

Teaching Portfolio

Oriol Miroso

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Statement of Teaching Philosophy

I have been passionate about teaching since I was a teenager. I did not think of myself as a teacher at the time, but I often spent long evenings after school helping friends understand some obscure concept that we had seen in class and that escaped them for some reason. What fascinated and motivated me about those sessions was the challenge of taking something complex, breaking it down and presenting it in a way that was easier to understand without oversimplifying it. That passion for teaching that I discovered in my adolescence has followed me into my graduate studies and has been a central component of my desire to be a sociologist.

Thanks to the teaching opportunities that I have had in the past decade, first as a teacher in a high school in my native Barcelona, later as a teaching assistant at the University of Sussex, and most recently as a lecturer for six semesters at the University of Wisconsin, I have actively reflected on the experience and process of teaching. I have thus developed an understanding of what my goals and role as a teacher are that I hope I will continue to refine and advance as my teaching career unfolds. This understanding is based on three different elements: communication and flexibility, relevance, and critical thinking.

Communication and flexibility

One of the most important insights that I have gained in the last few years has been that teaching is mainly about the students. I am aware that the 'student-oriented teacher' label is hardly original, but I do believe that it captures an essential aspect of the teaching process. I strongly believe that my performance as a teacher cannot be evaluated without taking into account the effect that I have on my students. I might have prepared a beautifully-structured lecture and I might have delivered it in a lively and articulate way, but my role as a teacher will not have been fulfilled if I have been unable to reach my students with my words and helped them process the information that I presented to them in a meaningful way. In order to be an effective teacher, then, I need to establish a relationship of proximity with my students so that I can understand how they are engaging with the class material and adapt my teaching style accordingly. To do so, two elements are necessary: communication and flexibility. Communication is what allows me to know who my students are, how they are responding to the class material, how they are thinking about it, what they are struggling with, and generally which aspects of my teaching are effective and which are falling short of my goals. I attempt to establish communication in my classes in a variety of ways. I ask my students questions about the material and how the class is going, I insist on receiving feedback, even if anonymously, about their experience with the course, I present myself as open to discussion and non-judgmental of people's opinions and questions, and I generally try to create a class environment in which the students feel safe and appreciated. I stress the fact that we are there to learn together and work through difficult issues, and that being confused or wrong is part of the learning process.

Once this trusting environment is established and I receive and process information about my students and how they are engaging with the class material, I then face the elements that are not working by challenging myself to pursue new strategies and avenues that I had not explored before. This is important because, as I have learned in my years of teaching, not all students and groups are the same. In the five times that I have taught my classical sociological theory class, for instance, I have encountered groups that worked better with a very interactive discussion, in which I asked them questions about the readings and built our understanding of the theories by working through the concepts together. Other times, I have had groups that were more comfortable if I explained the theories first, and only later had a discussion about their contemporary relevance and application. Flexibility has also been necessary when I have moved from teaching one type of class to another. When I lectured research methods, for instance, it worked best to focus on hands-on work and on providing support to individual and group research

projects. In teaching theory, however, my focus shifted towards a clear exposition of concepts, supplemented by class discussion and the application of the theories to contemporary social problems in order to see their relevance. Finally, when lecturing my survey of sociology class I put the emphasis on breadth by drawing a general map of the discipline, providing examples to show its relevance, and trying to make my sessions as engaging as possible – often through the use of video or other popular media – so that the students will become excited about the possibilities of the field.

Relevance

My students will not actively engage with the information that I am providing them with unless it speaks to them somehow, and that means that part of my work as a teacher involves trying to find ways of making my classes relevant to my students. Communication with them gives me valuable information that I can use when I am giving them examples or when I ask specific questions in our class discussions. And I also try to incorporate their interests to the work that they have to do for the course. For instance, in my classical sociological theory class, I ask my students to write three short papers dealing with the theories of Marx, Durkheim and Weber. But instead of just making them summarize the theories or respond to an abstract question, I ask them to use the theories to try to make sense of a contemporary issue that they are interested in. This usually pushes them to rethink topics that are important for them, and that in turn makes them see the value of the theories that we have seen in class. I use the focus on the contemporary relevance of classical theories as the underlying thread of the class (as can be seen from the syllabus that I submit below), and based on the comments from my students I believe that it is a successful way of making the material relevant to them, thus generally improving the effectiveness of my teaching.

