

Development of Sociological Theory
Rutgers University, Sociology 01.920.313.12 / 13, Spring 2014
Lectures: Tu, Th 3:20-4:40 pm, Livingston “Classroom Building” (LIV)
Recitations: Tu or Th 5:15-6:10, Lucy Stone Hall B-117 (LIV)

Professor: József Böröcz
E-mail: jborocz@rutgers.edu
office hours: time and place TBA

Teaching Assistant: Kevin Chamow
E-mail: kchamow@gmail.com
office hours: time and place TBA

This is a lecture-and-recitation course on sociology’s classics, designed specifically for third-year students majoring in sociology. It is a survey course, with an emphasis on a close reading and balanced, *critical* evaluation of the three nineteenth-to-turn-of-the-century giants on whose shoulders much of today’s social science stands—Karl Marx, Max Weber and Emile Durkheim—with the last few classes devoted to some of the later masters.

This class consists of three parallel streams: (1) readings of works by the theorists to be covered, (2) the professor’s lectures, and (3) the recitation sessions. It is your responsibility to engage seriously in all three, and to digest, compare, contrast, reconcile, and critically evaluate the material as the class progresses. With most of the texts written 70 to 150 years ago, mainly in German or French, many of these readings are challenging for the early-21st-century North American reader. You should plan to spend *a great deal of your time* preparing for this class throughout this semester: The more serious intellectual energy you invest in these readings and their digestion, the more you will get back in the form of a basic erudition in the social sciences (not to mention such mundane concerns as your grade).

The books have been ordered through the *University Bookstore*. They are also awaiting your perusal on Reserve in the Livingston Library. The class has its own sakai site. Almost all the readings are all available there. To retrieve them, go to <http://sakai.rutgers.edu> , → the site of this class → “Resources”, and click on the item you wish to read. In the interest of preserving your eyesight, you may want to print the online materials. In the interest of the environment, try printing double-sided and share the printed versions among yourselves.

The sakai site has a number of other useful features, including a chat space, a blog area, etc. (Please use them only for materials, comments and discussions related to the class).

Requirements:






As the lectures almost never repeat the readings, **attendance is required and will be checked regularly**. You are also required **to do the readings on time**. (For a schedule of the reading assignments /and the lecture topics/, see pp. 2-5 of this syllabus.) There might be frequent, random and un-announced quizzes to give opportunity to those who do the readings to prove it. (If we feel that the class is doing the readings properly, we may skip the quizzes.)





Those consistently **missing class will be penalized IN THREE DIFFERENT WAYS**: In addition to /1/ not hearing the lectures (which are not available in a written form) and /2/ losing attendance credit, they will /3/ also miss credit for the quizzes as it is impossible to make arrangements for make-up quizzes.








Exams:





This class offers four occasions for evaluation. The first three are in-class, closed-books, closed-notes exams, and deal with the three major authors we study. The fourth one is a take-home exercise, open-books, open-notes, and covers the remaining “later masters.”

Grading:	attendance & reasonable activity at lectures & recitation	10%
	Quizzes	10%
	4 exams (@ 20% each)	80%
	TOTAL:	100%

