

SOCY 711 – Sociological Theory
Fall 2026 – Sloan 113 | Class Time: Tu 16:25-19:10

Professor: jimi adams (jimi.adams@sc.edu)
Office: Sloan 216
Office Hours: Tu/We 1430-1530 (drop in, or by appointment - <https://calendly.com/jimiadams>)
NOTE: Drop-in hours will be in person only. Appointments can be in person or virtual (a link will be auto-generated).

Course Description

This semester will provide the foundations for your exploration of the central ideas in sociological theory. It is not comprehensive—in who we include nor the depth of coverage in any major theorist or tradition. Instead, it is organized to foster your exposure to existing theoretical problems, some account of their historical development, and their continued use in current sociological research. As such, the aim is to serve as an orienting basis as you develop your abilities in identifying, understanding, applying, and ultimately contributing to sociological theory.

I've collected a set of foundational theoretical ideas, extensions and critical reconstructions of those ideas, and more recent applications in sociological research. Any singular theory course requires tradeoffs in organization, depth, excluded topics, etc. Other emphases are also reasonable; and this one has its own limitations.

Given these limitations, in addition to engaging with assigned materials, we will also leverage them to work within and against these boundaries. In particular, this will likely include necessary reflection—beyond *sociological* theory to explore how some of its philosophical, epistemological, and methodological assumptions and foundations shape its construction and utility. This will allow us to develop shared language, while also considering means to select, evaluate, reconstruct, apply, and extend our understanding of sociological theory.

Objectives

By the end of the semester, participants will be able to:

- **Describe** some of the foundational theoretical perspectives that underpin sociological thought.
- **Identify** the role of intellectual genealogies in the way theories have developed into the types of questions addressed, societal aspects they're used to examine, and the assumptions therein.
- **Synthesize** compatible theoretical approaches to form relevant questions and expectations about social patterns and processes.
- **Contrast** differentiated theoretical orientations to specify how to prioritize among alternatives.
- **Apply** theoretical understandings to topics of their own or broad disciplinary interest by:
 - **adapting** existing appropriate frameworks to examine their own research questions, and/or
 - **constructing** their own new theoretical contributions, building from existing work.

This course is not meant to complete your theoretical training, but to begin the process. At times this may benefit from also drawing on secondary sources, or recent (critical) developments. Instead, your goal should be to understand the "canon" and work of other influential scholars in a way that allows you to participate in ongoing theoretical development through critique, extension, application and generating new theoretical ideas.

Assigned Readings

Many required readings and supplemental materials will be readily findable online or provided on Blackboard. For some selections (especially Marx, Durkheim, Weber, Simmel), it will likely be to your benefit to locate copies of the books from which those are drawn (most should be widely available online for purchase, from our library, or I have duplicate copies of many that I can make available). Alternatively, (or in addition) to those, you may find the following consolidated sets of excerpts valuable:

- Calhoun, Craig, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk, eds. 2022. *Classical Sociological Theory*. 4th ed. Wiley-Blackwell.
- Calhoun, Craig, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk, eds. 2020. *Contemporary Sociological Theory*. 4th ed. Wiley-Blackwell.

A note about reading:

Occasionally the assigned readings will constitute more than you can reasonably complete in the time allotted. This is deliberate. Part of graduate training is learning how to read strategically: to identify a text's central concepts, reconstruct its argument, understand its implications, determine where closer reading is necessary, and be able to integrate those into your own application and adjustment of these ideas. We will discuss strategies for doing this throughout the semester—**as they pertain to the aims of the class and to our own skills and interests**. If you have questions about how to do this—let's chat.

I am relying primarily on original scholarly writing rather than "textbook" summaries. I think that's the best approach to develop your own theoretical ideas. Some secondary presentation, interpretation, and assessment of these works may also be helpful. If you'd like such sources, some common options are:

