a logical explanation of how a given empirical phenomenon works - serves as the ideational foundation for all sociological investigation past, present, future, and across all areas of substantive interest. As sociologists, theories provide us the necessary interpretive schema's by which to make sense of the empirical world.

Social theory encourages us to look beyond individual psychology and unique events to the predictable, broad patterns and regular occurrences of social life that influence individual destinies. It frames our understanding and conceptualization of human nature, human behavior, and human organization. Social theory enables us to see. It is an unusual form of vision.

I hope to encourage you to see the evolution of ideas, questions, and explanations that stand at the center of our discipline. What is society? What are its constituent parts and how are they related? How is the individual and society linked? How do societies retain their unity and continuity while undergoing change? What is the cause of social change? Why and how do vast social, political, and economic inequalities endure? In what ways do class, gender, and race intersect? How and where is culture created? To what ends? Such grand questions are the essence of classical sociological theory.

What is so exciting about these types of questions is that they are the very ones we need to grasp and interpret the complex and dynamic features of contemporary social life. Looking across the social landscape today – political turmoil; economic recession; vast inequality, globalization processes, increased reliance on technologically-mediated communication, hyper-consumerism, and matters of concern regarding race and gender - it seems most appropriate that we pursue our discipline’s most fundamental concerns. The many sociological concepts and theories that we will study this semester provide us explanatory frameworks and powerful thinking tools to comprehend these most intriguing and consequential contemporary concerns.

The **textbooks** I have chosen for this course were written and designed to facilitate your understanding of a broad range of classical social thought. I think you will find these texts quite engaging. The authors have worked hard to make a number of complex ideas as understandable as possible. You must do a little work as well. You will be expected to have read and assimilated the required readings each week. The reading assignments should be done before the topic is discussed in class. The tworequired texts for this course are:

***Explorations in Classical Sociological Theory: Seeing the Social World (4th ed.) by Kenneth Allen and Sarah Daynes (2017).***

***Sociological Lives and Ideas: An Introduction to the Classical Theorists by Fred Pampel (2007)***

Your final grade will be determined via six exams (15% each / 90% total) and one “sociological concepts” paper (10 %).

**Exams**: There are six (6) scheduled examinations (15% each) throughout the semester. You must take all six exams. Each of these 75-minute, multi-format, examinations willcover material from our text, and my presentations. I do use the “+ -“. grading system. **Exam dates:** 2/2; 2/18; 3/9; 3/30; 4/15; 5/?.

Exams will consist of both objective (multiple-choice, listing, diagramming, etc.) and short answer essay questions, which will be drawn largely from the “study questions” and “discussion / reflection questions” at the end of each chapter. These questions will require you to develop a strong grasp of key concepts, to see the similarities and differences among sociological theories, and display some of the higher levels of thinking: synthesis, analysis, criticism, and creative application. If you are going to miss an exam, it is vital that you notify me **prior** to that exam.

**“Sociological Concepts” paper:** For this assignment, I ask that you select one concept from Marx, one concept from Durkheim and one concept from Weber and address the following questions for each of the three concepts: **What is the concept? and how is it defined by that theorist? What other concepts from this theorist / theory is this concept closely linked to? how so? Where do we see this concept today? Give an example.** Each of these three concept analyses should be one-page, single-spaced, informed from the literature, and creative in application. This writing assignment (due April 6th) will account for 10% of your final grade.

***Technology in the classroom:*** I want all of my students to be fully engaged in every minute of every lecture and recitation. As such students should turn off cell phones and other electronic devices at the start of class. Laptops and tablets are not allowed during lecture and recitation unless you have a written accommodation from disability services

**Accommodation for Disabilities** If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) under the Students tab on the Disability Services website.

**Classroom Behavior** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/).

**Honor Code** All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

**Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation** The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/). Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

**Religious Holidays** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, **please notify me so we can make necessary alternative arrangement.**

***Schedule of Topics and Readings (Spring 2021)***

***Please read each of the following chapters for the assigned date(s).*** *Texts: Explorations in Classical Sociological Theory (4th ed.) / Sociological Lives and Ideas*

*Jan. 14 Course - Topic Introduction*

*Jan. 19 & 21 Beginning to See: A sociological Core - chapter 1*

*Jan. 26 & 28 Seeing Society for the First Time: Herbert Spencer – chapter 2*

***Feb. 2 Exam 1***

*Feb. 4, 9 11, 16: Class Inequality: Karl Marx – chapter 3 / ch 1 in Sociological Lives and Ideas*

***Feb. 18 Exam 2***

*Feb. 23, 25, March 2, 4: Diversity and Social Solidarity: Emile Durkheim – chapter 4 / ch. 2 in Soc. Lives*

***March 9 Exam 3***

*March 11, 16, 18, 23: Rationality and Organization: Max Weber - chapter 5 / ch. 3 in Sociological Lives*

***March 30 Exam 4***

*March 1, 6, 8, 13: The Modern Person: G.H. Mead and G. Simmel – chapter 6 / ch’s 4 & 5 in Sociological Lives*

***April 15 Exam 5***

*March 20, 22: Seeing Gender: Harriet Martineau and Charlotte Perkins Gilman – chapter 7*

*March 27, 29: Seeing Race: Frederick Douglass and W.E.B. Dubois – chapter 8 / chapter 6 in Sociological LIves*

***May 4 Final Exam 6***