Critical thinking

I am a firm believer that knowledge is important as long as it is useful. Therefore, I am not satisfied with my performance as a teacher if all I manage is to make sure that my students know the class material well. Part of a university education, in my view, involves the development of a critical spirit which will not take knowledge as given, but as an input through which a better understanding of social processes can be reached. Knowledge requires critical thinking in order to be advanced, and I try to push my students to question what we learn in class and to develop their own ideas about it. I do so not only by asking them about whether they understand a particular concept, but also what their reaction to it is. Does it make sense? How would it apply to a situation they are familiar with? Can they think of weaknesses or criticisms? How could it become more useful? I ask these sorts of questions constantly in my classes, and I tend to play devil's advocate in order for them to see that there are always different interpretations and understandings that need to be considered. I also regularly push my students to think about 'uncomfortable facts', evidence that counters either the concepts that we are seeing in class or their own opinions, in order to help them develop a critical approach that they can use beyond my course.

Given the overwhelmingly positive evaluations and direct feedback from students that I have obtained these last few years (and of which you can find a sample below), I believe that my approach to teaching has been fairly successful so far. This was recognized by the Sociology Department at the University of Wisconsin-Madison, which presented me with the Award for Excellence in Teaching by a Lecturer in 2011. However, I am a firm believer that teaching is a lifelong process in which there is always room for improvement. I actually take each lecture and meeting with students as an opportunity to learn and improve my performance, and I look forward to continuing to develop my teaching skills in my career as a sociologist.

Teaching Evaluations

Quantitative Evaluations

Evaluation Questions

1. Of those lectures by the professor you have attended, what proportion were well-prepared and clearly presented?

1=Almost none (10%)
2=Few (25%)
3=About half (50%)

4=Most (75%)
5=Almost all (90%)