- Alexander, Jeffrey C. 1987. *Twenty Lectures: Sociological Theory Since World War II*. Columbia UP.
- Alatas, Syed Farid, and Vineeta Sinha. 2017. *Sociological Theory Beyond the Canon*. Palgrave Macmillan.
- Appelrouth, Scott, and Laura Desfor Edles. 2008. *Classical and Contemporary Sociological Theory: Text and Readings*. SAGE.
- Calhoun, Craig J. 2007. *Sociology in America: A History*. University of Chicago Press
- Collins, Randall. 1994. *Four Sociological Traditions*. Oxford UP
- Fararo, Thomas J. 1989. *The Meaning of General Theoretical Sociology*. Cambridge UP
- Ritzer, George & Jeffrey Stepnisky. 2017. *Sociological Theory*, (latest edition). McGraw-Hill
- Turner, Jonathan H. 2002. *The Structure of Sociological Theory*, 7th Edition. Wadsworth

Course Structure & Requirements

Seminar Structure:

First and foremost, this course will be organized as a seminar. This means that we will need to come to each class session having completed assigned readings and prepared to discuss them. This course works best if you treat each week's readings as a set of theoretical tools rather than as a list of authors to master. For each week, types of questions to ask are:

- What problem is this theory (set) trying to solve?
- In what context(s) does it/not work?
- What assumptions is it making? Where are its blindspots?
- How much of it is empirically testable/supported?
- How have later scholars revised or applied it?
- What might it help you see in your own research?

The elements for engagement outlined below are intended to foster those aims:

Recommended Contribution Elements:**1. Reading & Synthesis elements** (recommended nearly weekly):

Purpose: These should help you *make sense of a topic* in your own terms. In particular, seek to—(a) identify readings' core concepts, (b) synthesize across a weeks' collection to (re-)construct main arguments, then (c) interpret what these accomplish theoretically.

Format: Regular "topic briefs" (~3-4pgs) of thinking-in-progress style writing (not polished essays).

Use: Source material for you as the primary audience, to—(a) formulate your own understandings, (b) prepare for seminar discussion to iterate, then (c) draw from as you develop more polished engagement and integration/applications.

2. Discussion & Engagement elements (recommended 3-4 of type a + 3-4 of type b):

Purpose: These should help you *build a mental map* of how these topics aggregate as a field. Where do ideas overlap or diverge? What elements extend or challenge each other? Which are premised on similar/different assumptions and aims?

Format: Pointed, public-facing engagement with theoretical ideas (mix of oral and written).

a. facilitate an in-class discussion (totaling about 10 minutes)

b. written engagement (approximately 1-1.5 pages)¹

Critical engagement can take a variety of useful forms, but should help you work out the utility of ideas—in juxtaposition with ideas outside a week's topic. Some possibilities are:

i. compare/contrast a reading to another week's topic (best for option a or b)

ii. broadly position a specific reading within the building theoretical field (b)

iii. apply a theoretical topic to your own research question (a or b)

iv. concise critique of the internal coherence, use, or limitations of a theory (a).

Use: Sharable-draft versions of putting ideas into action (i.e., not just summary). To do this well, they should be more polished than briefs—thinking of others as the audience—but even with that additional clarity, remain "candidate" working ideas.²

3. Integration & Application elements (recommended *at least* once):

Purpose: These should help you *develop your own theoretical uses and contributions*, as a more sustained piece of writing that uses the course's theoretical materials for your own analytic purposes. This might take several forms

Format: A single essay of a few thousand words, fully cited, carefully written, and complete enough to serve as a shareable draft. These may take on a variety of flavors:

a. a broad synthesis of the aggregate theoretical terrain developed across the course;

b. compare/contrast how multiple theoretical perspectives would generate candidate explanations of a single social pattern or process;

c. apply a range of theoretical perspectives to develop an approach for studying your own research questions;

d. a fundamental reconstruction or extension of an existing theoretical idea.

Use: These should be akin to a final paper or exam essay in scope and polish. They need not be final versions of an idea. Instead think of these as preliminary versions of sections of a paper/proposal. To optimize their use for these purposes, they should show sustained theoretical work.

¹ The goal is to state the idea you are engaging clearly enough that both its implications and your critical response to it can be worked out. Brevity matters here: it should help you faithfully characterize the original idea while also distilling your own engagement with it, without getting bogged down in the details of either.

² To foster this type of contribution, I am envisioning developing a course "wiki" where we can share and collectively feedback on this set of contributions.