date	Tuesdays	date	Thursdays
9/2	<p>INTRO1:</p> <ul style="list-style-type: none"> - class organization - background: social change in the longue-durée and the 19th century <p>NO READINGS</p>	9/4	<p>INTRO2:</p> <ul style="list-style-type: none"> - the Enlightenment & modernity - the idea of the social sciences - sociology as a discipline: “positive” science vs. interpretive knowledge - a preliminary critique  READING: <p>Tucker</p> <ul style="list-style-type: none"> . 7-8 (Marx’s letter to his father: Discovering Hegel) . 12-15 (Marx’s letter to Arnold Ruge: For a Ruthless Criticism of Everything Existing).
9/9	<p>MARX1:</p> <ul style="list-style-type: none"> - influences on his work - early writings - theory of alienation - critique of Hegel  READING: <p>Tucker 70-81</p> <p>(selection from Marx: <i>The Economic-Philosophic Manuscripts of 1844</i>: . Estranged Labour).</p>	9/11	<p>MARX2: relations of production and class structure</p>  READING: <p>Tucker 221-250 (selections from the <i>Grundrisse</i>:</p> <ul style="list-style-type: none"> . Production, Exchange, Consumption . The Method of Political Economy . Means of Production . Relations of Production . Society and the Individual . The Dynamics of Capitalism).
9/16	<p>MARX3: money, value, and commodity (fetishism)</p>  READING: <p>Tucker 302-329 (selection from Marx: <i>Das Kapital</i>: . Commodities and Money).</p>	9/18	<p>MARX4: social change and revolution; dialectical and historical materialism</p>  READING: <p>Tucker 473-500 (Manifesto of the Communist Party)</p>

9/23	<p>MARX5:</p> <ul style="list-style-type: none"> - ideology and change - impact, afterlife, critique - overview of things so far <p>NO READINGS</p>	9/25	<p>EXAM (in-class): Covers all readings and lectures since the beginning of the semester: Intro and Marx</p>
9/30	<p>Weber1:</p> <ul style="list-style-type: none"> - influences on his work - system of his thought  <p>READING:</p> <p>Weber: <i>The Protestant Ethic...</i>—ONLY the following chapters:</p> <ul style="list-style-type: none"> . Luther's conception of the Calling (39-47) . Task of the Investigation (47-50) . Calvinism (52-79) 	10/2	<p>Weber2: Protestantism and capitalism</p>  <p>READING:</p> <p>Weber: <i>The Protestant Ethic...</i>—ONLY the following chapters:</p> <ul style="list-style-type: none"> . Max Weber's 'Prefatory Remarks'... (149-164) . Asceticism and the Spirit of Capitalism (103-125)
10/7	<p>Weber3:</p> <ul style="list-style-type: none"> - rationalization - fundamental concepts of sociology  <p>READING:</p> <p>Brubaker: <i>The Limits of Rationality.</i>—ONLY the following chapter:</p> <ul style="list-style-type: none"> . The Nature and Limits of Rational Action 	10/9	<p>Weber4:</p> <ul style="list-style-type: none"> - Weber's methodology - Impact, afterlife and critique - Overview of Weber <p>NO READINGS</p>
10/14	<p>Weber EXAM (in-class)</p>	10/16	<p>Durkheim1:</p> <ul style="list-style-type: none"> - influences on his work - early works: the Division of Labor - individualism and anomie  <p>READING:</p> <p>Durkheim: <i>Division of Labor...</i> ONLY the following chapter:</p> <ul style="list-style-type: none"> . Mechanical Solidarity (31-64)

<p>10/21</p>	<p>Durkheim2: individualism, socialism and the “occupational groups”</p>  <p>READING:</p> <p>Durkheim: <i>Division of Labor</i> . . . ONLY the following chapter:</p> <ul style="list-style-type: none"> . Summary section of chapter on Organic Solidarity (83-86) . summary of chapter on Increasing Preponderance of Organic Solidarity (118-123) . summary of chapter on Organic and Contractual Solidarity (172-174) . summary of “The Causes” (217-223) 	<p>10/23</p>	<p>Durkheim3: religion and moral discipline</p>  <p>READING:</p> <p>Durkheim: <i>Suicide</i>—ONLY the following chapters:</p> <ul style="list-style-type: none"> . Egoistic Suicide (152-216) . Anomic Suicide (217-223)
<p>10/28</p>	<p>Durkheim4:</p> <ul style="list-style-type: none"> - the sociological method - <i>Suicide</i>  <p>READING:</p> <p><i>Suicide</i>:</p> <ul style="list-style-type: none"> . The Social Element of Suicide (294-325) 	<p>10/30</p>	<p>Durkheim EXAM (in class)</p>
<p>11/4</p>	<p>Late-Or-Not-Yet-Mainstreamed Masters 1: Dubois and His Debate with Washington</p>  <p>READINGS:</p> <ul style="list-style-type: none"> . Dubois: Of Our Spiritual Strivings . Washington: The Awakening of the Negro 	<p>11/6</p>	<p>Late-or-Not-Yet-Mainstreamed Masters 2: Emergence of Feminist Theories</p>  <p>READINGS:</p> <ul style="list-style-type: none"> . Sojourner Truth: Ain’t I A Woman . Beauvoir: Introduction (Woman as Other) . Sultana’s Dream
<p>1/11</p>	<p>Late-or-Not-Yet-Mainstreamed Masters 3: Kropotkin and Critiques of the State</p>  <p>READINGS:</p> <ul style="list-style-type: none"> . Kropotkin: Mutual Aid among Animals . Kropotkin: Anarchist Communism 	<p>11/13</p>	<p>Late-or-Not-Yet-Mainstreamed Masters 4: Freud on Civilization</p>  <p>READINGS:</p> <ul style="list-style-type: none"> . Freud: Civilization and Its Discontents (excerpts, pp. TBA)