2. How responsive or helpful did you find the professor?

1=Not at all
2=Slightly
3=Moderately

4=Very
5=Extremely

3. How useful were the assignments and examinations in helping you to learn the course material?

1=Not at all
2=Slightly
3=Moderately

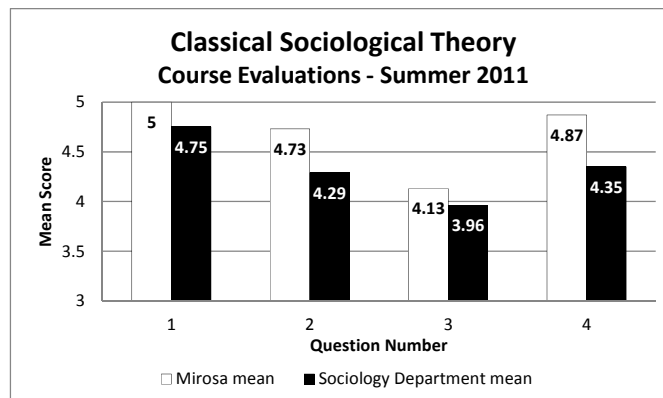
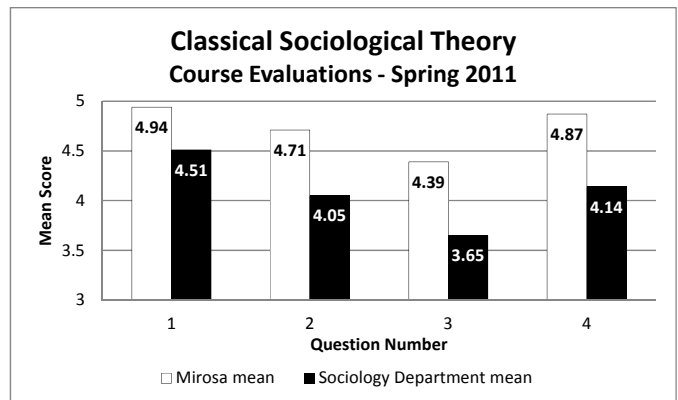
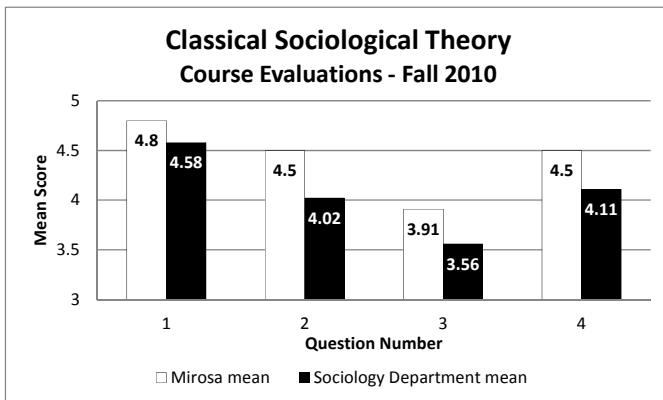
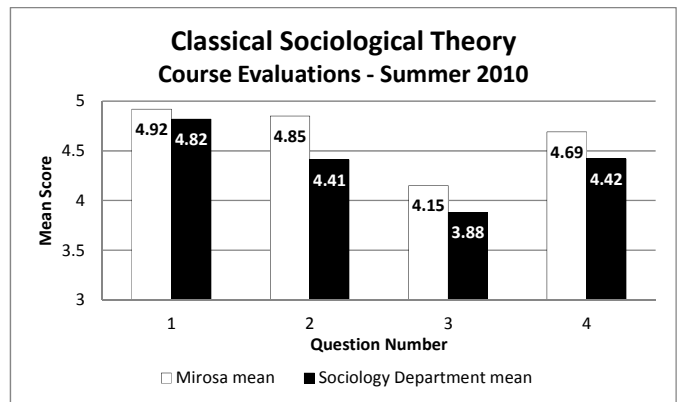
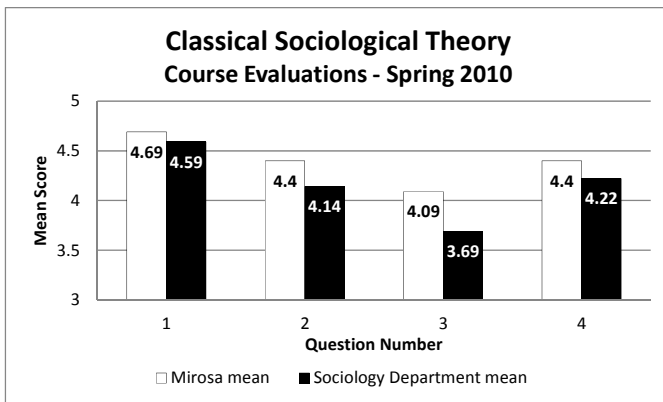
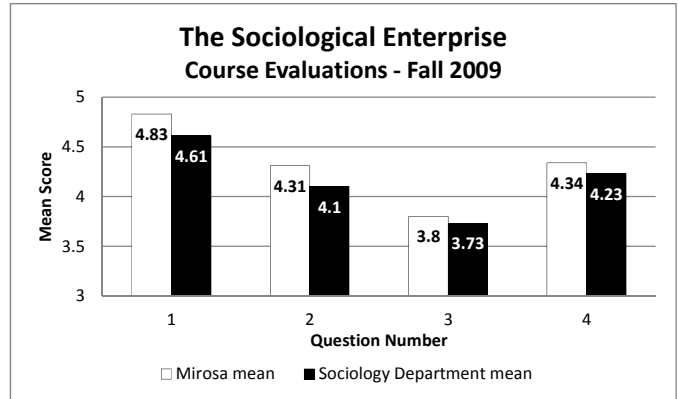
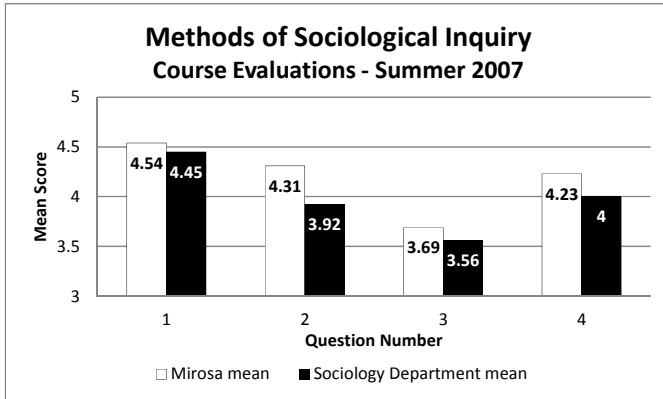
4=Very
5=Extremely
6=Not applicable

4. How would you rate the quality of the professor's teaching in this course?

1=Extremely poor
2=Poor
3=Fair

4=Good
5=Excellent

Quantitative Teaching Evaluations



Written Comments

Sociological Research Methods

The shortened summer term hurt my learning but Oriol did his best to manage the work load for us and keep it interesting

Oriol was the most willing to help instructor I have ever had!

The Sociological Imagination (survey of sociology class)

Great job! Thanks for your honesty and openness. It helped me feel comfortable in class.

Oriol did a good job with getting feedback and incorporating that into class.

I really enjoyed this class. Oriol did a great job with choosing readings and presenting materials.

Very knowledgeable and helpful outside of class. I enjoyed and learned a great deal, even though I am a senior sociology major.

I really liked the class. I thought it was interesting and very useful. The use of modern media examples (Seinfeld) really helped me to remember things discussed in class. I thought the papers were a great way to show what we know. Thanks so much!

Oriol was a really knowledgeable and approachable teacher. I think he challenges his classes and it makes the course difficult but worthwhile. He cares about what he teaches and clearly wants people to develop an understanding of the material.