A note about writing: The majority of a practicing researcher's job is spent writing. One of your primary aims in graduate school should therefore be to develop your writing skills. As such, all written work should be edited and proofread, and fully cited/referenced (even reading syntheses). If necessary, please make use of University writing services and/or writing style guides (e.g., Becker 2020; Thomas and Turner 2017; Zinsser 2006).³

Due Dates & Revisions:

There are no strict deadlines for written materials in this course, apart from the compiled portfolio (described below). Instead, I would encourage you to consider the following recommendations (to best facilitate their respective learning objectives):

- **Reading syntheses** should be submitted *before* the class in which they will be discussed.
- **Discussion facilitation** will take place in class and therefore will only occur on a reading topic's assigned day.
- **Engagement writings** should be submitted within a week after a topic is covered in class.
- **Integrative/Application writing** is more cumulative across the term, so will likely make sense in the latter half of the semester—but don't overly delay working towards this aim.

To foster these aims, *all submitted written work* will receive written feedback. And you are encouraged to revise and rework these writings—whether as revised inputs into later writings (e.g., leveraging syntheses into applications) or as simple iterations (likely more useful for engagement and integrative/application writing). To balance making these helpful for you, and not overwhelming to me, please seek to adhere to the following:

- Please do not submit any more than two written elements in any given week.
- You can reasonably expect feedback on anything up to 4 pages within a week, anything longer may take two weeks.
- I recommend that at least two of your submitted writing elements should be iterated updates of previous elements—incorporating (documented) revisions according to the feedback received.
- Take each of the above suggestions and the requirements for your portfolio (described below) into consideration to leave sufficient time for you to receive and incorporate any received feedback in a timely manner.

Grading

Traditional grading schemes often incentivize point accumulations in ways that have come to undermine learning objectives (Blum 2020; Kohn 1999).⁴ We're going to attempt to break out of that regress by focusing instead on fostering an environment where we can collectively further our understanding of previous theoretical work, incorporate those ideas into our own research and teaching, and consider how we might contribute to those ongoing theoretical developments. As such, the readings, engagement elements, and grading approach are intended to support experimentation, revision, and incremental mastery across different forms of engagement.

³ Becker, H. S. 2020. *Writing for Social Scientists, Third Edition: How to Start and Finish Your Thesis, Book, or Article*. University of Chicago Press. Thomas, F. N., and M. Turner. 2017. *Clear and Simple as the Truth: Writing Classic Prose*. Princeton University Press. Zinsser, W. 2006. *On Writing Well: The Classic Guide to Writing Nonfiction*. HarperCollins.

⁴ Blum, S. D. 2020. *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)*. Teaching and Learning in Higher Education. West Virginia University Press. Kohn, A. 1999. *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*. Houghton Mifflin Company.

Curated Portfolio and Assessment Conference:

We will be taking an “ungrading” approach in this course, specifically combining an “all feedback, no evaluation” orientation with a portfolio/conference to document your progress, and determine a grade.⁵

- Some time on Dec 3, 4, 7, or 8 (sign-up sheet on Blackboard), we will meet (ideally in person) to discuss how well you have accomplished the course’s learning objectives.
- To prime that discussion, 1 week before our meeting, you will submit a portfolio that documents **excerpted** representations of your written work that characterize how you achieved these aims.⁶ Detailed guidelines for preparing this “Curated Portfolio” are available via Blackboard.
- During this meeting, you will self-propose a course grade as supported by your course contributions and documented in your portfolio.⁷

Throughout the semester, you should save drafts, feedback, revisions, and any written reflections that demonstrate your progress toward the course objectives. The portfolio will be brief and curated, approximately 7 single-spaced pages, built from excerpts of prior course work and short reflections.

Course Expectations

What we all can expect from each other:

Behave in a manner reflecting common courtesies. Show up to office hours or other appointments as scheduled. Maintain professionalism in all electronic communication (e.g., email/Blackboard messages). Put forth our best efforts to maintain a productive and welcoming course.

What I expect from you:

1. *Make a concerted effort to bring the best you can to the course.* This means doing readings each week, completing required assignments on time, putting forth effort into each element of the course. It also means taking ownership over your learning, your contributions, and the evidence you assemble in your final portfolio.
2. *Treat others in the class with respect.* This includes simple norms of regular interaction in seminar and written forums, and thoughtfully considering the contributions of others. At times we’ll potentially cover material of a sensitive nature; being able to respect other’s expressed opinions makes critical discourse possible.