11/18	<p>Late-or-Not-Yet-Mainstreamed Masters 5: Saussure</p>  <p>READING:</p> <p>Saussure:</p> <ul style="list-style-type: none"> . Nature of the Linguistic Sign (65-70) . Linguistic Value (110-120) 	11/20	<p>Late-or-Not-Yet-Mainstreamed Masters 6: Simmel</p>  <p>READING:</p> <p>Simmel:</p> <ul style="list-style-type: none"> . The Stranger (143-150) . The Metropolis and Mental Life (324-339)
11/25	<p>Late-or-Not-Yet-Masters 7: Polányi</p>  <p>READING:</p> <p>Polányi:</p> <ul style="list-style-type: none"> . The Economy as Instituted Process (29-51) 	11/27	<p>FALL BREAK: NO CLASS</p>
12/2	<p>Later-or-Not-Yet- Masters 8: Césaire and Fanon</p>  <p>READING:</p> <p>Césaire: <i>Discourse on Colonialism</i> (29-78)</p>	12/4	<p>Summary and final critique of “Classical Sociological Theory”</p> <p>NO READINGS</p>
12/10	<p>LAST (TAKE-HOME) PROJECT: HANDED OUT (covers readings and lectures since 11/4)</p> <p><i>Turn it in by 5pm on Wednesday, December 11</i></p> <p>Under Professor Böröcz’s office door at</p> <p>Davison Hall 132A 26 Nichol Ave New Brunswick (DC)</p>		

Reading list (for exact page numbers, see the Schedule above):

BOOKS (IN THE LIVINGSTON BOOKSTORE AND IN KILMER LIBRARY RESERVES):

Durkheim, Emile. 1984 (1893). *The Division of Labor in Society*. With an introduction by Lewis Coser. Translated by W.D. Halls. New York: The Free Press.

Durkheim, Emile. 1951 (1987). *Suicide. A Study in Sociology*. Translated by John A. Spaulding and George Simpson. Edited with an introduction by George Simpson. New York: The Free Press.

Tucker, Robert (ed.) 1978. *The Marx-Engels Reader*. Second Edition. New York: W.W. Norton and Co. Also available in electronic form at <http://sakai.rutgers.edu>.

Weber, Max. 1995 (1904-5). *The Protestant Ethic and the Spirit of Capitalism*. Third Oxford Edition. New Translation and Introduction by Stephen Kalberg. New York: Oxford University Press.

SELECTIONS → ON SAKAI:

Beauvoir, Simone de. 1949. "Introduction (Woman as Other)." *The Second Sex*. See in "Resources" at <http://sakai.rutgers.edu>.

Brubaker, Rogers. 1984. "The Nature and Limits of Rationality." Chapter 2 (pp. 49-60) in *The Limits of Rationality: An Essay on the Social and Moral Thought of Max Weber*. New York: Routledge. See in "Resources" at <http://sakai.rutgers.edu>.