Overall excellent job, Oriol. I've really appreciated your concern with our opinions of the class and your willingness to adjust accordingly. ... Thanks for the great teaching!

I appreciated that he was not biased. He showed us all viewpoints and did not try to sway us one way or another. Didn't make us think that there was a right answer. He is an AMAZING teacher.

He is very knowledgeable on the subject and excited to teach it which made it more interesting to learn about. I really enjoyed and learned a lot from this course.

I felt that for an intro course, it did a great job of covering a lot of material with a decent amount of depth. I also really admire and commend Prof. Miroso willingness to listen to concerns and work with you on anything you need.

Prof. Miroso is extremely passionate about his work and it shows. Hopefully I can take him in Fall 2010 for the sociological theory class.

Classical Sociological Theory

Oriol is an incredibly intelligent and engaging lecturer. He genuinely cares about the material as well as his students, and it is clear that it matters to him whether his students engage with the material. Really

responsive and extremely informed. Great experience with this class.

Oriol did an amazing job teaching this class. Theory is very hard and difficult to comprehend, but Oriol was able to relay information and bring back our attention if we started spacing out.

Considering that the course material was not of the greatest interest to me, Oriol did a great job of making sure the material was clear and understood. He also always tried to engage us in conversation.

Oriol has always encouraged students to give feedback on the course, his teaching, etc. He wants to make sure that he is being effective and that students are learning. Very good instructor overall.

Was a course I was expecting to hate, but actually found it very interesting. Things were explained very well and I never left class confused.

Oriol explains difficult issues in extremely clear ways.

Oriol is a GREAT lecturer. Theory is not an easy subject and some of the readings were really difficult but I think Oriol made them really easy to understand and he is really knowledgeable about the topic – always able to answer any confusions or questions from the class.

Awesome class! I learned a lot and enjoyed it. I feel like I understand and have retained a ton! Thank you!

Great class!!! The prof was really helpful. He helped get through the class without the slightest feeling that I was a burden. Very engaged in students opinion. A++ for his teaching/personality.

He was a great guy throughout the semester! Very engaging and humane.

Very knowledgeable about the subject material. Great professor, always willing to help and explain theories in a different way.

The readings were really difficult and complex but Oriol did a great job of simplifying them.

Difficult but very interesting course. Oriol is a phenomenal educator. I understood authors and theories I had had trouble with in other classes.

Best teacher I've had at the university.

You made the material interesting, which I previously thought was impossible. I learned a lot and I am grateful that I enrolled into this class despite the fact that it was a last resort.

Professor Miroso was most helpful and eager to make sure that his students understand the materials. I appreciate his enthusiasm and probably wouldn't enjoy this theory course as much as I did if it wasn't for his clarity and effort to properly educate!

It was a fantastic course! I never thought that I would enjoy a theory course but I did. The professor was very helpful and presented the material in a in an interesting way. He was also very helpful during office hours and in the discussion forum. ... Overall great class! Very fun course and the professor was very amazing.



DEPARTMENT OF SOCIOLOGY
AWARD FOR EXCELLENCE IN TEACHING
BY A LECTURER

Oriol Mirosa

The Department of Sociology presents the 2011 Departmental Award for Excellence in Teaching by a Lecturer to Oriol Mirosa. This citation is awarded on the unanimous recommendation of the student and faculty members of the Departmental Committee for the Evaluation and Improvement of Instruction, after their review of both quantitative and qualitative data from teaching evaluations of all Lecturers in the Department.

Since beginning his teaching career in the summer of 2007, Oriol has proved to be an invaluable asset to the department. He has particularly excelled in his three semesters spent teaching Sociology 475, "Classical Sociological Theory." Sociology 475 is a reading-intensive course in which students critically analyze classical works by Weber, Marx, Durkheim and Tocqueville. Although the subject matter can be overwhelmingly academic and complex, Oriol successfully engages his students in the material. Student evaluations repeatedly cite his enthusiasm and helpfulness with comments such as "explains very difficult issues in extremely clear ways," "always willing to help and explain theories in a different way" and "genuinely cares about the material as well as his students."

Oriol also met great success in his semesters teaching Sociology 357, "Methods of Sociological Inquiry," as well as Sociology 211, "The Sociological Enterprise." In addition to his deep knowledge of the course material, students commend Oriol for his attitude and efforts in the classroom, writing: "Thanks for your honesty and openness-it helped me feel comfortable in class" as well as "I really admire Mirosa's willingness to listen to concerns and work with you on anything you need." Another wrote: "He cares about what he teaches and clearly wants people to develop an understanding of the material." Countless other evaluations highly praise Oriol's teaching style and ability to foster a positive and highly productive learning environment.