Personal Computers Use: Personal electronics may be used only for legitimate classroom purposes, but should not distract you or others from discussion.

What you can expect from me:

1. *Make a concerted effort to bring the best I can to the course.* This means leading a class appropriate to its level, selecting “up to date” material that helps illustrate the course’s key aims, timely responses to emails, regularly being available for interaction via Blackboard & office hours, and adapting as is appropriate for the needs of the class.

⁵ While I’d rather just dispense with grades altogether at the graduate level, so far, the university won’t let me.

⁶ It’s possible that your discussion contributions are the best reflection for some of these objectives; in that case, provide a brief *written* synopsis of that discussion.

⁷ In all probability, your proposed grade is what will be recorded. I reserve the right to adjust any that seem notably *and* substantially inconsistent with the submitted portfolio (but hope not to do so).

2. *Treat others in the class with respect.* This includes being prepared for class, returning graded materials in a timely manner with useful feedback, seeking to be impartial in the assessment of student work, while holding it to the standards of the course and college. It also means fostering an environment where diverse perspectives can comfortably be shared in class.

Course Communication:

- *The Syllabus* has answers to the most common questions pertaining to the course. Be sure to check the syllabus first, before asking me about due-dates, assignment requirements, etc.
- *Office Hours* are available to add to your experience in this course. **Please make use of them.** These are meant to supplement required course work and in-class elements. As such, while I am happy to discuss course materials or other aspects of sociology/academia in general with you during this time, they should not be viewed as an opportunity to ask, "What did I miss in class?" (You should find peers in the class with whom you can share notes for that purpose.)
- *Blackboard* will be used for the majority of communication in this course. You can find a copy of the syllabus, additional assigned readings, and all assignments there. I will also post any lecture notes after each class. To make your experience in this course successful, you should expect to make this resource a *regular* part of your preparation for this course.
- *E-mail* should be used for quick communications (things that can be responded to in no more than a few sentences); use office hours for anything requiring more depth. You should only use your USC email account for communication related to this course; I will not read/reply to emails from your personal accounts (e.g., Yahoo!, Hotmail, etc; honestly they very regularly get filtered from my inbox and I simply don't see them). Please consider e-mail as subject to the same standards of communication as you would all other forms written material in this course (i.e., you should use complete sentences, proper punctuation, etc.). I will typically respond to email within **48 hours**.

University, CAS, and other Important Administrative Policies

Academic Integrity. You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment (i.e., receiving a zero) and will result in additional disciplinary measures. This includes improper citation of sources, using another student's work and any other form of academic misrepresentation.

Generative Artificial Intelligence. Our aim in this course is to develop an understanding and application of sets of ideas for our own purposes. The friction necessary to struggle with, make sense of, and make use of these ideas and associated tools is often the *point* of learning, rather than an impediment to some other outcome. Employing AI tools will detract from your developing these skills and meeting our aims. Therefore, while you may use AI tools for limited support such as copy-editing writing and locating unclear writing; all *ideas* underpinning your work and the *content* of all submitted assignments should be your original work. In particular, you should **NOT** use any form of AI as primary tools to interpret readings, produce written content, develop substantive arguments, etc. These are intended to hone your skills in learning from and critically engaging with material (not to produce documents for me to assess) and using AI can negate that purpose.

Plagiarism. Using the words or ideas of another as if they were one's own is a serious form of academic dishonesty. If another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper citation.

Please remember that avoiding plagiarism is only a minimal threshold for maintaining academic integrity. Additionally, the first tenet of the Carolinian Creed is, "I will practice personal and academic integrity." There are useful resources on what this entails available for you at:

- [Carolinian Creed](http://www.sa.sc.edu/creed) (<http://www.sa.sc.edu/creed>)
- [Academic Responsibility](http://www.sc.edu/policies/staf625.pdf) (<http://www.sc.edu/policies/staf625.pdf>)
- [Office of Student Conduct and Academic Integrity](https://www.sa.sc.edu/academicintegrity/) (<https://www.sa.sc.edu/academicintegrity/>)

If you remain unsure what this means for your successful participation in and completion of assignments in this course, ask, don't assume.

