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| Sociological Theory | Fall 2018 | Kevin B. Anderson |
| Sociology 207A | SSMS 3017 | Monday:12:00-2:50 pm |
| kanderson@soc.ucsb.edu | Office: SSMS 3131  No phone due to budget crisis | Hrs: T 3:00-5:00 pm  & by appt. or Skype |

COURSE DESCRIPTION:

This course focuses on classical social and political theory and will cover some of the major writings of Marx, Weber, Du Bois, and Durkheim.

Class organization: Classes will feature 3 approximately ten-minute oral reports by students summarizing and posing key questions about part of the readings for that session. Handouts are encouraged, formal PowerPoint presentations are not.

REQUIRED BOOKS (ordered at University Center Bookstore, and all except Du Bois on reserve as well):

Marx, Karl, *Capital,* Vol. 1, trans. Ben Fowkes (please only this edition)

Weber, Max, *Economy and Society,* two volumes (available used and online)

Durkheim, Émile, *Rules of the Sociological Method* (Halls translation only please)

\_\_\_\_\_\_, *Elementary Forms of Religious Life* (Fields translation only please)

REQUIRED SHORTER READINGS (in order we will discuss them -- will be available electronically on Gauchospace)

Anderson, Kevin, on Marx on race, gender, and colonialism (TBA)

Mariategui, José Carlos, “The Land Problem” (1925), from *José Carlos Mariategui: An Anthology,* ed. Harry E. Vanden and Marc Becker, pp. 69-82, 92-99

Du Bois, W.E.B., “The Damnation of Women,” Ch. VII of his *Darkwater: Voices from within the Veil* (1920), pp. 95-108

Weber, Marianne, “Authority and Autonomy in Marriage,” (1912), in *The Women Founders: Sociology and Social Theory, 1830-1930*, ed. Patricia Lengermann and Jill Niebrugge-Brantley, pp. 215-220

Luxemburg, Rosa, “Writings on Women,” in *Rosa Luxemburg Reader*, ed. Peter Hudis and Kevin B. Anderson, pp. 232-245

Harrison, Hubert, “Class Radicalism” (pp. 51-83), “Race Radicalism” (pp. 85-117) in *A Hubert Harrison Reader*, ed. Jeffrey B. Perry

Du Bois, W.E.B., “The Price of Disaster,” Ch. 9 of his *Black Reconstruction in America* (1935) (50 pp.)

Achcar, Gilbert, on Weber and neopatrimonialism, from his *The People Want: A Radical Exploration of the Arab Uprising* (4 pp.)

GRADING POLICY, PAPERS, ETC.

1. I have generally, albeit with a couple exceptions, kept the reading relatively light for a graduate seminar, less than 200 pp. per week. Therefore, it is absolutely necessary for all students to do all of the readings prior to class each week. Each student is expected to speak up in each class. In addition to volunteering to speak, you may be called upon. Comments in discussion are supposed to focus on specific passages in the text we are covering at that time, and more general questions or commentary needs to be linked to those passages. This applies to all students, including for undergraduates taking it for graduate credit. It is a good idea to come into class with specific discussion points based on particular passages worked out ahead of time.

2. Typically, a class meeting will be built around 3 student presentations summarizing key points and commenting and raising questions on the readings, following the tripartite division in the readings for each week as shown in the calendar of topics and readings. (I have marked a few of the conceptually clearer presentation possibilities with asterisks. These are reserved for undergraduates who are taking the course for graduate credit. Graduate students are strongly encouraged to select the more challenging topics for their presentations.) Each student will be making 2 presentations. The presentations should strive hard to remain within 10 minutes. This is good practice for you, as it is only a little less than the time one often gets to present one’s paper at an academic conference. (In terms of a written text, this is about 4 pp. double-spaced, although it is usually better to present, not just read a paper.) Please review the topics and readings, as volunteers for the first couple classes will be taken at the initial class meeting. The rest will be scheduled a few weeks later, once membership in the seminar has stabilized. You are required to email me either your notes/outline or the draft of your presentation by noon on the Saturday before the Monday class when you are presenting. I will offer suggestions on these, to help you avoid misreading key passages and to help prevent you from missing the major points. I can also discuss the presentation with you in my office hours or by appointment, or even on Skype. Students are also to hand in short papers (5-7 pp.) based upon at least 1 of their presentations, but starting with their first one. (Exact number of presentations per student depends on how many remain in the course for credit.) These are revised papers based on the presentation, taking account of class discussion, including my comments in class. In most cases, since the texts forming the basis of a presentation are complex and substantial, a clear written summary with supporting quotations from the readings taken up in your report will be sufficient. While a formal reference system is not required even if the paper reflects on only one source, all quotations should be accompanied by page numbers. Also, you are not to use any sources other than the texts you were assigned in the short papers. These short papers are due in class as hard copies the week after the presentations, except for the last class, when they will be due on Monday, Dec. 10 by noon by email attachment. They will be graded, with the oral presentation counting as part of the grade. Since the paper is being graded, the writing quality and argumentative structure should be of high quality. (When a student does more than 1 presentation, this will count as important participation, although only the first presentation needs to be written up. You can also write up a second one to make up an earlier grade.)

3. Each student is also to write a longer, 10-20-page paper, due by the end of the day via email attachment on Friday, December 14. This can take 2 forms: (a) a paper with a central theme, expanded from one of your above shorter papers, or one on a different topic related to social and political theory, either based upon class readings or another set of readings to be worked out with the instructor; (b) a paper without a unified theme, based upon the revision of one or more of the above short papers. In either case, you need to have an individual meeting with me during which we go over together your ideas for the paper. I am also willing to review a first draft of the paper, if I receive it in sufficient time. Again, while a formal reference system is not required if the paper reflects only on one source from course readings, all quotations should be accompanied by page numbers.

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| **Date:** |  | **Topic:** | **Assignment:** |
| Oct. 1 |  | Course intro and overview |  |
| Oct. 8 |  | Varieties of social theory  Early Du Bois: race, history & cultural frames  Weber: Legitimate domination (overview)  Durkheim: Religion defined, beliefs and rites, sacred vs. profane, totemism | Souls, Chs. 1-3, 13-14  *Economy and Society* (E&S), pp. 53-54 on power, Ch. 3 (pp. 212-254, 262-71 only)  *Elementary Forms of Religious Life* (EFRL), intro, Book I: Chs 1-4 (58 pp.) |
| Oct. 15 |  | Marx 1  Value forms, abstract and concrete labor  Commodity fetishism, free association beyond capitalism  Non-alienated labor, creation of surplus value, labor process | *Capital*, Ch. 1:1-2 (12 pp.)  *Capital*, Ch. 1:4 (14 pp.)  *Capital*, Ch. 7 (pp. 482-515) |