Oriol Mirosa has a gift for teaching. Over the past five years, he has demonstrated a passion in the classroom that has left an indelible mark on the minds of his students. Oriol, we are truly grateful for you. Thank you for your hard work and dedication to the field of sociology.

JAMES MONTGOMERY
PROFESSOR AND CHAIR

Sociology 475: Classical Sociological Theory
Summer 2011

Lectures: Monday, Tuesday, Wednesday and Thursday, 9:00-10:15am
Classroom: Sewell Social Sciences Building 6101
Course Website: <https://learnuw.wisc.edu/>

Instructor: Oriol Miroso
Office: Sewell Social Sciences Building 7105
Office Hours: the hour after each lecture or by appointment
email: omiroso@ssc.wisc.edu

A theory can be defined as an analytic structure that explains a set of empirical observations. Sociological theory attempts to explain the social world from the sociological perspective. This perspective has been developed over the past 150 years through the contributions of many scholars, yet a few pioneers of the social sciences (not necessarily sociologists) had a particularly influential role in shaping it. This class explores the work and ideas of some of these theorists, with special attention to the three thinkers at the core of the classical sociological canon: Karl Marx, Émile Durkheim, and Max Weber.

The work of these authors can be difficult for the non-initiated, and it can seem irrelevant for the sociologist interested in the contemporary social world. What can three dead white guys who lived in Europe over one hundred years ago teach us about the world today? There are three main reasons to read and familiarize yourselves with Marx, Durkheim, and Weber: 1) It is impossible (or at least you would be making things very difficult for yourselves) to be a sociologist without being familiar with their work. Modern sociology was built upon the foundations established by these thinkers, and therefore navigating the discipline requires some knowledge of their work and how it influenced later developments. 2) The world that these authors studied and analyzed was, evidently, very different from contemporary society. However, some of the social factors and realities that they identified and theorized remain key building blocks of present-day society. We live our lives in a capitalist economic system, bureaucracies and science are crucial pillars of the current social order, and religion still plays a major role in social life. Some of the theories developed by Marx, Durkheim and Weber have been discredited nowadays, but they have all been very influential in determining how we see the world and, in many cases, we can still learn a lot about our societies from them. 3) Finally, – and in case that after 1 and 2 you still need another reason to study these authors – they are all top-notch social thinkers whose work is intellectually stimulating and exciting to learn, discuss and critique in its own right. In sum, I strongly believe that the study of Marx, Durkheim and Weber is a fascinating and rewarding journey that you will enjoy. The main goal of this class will be to provide you with information about these theorists and to help you absorb it and use it in a productive way.

Class organization

It needs to be said from the outset: the theories of Marx, Durkheim and Weber are not easy to engage with. Partly because of the difficulty of the ideas themselves, and partly because of their arid (from our perspective) writing style, reading, understanding and learning the work of these authors can be a daunting task for the uninitiated. The best way to do this is by reading their works directly, and this is what this class will revolve around. However, and given the difficulty

of this endeavor, the course will be organized in a way that will facilitate this process as much as possible. I believe that the most productive way to do this is to make our sessions a combination of lecture, in which I will give you the context and knowledge necessary to understand the readings, and discussion. I cannot emphasize enough how important the latter aspect is for this class. When confronted with difficult ideas, the only way of really understanding and learning them is by working through them. That requires 'interrogating' the readings, asking questions, making statements about what we think they mean and interacting with others who are doing the same. If when you have a doubt or are confused you do not voice that concern, you will not resolve it and the reading will have been a waste of your time. It is fundamental, then, that you come to class and that you verbalize your questions and comments so that we can have a clarifying discussion. For this reason, in the context of this class I establish the principle that **THERE IS NO SUCH THING AS A STUPID QUESTION**. You should think of this class as a safe environment in which we all start from zero and we work together to make sense of the readings. Sometimes the simplest questions or the most misdirected comments are the most productive and illuminating ones, and we need to embrace that in this class.

In order to make our exploration of these authors and class discussion as relevant as possible to you, the common thread around which I have organized this class is: how can the work of Marx, Durkheim and Weber help us make sense of contemporary society? As you will see, this will be a central element in the papers you have to write and I will try to make my lectures and our discussions revolve around this theme.

Assignments and workload

I have designed a grading scheme aimed at encouraging and maximizing the core elements of this class: reading and discussion.