Accommodations for Disabilities and Other Personal Circumstances - Please notify me if you believe you will have trouble completing course assignments or meeting course requirements for any reason, including, but not limited to: disabilities; family circumstances; poor health; or economic hardship. All discussions will be confidential. I will make reasonable accommodations to ensure your inclusion and success in the course. Students with disabilities can contact the Student Disability Resource Center (SDRC: <http://www.sa.sc.edu/sds/>) at 803-777-6142, sadrc@mailbox.sc.edu, or at LeConte College, Room 112A for additional assistance.

Student Success Center – In partnership with USC faculty, the Student Success Center (SSC; www.sc.edu/success) offers a number of free programs to assist you in better understanding your course material and to aid you on your path to success. SSC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. Resources available to you in this course include:

- Peer Tutoring: You can make a one-on-one appointment with a peer tutor. Drop-in Tutoring and Online Tutoring may also be available for this course. Visit their website for a full schedule of times, locations, and courses.
- Peer Writing: Improve your college-level writing skills by bringing writing assignments from any of your classes to a Peer Writing Tutor. Similar to Tutoring, you can visit the website to make an appointment, and to view the full schedule of available drop-in hours and locations.
- Success Consultations: In Success Consultations, SSC staff assist you in developing study skills, setting goals, and connecting to a variety of campus resources. Throughout the semester, I may communicate with the SSC via Success Connect, an online referral system, regarding your progress in the course. If contacted by the SSC, please schedule a Success Consultation. Success Connect referrals are not punitive and any information shared by me is confidential and subject to FERPA regulations.

Writing Center – This course has many writing assignments. The University Writing Center (<http://artsandsciences.sc.edu/write/university-writing-center>) is open to help any USC student needing assistance with a writing project at any stage of development.

Counseling Services - The University offers counseling and crisis services as well as outreach services, self-help, and frequently asked questions: https://sc.edu/about/offices_and_divisions/student_health_services/medical-services/counseling-and-psychiatry/index.php

Grades of Incomplete: The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course. Students have up to one year (three semesters) to complete course requirements. Dr. Adams is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within the time allowed or the "I" will automatically be recorded as an "F" on your transcript.

Course Schedule

NOTE: this schedule is subject to change. Changes will be announced in class and on Blackboard. Full reference information provided at the end of the syllabus.⁸

Aug 18 What is Sociological (Theory)?

Required –

- Durkheim, Émile. 1982[1901]. "What is a Social Fact?" excerpted from *The Rules of Sociological Method*. Free Press. (BB)
- Weber, Max. 1949. "Objectivity in Social Science." Pp. 9-12, 72-77, 82-85, 89-94 in *The Methodology of the Social Sciences*. Free Press. (BB)
- Merton, Robert K. 1968. "On Sociological Theories of the Middle Range." chapter 2 in *Social Theory and Social Structure*. The Free Press. (BB)
- Abend, Gabriel. 2008. "The Meaning of Theory." *Sociological Theory* 26(2):173–99.

Further Reading –

- Abbott A. 2004. *Methods of Discovery: Heuristics for the Social Sciences*. WW Norton & Co.
- Alexander JC. 1987. "The Centrality of the Classics" pp. 11-57 in Giddens A & Turner JH (eds). *Social Theory Today*. Polity Press.
- Berger PL. 1963. *Invitation to Sociology: A Humanist Perspective*. Anchor Books.
- Camic C & Gross N. 1998. "Contemporary Developments in Sociological Theory." *ARS* 24:453-476.
- Giddens A. 1976. "Classical Social Theory and the Origins of Modern Sociology." *AJS* 81: 703-729.
- Hedstrom P & Ylikoski P. 2010. "Causal Mechanisms in the Social Sciences." *ARS* 36:49-67.
- Leiberson S & Lynn FB. 2002. "Barking up the Wrong Branch: Scientific Alternatives to the Current Model of Sociological Science." *ARS* 28:1-19.
- Markovsky, Barry. 2008. "Graduate Training in Sociological Theory and Theory Construction." *Sociological Perspectives* 51(2):423–45.
- Mills CW. 1959. *The Sociological Imagination*. Oxford UP.
- Stinchcombe AL. 1982. "Should Sociologists Forget their Mothers and their Fathers?" *American Sociologist* 17: 2-11.
- Stinchcombe AL. 1987. *Constructing Social Theories*. Chicago UP.
- Swedberg R. 2014 *The Art of Social Theory*. Princeton UP.
- Tavory I & Timmermans S. 2014. *Abductive Analysis: Theorizing Qualitative Research*. Chicago UP.
- Varpio L, Paradis E, Oijtdebaage S, and Young M. 2020. "The Distinctions Between Theory, Theoretical Framework, and Conceptual Framework." *Academic Medicine* 95(7):989-994.
- Weber M. 1978[1914]. "Basic Sociological Terms." Chapter 1 in *Economy & Society*. California UP.