Césaire, Aimé. 2000 (1955). *Discourse on Colonialism*. New York: The Monthly Review Press. Also available in electronic form at <http://sakai.rutgers.edu>

Dubois, W.E.B. 1903. "Of Our Spiritual Strivings." Chapter 1 in *The Souls of Black Folks*. See in "Resources" at <http://sakai.rutgers.edu>.

Freud, Sigmund. 1929. *Civilization and Its Discontents*. Pp TBA. at <http://sakai.rutgers.edu>.

Hossain, Rokeya Sakhawat. 1905. "Sultana's Dream." See in "Resources" at <http://sakai.rutgers.edu>.

Kropotkin, Piotr. 1897. "Anarchist Communism. Its Basis and Principles." See in "Resources" at <http://sakai.rutgers.edu>.

Kropotkin, Piotr. 1890. "Mutual Aid among Animals." *The Nineteenth Century*. See in "Resources" at <http://sakai.rutgers.edu>

Polányi, Karl. 1992 (1957). "The Economy as Instituted Process." Pp. 29-51. in Richard Swedberg and Mark Granovetter (eds.) *The Sociology of Economic Life*. Boulder, CO: Westview Press; OR: in Karl Polanyi, Conrad M. Arensberg and Harry W. Pearson (eds.) 1957. *Trade and Market in the Early Empires. Economies in History and Theory*. Glencoe, IL: The Free Press. See in "Resources" at <http://sakai.rutgers.edu>

Saussure, Ferdinand de. 1986 (1916). *Course in General Linguistics*. Edited by Charles Bally and Albert Sechehaye with the collaboration of Albert Riedlinger. Translated and annotated

- by Roy Harris. La Salle, IL: Open Court Classics. Pp. 65-70 and 110-120. See in "Resources" at <http://sakai.rutgers.edu>
- Simmel, Georg. 1971 (1908). "The Stranger." Pp. 143-150. in Donald N. Levine (ed.) *Georg Simmel on Individuality and Social Forms*. Chicago: The University of Chicago Press, The Heritage of Sociology Series. See in "Resources" at <http://sakai.rutgers.edu>
- Simmel, Georg. 1971 (1917). "The Metropolis and Mental Life" Pp. 324-339. in Donald N. Levine (ed.) *Georg Simmel on Individuality and Social Forms*. Chicago: The University of Chicago Press, The Heritage of Sociology Series. See in "Resources" at <http://sakai.rutgers.edu>
- Sojourner Truth. 1851. "Ain't I A Woman?" Speech delivered at a women's convention in Akron, OH. See in "Resources" at <http://sakai.rutgers.edu>
- Washington, Booker T. 1896. "The Awakening of the Negro." *The Atlantic*. See in "Resources" at <http://sakai.rutgers.edu>

The Department of Sociology encourages the free exchange of ideas in a safe, supportive, and productive classroom environment. To facilitate such an environment, students and faculty must act with mutual respect and common courtesy. Thus, behavior that distracts students and faculty is not acceptable. Such behavior includes cell phone use, surfing the internet, checking email, text messaging, listening to music, reading newspapers, leaving and returning, leaving early without permission, discourteous remarks, and other behaviors specified by individual instructors. You may use laptop computers in the classroom, but USE OF THE INTERNET IN THE CLASSROOM IS PROHIBITED UNLESS SPECIFICALLY REQUIRED BY THE PROFESSOR. Courteous and lawful expression of disagreement with the ideas of the instructor or fellow students is, of course, encouraged.

If a student engages in disruptive behavior, the instructor, following the University Code of Student Conduct, may direct the student to leave class for the remainder of the class period. Instructors may specify other consequences in their syllabi. Serious verbal assaults, harassment, or defamation of the instructor or other students can lead to university disciplinary proceedings. The University Code of Student Conduct is at <http://www.rci.rutgers.edu/~polcomp/judaff/ucsc.shtml>.

The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.