Readings: there will be a considerable amount of difficult reading to do for this class. We have an average of 30 pages per session (with significant variability), but given how hard some of these texts are you should think about the number of pages for each session as if it was twice the actual figure in order to plan for how much time you will need to devote to read and understand them. Remember, the point is not to be able to say that you did the reading, but actually getting something out of it, and that will require much more time than a mere superficial read. To make sure that you do the readings and that you do them well, I will give you quizzes every two sessions (at the beginning of class) in which I will ask you basic questions about what you read for that session and for the previous one. Notice, then, that I will be asking you questions about texts that we have not explored in class yet. These questions will focus on making sure that you have read, not that you understood the readings. Part of my goal in doing this (besides ensuring that you do the readings) is to help you learn how to read difficult texts. This class, then, is not only about learning the theories, but also about learning to engage challenging material and being able to identify key arguments and ideas, even if you miss some of the more complicated details. I will distribute in class a document with some guidelines about how to do these types of readings, and I will send you a set of questions to guide your reading for each session in the semester. If despite that you still have trouble being able to perform in the quizzes after doing the readings properly, please come to see me during office hours. Of the 13 quizzes that we will have during the course of the semester I will drop the two lowest grades. You can only make up a missed quiz if your absence is completely justified, and you must take the quiz before the following session you can attend. Each quiz will be worth 10 points, so the total number of possible points for the quizzes will be 110.

Participation: I am a big fan of class discussion. For that reason, 15 points of your grade will be devoted to participation in our discussions. My main goal with this component of your grade is to encourage you to think critically about the readings and bring questions, comments, doubts, and observations to class. I am not expecting everyone to talk in every class, but to be generally engaged and contribute regularly. However, I am aware that it is hard to ensure everyone's participation and to evaluate you based on it in class because people have different personalities and it is hard for some of you to speak in public. For that reason, I have set up a discussion board on the Learn@UW website where you can post comments and questions about the readings and our sessions. I would not want you to think that writing online posts means that there is no need to participate in the classroom. My main goal is to have a lively class discussion, and thus you should think about the online posts as a way to complement your participation in class. If you are someone who is usually engaged and active in class you do not need to write anything online, but if you are on the quiet side and want to get the 15 points for participation you should regularly make meaningful contributions to the online forum. And notice that I say 'regularly'. Submitting several posts in the last week of class will not make up for no participation in the previous seven.

Papers: with the quizzes and the points for participation I will be making sure that you read and engage with the material critically. However, neither of these components will allow you to develop your thoughts at length, and it will make it impossible for me to assess the extent to which you are understanding the readings and using them productively. For that reason, the last required element for this class will be to write three 4 to 6-page papers (one for each of our three main authors: Marx, Durkheim and Weber) in which I will ask you to reflect upon the material that we have seen in class and to relate it to some contemporary problem. Each paper is worth 25 points, for a total of 75 points for this component of the course. I will distribute detailed instructions for the papers in class.

This is all you will need to do for this course. There are no midterm or final exams. There will be quite a lot of difficult reading, so I want you to focus on doing that properly and come to class ready to ask questions and discuss. Consistently, then, the only other requirement for the course will be attendance to class. Attendance is required and I will take attendance each and every class. I will allow up to 4 unjustified absences. These are supposed to cover illnesses and other uncontrollable circumstances, they are not a free pass to miss four classes without reason. Therefore, if anyone misses more than four classes I will need to see a justification for ALL the absences if you do not want to be penalized. With this, I am trying to avoid the cases of those who miss four classes without justification early in the session, and then they get sick and feel entitled to miss more sessions. You are expected to be in class every day, and therefore any non-justified absence beyond the allowance of 4 will subtract 5 points from your final grade. And just to be clear: attending a class implies being there for all (or most) of the class and being 'active and engaged'. Showing up for a quiz and leaving right after it, as well as showing up late or leaving early without reason will be counted as an absence. In the same way, being in class watching videos or writing emails on your laptops (and believe me, it is obvious when you are not using them to take notes for the class) will also be counted as an absence, and I will be the only judge of whether you are 'active and engaged'.

The grading scheme, therefore, will be the following:

11 quizzes	x	10 points each	=	110 possible points (55%)
3 papers	x	25 points	=	75 possible points (37.5%)
Participation			=	15 possible points (7.5%)

The final letter grades, then, will be applied over the total possible 200 points for the class in the following way (the border grades, 186, 174, 164, etc., will be considered part of the higher interval, i.e. 186 is an A, 174 is an AB, and so on):

A	200-186
AB	186-174
B	174-162
BC	162-150
C	150-140
D	140-120
F	120-0

This scheme will be strict. If you get 185.9 points your grade is AB, not A. You are warned from the very beginning so if you want a higher grade work harder. Complaints of the “but I am so close!”-type at the end of the semester will not have any effect.