Aug 25 Some Philosophical & Epistemological Precursors & Considerations

Required –

- Hollis M. 1994. "Introduction: Problems of Structure and Action." Chapter 1 in *The Philosophy of Social Science*. Cambridge University Press. (BB)
- Lakatos, Imre. 1976. "Falsification and the Methodology of Scientific Research Programmes." Pp. 205–59 in *Can theories be refuted?* edited by S. G. Harding. Springer Netherlands. (BB)
- Abbott, Andrew. 1988. "Transcending General Linear Reality." *ST* 6:169–86.
- Healy, Kieran. 2017. "Fuck Nuance." *ST* 35(2):118–27.

Further Reading –

- Abbott A. 2001. *Chaos of Disciplines*. Chicago UP.
- Abbott, A. 1997. "Of Time and Space: The Contemporary Relevance of the Chicago School." *Social Forces* 75:1149–82.
- Bernard, H. Russell. 2012. "What is Social Science?" Chapter 1 in *Social Research Methods: Qualitative and Quantitative Approaches*. Sage.
- Fleck L. 1979[1935]. *Genesis and Development of a Scientific Fact*. Chicago UP.
- Foucault M. 1970. "The Human Sciences." Pp. 344-387 in *The Order of Things*. Vintage.

⁸ Abbreviations: AJS (*American Journal of Sociology*), ARS (*Annual Review of Sociology*), ASR (*American Sociological Review*), ST (*Sociological Theory*), T&S (*Theory & Society*), UP (xx University Press)

- Habermas J. 1996 [1967]. *On the Logic of the Social Sciences*. MIT Press.
- Hollis M. 1994. *The Philosophy of Social Science*. Cambridge UP.
- Homans GC. 1967. *The Nature of Social Science*. Harcourt.
- Gieryn TF. 1999. *Cultural Boundaries of Science: Credibility on the Line*: Chicago UP.
- Knorr-Cetina K. 1999. *Epistemic Cultures: How the Sciences Make Knowledge*. Harvard UP.
- Kuhn TS. 1962. *The Structure of Scientific Revolutions*. Chicago UP.
- Latour B & Woolgar S. 1979. *Laboratory Life: The Construction of Scientific Facts*. Princeton UP.
- Leifer EM. 1992. "Denying the Data: Learning from the Accomplished Sciences." *Sociological Forum* 7(2):283-99.
- Little, D. 1991. *Varieties of Social Explanation: An Introduction to the Philosophy of Social Science*. Westview Press.
- Peirce CS. 1878. "How to Make Our Ideas Clear." *Popular Science Monthly* 12:286–302.
- Polanyi M. 1966. *The Tacit Dimension*. Chicago UP.
- Popper, Karl. 1959. *The Logic of Scientific Discovery*. Routledge.

Sep 1 Marx, Capital, & Labor

Required –

- Tucker RC (ed). 1978. *The Marx-Engels Reader*. WW Norton & Co.
 - "Economic and Philosophic Manuscripts of 1844." pp. 66-81.
 - "Wage Labor and Capital." pp. 203-217.
 - excerpts "Capital, Vol 1." pp. 329-336 & 351-361.

Choose 1:

- Burawoy, Michael. 1979. "The Labor Process as Game." chapter 5 in *Manufacturing Consent*. Chicago UP. <http://burawoy.berkeley.edu/Books/MC/Three.pdf>.
- Glenn, Evelyn Nakano. 1992. "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor." *Signs* 18(1):1–43.