A note on participation in class discussion

As I mentioned above, your active participation will be a key element of the learning experience in this class, so I want to make sure that it is clear what I mean by that: participating properly in class is not a function of speaking a lot or of making only brilliant points. My main criterion for evaluating participation is: is this contribution bringing the conversation forward? This can happen by asking a very simple question of clarification, or by saying something that is completely wrong yet allows us to confront an issue that we had not considered before. Someone who speaks non-stop or who shuts other people off is in fact stifling debate, and that is the exact opposite of what I am looking for. As I said before, I want to encourage you all to participate, thus the principle that there is no such thing as a stupid question or comment in this class. But I do ask you to be mindful: you are part of a group, and our goal is to move forward and learn together. Using participation to disrupt the conversation or to put someone else down is not acceptable and I will be strict about that.

Office hours, email

I will hold office hours every day for an hour after class, and I am happy to see you by appointment at other times if you cannot make the office hours. You should see this as a resource to which you have access in order to seek clarification, to discuss issues both with the material and the functioning of the class, or simply to make your views known about specific topics and readings. Given the difficulty of some of the material that we will be covering this semester you should definitely make use of office hours!

You can also contact me by email at any point during the session. I will try to reply to your messages promptly. However, you should always allow 24-72 hours for my replies. Therefore, you should not wait until the last minute to ask me important questions. Plan ahead!

Required texts

Most of the readings that we will do during the class will come from the following list of books,

which you can buy from Rainbow Bookstore (426 W Gilman St, just off State St). They are also on reserve at the College Library:

- Democracy in America, by Alexis de Tocqueville. Harper Perennial Modern Classics (2000). ISBN-13: 978-0060956660.
- The Marx-Engels Reader (Second Edition), edited by Robert Tucker. W. W. Norton (1978). ISBN-13: 978-0393090406.
- The Division of Labor in Society, by Emile Durkheim. Free Press (1997). ISBN-13: 978-0684836386.
- The Elementary Forms of Religious Life, by Emile Durkheim. Free Press (1995). ISBN-13: 978-0029079379.
- From Max Weber: Essays in Sociology, edited by H. H. Gerth and C. Wright Mills. Books LLC (2009). ISBN-13: 978-1443253338.
- The Protestant Ethic and the Spirit of Capitalism (Second Edition), by Max Weber. Routledge (2001). ISBN-13: 978-0415254069.

For all of these books several editions (and translations) are available. I am not opposed to the use of other editions, but notice that in many occasions I am asking you to read specific page numbers, so you will have to figure out exactly what the correspondence is.

Finally, there will be other occasional readings required. These will be available in e-reserves (accessible from the Learning tab on the my.wisc.edu website or from the Library/Reserves link on the Learn@UW website), or I will just email them to you.

Calendar of sessions and readings

In the reading list below, whenever specific page numbers are mentioned without any further indication it means that in that page there is a section or chapter break, so it should be completely straightforward to figure out where you should start/stop reading. For the cases where there are no such breaks I have indicated – between brackets after the page number – the sentence at which I want you to start/stop.

Introduction / Philosophical and Historical Background

Mon 6/13	The syllabus (no reading)
Tue 6/14 & Wed 6/15	Overview of Sociological Theory Robert A. Nisbet, “The Two Revolutions,” in <i>The Sociological Tradition</i> , pp.21-44. E-reserves Randall Collins, “The Rise of the Social Sciences,” in <i>Four Sociological Traditions</i> , pp.3-25, 38-46. E-reserves
Thu 6/16	Adam Smith Adam Smith, <i>Wealth of Nations</i> . Selections. E-reserves

- Mon 6/20 Alexis de Tocqueville (i): Introduction
Democracy in America, Author's Introduction (9-20); Vol I, Ch 3 (50-57)
- Tue 6/21 Alexis de Tocqueville (ii): Perils of Individualism
Democracy in America, Vol II, Part II, Chs 1-8 (503-528)
- Wed 6/22 Alexis de Tocqueville (iii): Taste for Material Well-Being
Democracy in America, Vol II, Part II, Chs 10-13, 17, 20 (530-538, 547-549, 555-558); Vol II, Part III, Chs 17, 21 (614-616, 634-645)
- Thu 6/23 Alexis de Tocqueville (iv): Democratic Despotism
Democracy in America, Vol II, Part IV (entire) (667-705)
- Karl Marx (1818-1883)**
- Mon 6/27 Introduction and the young Marx
Mark-Engels Reader, 12-15, 3-6, 53-54 (...into the criticism of politics), 143-145, 70-81
- Tue 6/28 The German Ideology
Mark-Engels Reader, 149 (The premises from...)-166 (...dissolved by circumstances), 172 (History is nothing...)-175, 184 (The concentration of trade...)-187 (...actual laws), 189-193, 196 (Nothing is more common...)-200
- Wed 6/29 Capital (i)
Mark-Engels Reader, 302-329
- Thu 6/30 Capital (ii)
Mark-Engels Reader, 329-361
- Tue 7/5 Capital (iii)
Mark-Engels Reader, 361-364, 373-400 (end of page)
- Wed 7/6 Capital (iv)
Mark-Engels Reader, 403-411, 419-438
- Thu 7/7 Marx Conclusions and Contemporary Relevance
- Émile Durkheim (1858-1917)**
- Mon 7/11 The Division of Labor in Society (i) – Paper 1 due
The Division of Labor in Society, xxv-xxx, 1-7, 11-29