Further Reading –

- Bell D. 1990. "The misreading of ideology: The social determination of ideas in Marx's work." *Berkeley Journal of Sociology* 35: 1-54.
- Boswell T & Dixon WJ. 1993. "Marx's Theory of Rebellion: A Cross-National Analysis of Class Exploitation, Economic Development, and Violent Revolt." *ASR* 58: 681-702.
- Braverman, Harry. 1974. *Labor and Monopoly Capital: The Degradation of Work in the 20th Century*. Monthly Review.
- Burawoy M. 2000. "Marxism after Communism." *T&S* 29: 151-174.
- Burawoy M. 1990. "Marxism as Science: Historical Challenges and Theoretical Growth." *ASR* 55: 775-793.
- Collins R. 1994. "The Conflict Tradition." Pp. 47-81 in *Four Sociological Traditions*. Oxford UP.
- Giddens A. 1971. *Capitalism and Modern Social Theory*. Ch's 1-4, 13. Cambridge UP.
- Gilmore, Ruth Wilson. 2007. *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. Berkeley: University of California Press.
- Glenn EN. 2004. *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor*. Harvard University Press.
- Gramsci A. 1992[1937]. *Prison Notebooks*. Selections. Columbia UP.
- Hegel, G. W. F. 1977 [1807]. *Phenomenology of Spirit*. Oxford UP.
- Lukács, Georg. 1971 [1923]. *History and Class Consciousness: Studies in Marxist Dialectics*. MIT UP.
- Marx K. 1867. *Capital*, Volume 1.
- Marx K & Engels F. 1847. *The Manifesto of the Communist Party*.
- Panayotakis C. 2004. "A Marxist Critique of Marx's Theory of History: Beyond the Dichotomy Between Scientific and Critical Marxism." *ST* 22: 123–139.
- Robinson, Cedric J. 1983. *Black Marxism: The Making of the Black Radical Tradition*. Zed Press.
- Turner J. 1993. *Classical Sociological Theory: A Positivist's Perspective*. Ch's 8-9 Nelson-Hall.
- Wallerstein I. 1986. "Marxisms as Utopias: Evolving Ideologies." *AJS* 91: 1295-1308.
- Wright EO. 1996. "The Continuing relevance of class analysis. Comments." *T&S* 25: 693-716.

Sep 8 Weber, Authority, Rationalization, & Bureaucracy

Required –

- Weber, Max. 1946[1914]. "Class, Status, Party." pp. 180-195 in *From Max Weber*. Oxford UP. (BB)
- _____. 1947[1914]. "The Types of Legitimate Domination." Excerpts from *Economy and Society*. The Free Press. (BB)

- _____. 1978[1922]. "Bureaucracy." Chapter 11 in *Economy & Society* California UP – focus on sections 1, 2, 4, 6, 7, 9. (BB)
- _____. 1930. "Asceticism and the Spirit of Capitalism." pp. 102-24 in *The Protestant Ethic and the Spirit of Capitalism*. Routledge.

Choose 1:

- Loveman, Mara. 2005. "The Modern State and the Primitive Accumulation of Symbolic Power." *AJS* 110(6): 1651–1683.
- Rivera, Lauren A. 2012. "Hiring as Cultural Matching: The Case of Elite Professional Service Firms." *ASR* 77(6):999–1022

Further Reading –

- Bourdieu, Pierre. 1994. "Rethinking the State: Genesis and Structure of the Bureaucratic Field." *ST* 12: 1-18.
- Camic C, Gorski PS, Trubek DM (eds). 2005. *Max Weber's 'Economy and Society': A Critical Companion*. Stanford UP.
- Collins R. 1993. "Heroizing and Deheroizing Weber." *T&S* 22(6):861–70.
- Guzmán SG. 2015. "Substantive-Rational Authority: The Missing Fourth Pure Type in Weber's Typology of Legitimate Domination." *Journal of Classical Sociology* 15(1):73–95.
- Martin JL, Gunten TV, & Zablocki BD. 2012. "Charisma, Status, and Gender in Groups With and Without Gurus." *Journal for the Scientific Study of Religion* 51(1):20–41.
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- Eisenstadt SN. 1959. "Bureaucracy, Bureaucratization, and Debureaucratization." *Administrative Science Quarterly* 4: 302-320.
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