Tue 7/12	The Division of Labor in Society (ii) <i>The Division of Labor in Society</i> , 31-52, 60-64
Wed 7/13	The Division of Labor in Society (iii) <i>The Division of Labor in Society</i> , 68-86, 101-106, 172-174, 200-205
Thu 7/14	The Division of Labor in Society (iv) <i>The Division of Labor in Society</i> , 291-322
Mon 7/18	The Elementary Forms of Religious Life (i) <i>The Elementary Forms of Religious Life</i> , 1-8, 33-44
Tue 7/19	The Elementary Forms of Religious Life (ii) <i>The Elementary Forms of Religious Life</i> , 207-241
Wed 7/20	The Elementary Forms of Religious Life (iii) <i>The Elementary Forms of Religious Life</i> , 418-448
Thu 7/21	Durkheim Conclusions and Contemporary Relevance
Max Weber (1864-1920)	
Mon 7/25	Class, status groups and Bureaucracy (i) – <u>Paper 2 due</u> <i>From Max Weber</i> , 180-195, 196-209
Tue 7/26	Bureaucracy (ii) <i>From Max Weber</i> , 209-235, 240-244
Wed 7/27	Power, legitimacy and the State <i>From Max Weber</i> , 77-87 (...for objective goals), 90 (The development of politics...)-92 (...from one case to another), 94 (The significance of the lawyer...)-96 (...of the demagogic species), 99 (If the journalist as a type...)-104 (...described by Ostrogorsky), 114 (Therefore, today, one...)-128
Thu 7/28	Rationalization and science <i>From Max Weber</i> , 129-153 (...must rebel against this), 155 (The fate of our times...)-156
Mon 8/1	The Protestant Ethic and the Spirit of Capitalism (i) <i>The Protestant Ethic and the Spirit of Capitalism</i> , Chs 2 (13-38) and 4 (53-72 (...be proved))

Tue 8/2	The Protestant Ethic and the Spirit of Capitalism (ii) <i>The Protestant Ethic and the Spirit of Capitalism</i> , Ch 5 (102-125)
Wed 8/3	Weber Conclusions and Contemporary Relevance
Thu 8/5	Wrap-Up and Conclusions
Mon 8/8	<u>Paper 3 due</u>

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Jun 15 (W)	Overview of Sociological Theory (ii)	32
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Jun 20 (M)	Tocqueville: Introduction	20
Jun 21 (T)	Tocqueville: Perils of individualism (Q)	26
Jun 22 (W)	Tocqueville: Taste for material well being	30
Jun 23 (R)	Tocqueville: Democratic despotism (Q)	39
Jun 27 (M)	Marx: Introduction and the young Marx	22
Jun 28 (T)	Marx: The German Ideology (Q)	32
Jun 29 (W)	Marx: Capital I	28
Jun 30 (R)	Marx: Capital ii (Q)	33
Jul 5 (T)	Marx: Capital iii	32
Jul 6 (W)	Marx: Capital iv (Q)	29
Jul 7 (R)	Marx conclusions and contemporary relevance	
Jul 11 (M)	Durkheim: The division of labor in society i – Paper 1	32
Jul 12 (T)	Durkheim: The division of labor in society ii (Q)	27
Jul 13 (W)	Durkheim: The division of labor in society iii	33
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Jul 18 (M)	Durkheim: The elementary forms of religious life i	20
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Jul 25 (M)	Weber: Class, status groups and Bureaucracy (i) – Paper 2	30
Jul 26 (T)	Weber: Bureaucracy (ii) (Q)	32
Jul 27 (W)	Weber: Power, legitimacy and the state	37
Jul 28 (R)	Weber: Rationalization and science (Q)	25
Aug 1 (M)	Weber: Protestant ethic and the spirit of capitalism i	45
Aug 2 (T)	Weber: Protestant ethic and the spirit of capitalism ii (Q)	24
Aug 3 (W)	Weber conclusions and relevance	
Aug 4 (R)	Wrap-up and conclusions – Paper 3 (Aug 8)	
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