Sociology 270: Sociological Theory
Units: 4.0
Spring 2019 | MW | 2:00pm to 3:20pm
Location: Taper Hall (THH) 209

Professor Josh Seim
Office: Hazel and Stanley Hall Building (HSH) 218
Office Hours: Mondays, 11:00am to 12:00pm, or by appointment
Contact: jseim@usc.edu or 213-764-7930

Course Description

Welcome to Sociological Theory! This course puts six social theorists in conversation with one another and with you. The first half covers the so-called canon of sociology: the writings of Emile Durkheim, Karl Marx (with Friedrich Engels), and Max Weber. The second half adds a scholar historically excluded from that canon, W.E.B. Du Bois, before turning to the more contemporary works of Michel Foucault and Maria Mies. Much of our readings concern an essential theme in sociology: the division of labor. This focus will motivate some targeted discussions of class, race, gender, state, ideology, family, body, crime, and other topics.

Learning Objectives

1. Understand our six theorists on their own terms and in relation to one another
2. Communicate analysis of course issues through writing and discussion
3. Establish a dialogue between social theory and your lived experience

Course Materials

You are required obtain the following books, which are available in the student books store:


All readings by W.E.B. Du Bois are available on Blackboard.

I will post short reading and lecture summaries every week to Blackboard. You should treat these messages as supplemental text. While they cannot substitute a thorough reading of our primary text or an engaged attendance in class, these summaries should help you better understand and navigate the course.
Student Evaluation

Grading Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading Responses</td>
<td>10%</td>
</tr>
<tr>
<td>Take-Home Exam I</td>
<td>30%</td>
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<tr>
<td>Take-Home Exam II</td>
<td>30%</td>
</tr>
<tr>
<td>Final Paper: Living Theory</td>
<td>30%</td>
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Reading Responses

Each reading assignment comes with a set of questions. You are expected to submit an answer to one question from each set (due 11:00am the day of the assigned reading via Blackboard). You may either write a response (three to four sentences with specific page citations) or diagram/table a response (with specific page citations). Written responses must be submitted using the assignment text box and diagramed/tabled responses must be attached as a standard image file (e.g., JPG). All reading responses are graded on a pass/fail basis. While wrong answers will not be penalized, I may ask you to resubmit a reading response if your initial submission is obviously careless. Late reading responses will not be accepted, but you are allowed to skip two without penalty.

Take-Home Exams

Your performance on two written take-home exams will determine more than half of your grade in the course. For each exam, you will be given multiple days to answer a few questions. These exams will challenge you to bring course readings in conversation with one another. The first exam will be distributed in class on February 25th (Monday) and is due March 3rd (Friday) at 5:00pm via Blackboard. The second exam will be distributed in class on April 22nd (Monday) and is due April 26th (Friday) at 5:00pm via Blackboard. Exams turned in late will be docked one full letter grade for each day they are tardy. No exam will be accepted beyond 72 hours of its designated submission time. Additional instructions and requirements will be provided on the exam prompts.

Final Paper: Living Theory

The course ends with a paper on living theory. As will be discussed throughout the lectures, the notion of “living theory” has a double meaning. On the one hand, it means bringing theory to life by demonstrating its concrete relevance to contemporary or proximate issues. Social theory is something that can live, but we sometimes have to put in the work to resuscitate and nourish it. On the other hand, living theory can mean adopting theory as a worldview or a kind of lifestyle. Social theory is something that be used to make sense of your own lived experience. With this in mind, all living theory essays must engage at least one of our six theorists and include the following: 1) a summary of a key concept or theme from the course, 2) an analysis of a current event, a cultural artifact, or a personal experience using the selected concept or theme, and 3) a critique of at least one of the theorists used in the essay. You will submit your living theory paper (five to seven double-spaced pages) by 4:00pm on May 6th (Monday) via Blackboard. Additional instructions and requirements will be detailed in lecture.
Additional Policies

Attendance and Participation

You are expected to attend every class. However, simply showing up will not be enough to succeed. You must also be engaged. Among other things, this means you must bring a printed or digital copy of the assigned reading to class.

Technology

Laptops and tablets are permitted in class for notetaking and/or accessing the assigned readings.

Plagiarism

Presenting someone else’s ideas as your own, either verbatim or recast in your own words is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Independent Work

This is an extension of the plagiarism policy. You must complete all assignments and exams independently. That said, you are encouraged to discuss course material with your peers outside of class.

See also: “List of Support Systems” at the end of this syllabus.
**Abbreviated Schedule (RR = Reading Response)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
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<td>Syllabus</td>
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**Part I: Durkheim, Marx and Engels, and Weber**

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>01/09</td>
<td>Division of Labor</td>
<td>Durkheim</td>
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<tr>
<td>01/14</td>
<td>Mechanical Solidarity</td>
<td>Durkheim</td>
<td>RR by 11am</td>
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<tr>
<td>01/16</td>
<td>Organic Solidarity</td>
<td>Durkheim</td>
<td>RR by 11am</td>
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<tr>
<td>01/23</td>
<td>Abnormal Division of Labor</td>
<td>Durkheim</td>
<td>RR by 11am</td>
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<tr>
<td>01/28</td>
<td>Historical Materialism</td>
<td>Marx &amp; Engels</td>
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<td>Rethinking the Division of Labor</td>
<td>Marx &amp; Engels</td>
<td>RR by 11am</td>
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<td>02/04</td>
<td>Capitalism</td>
<td>Marx &amp; Engels</td>
<td>RR by 11am</td>
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<tr>
<td>02/06</td>
<td>Class Struggle</td>
<td>Marx &amp; Engels</td>
<td>RR by 11am</td>
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<td>02/11</td>
<td>Rethinking Capitalism</td>
<td>Weber</td>
<td>RR by 11am</td>
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<tr>
<td>02/13</td>
<td>The Protestant Ethic</td>
<td>Weber</td>
<td>RR by 11am</td>
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<td>02/20</td>
<td>Iron Cage</td>
<td>Weber</td>
<td>RR by 11am</td>
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<tr>
<td>02/25</td>
<td>Review / Distribute Exam I</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>02/27</td>
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<td>03/01</td>
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**Part II: Du Bois, Foucault, and Mies**

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<th>Topic</th>
<th>Reading</th>
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<td>Racial Division of Labor: Slavery</td>
<td>Du Bois</td>
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<td>03/06</td>
<td>Rethinking Class Struggle</td>
<td>Du Bois</td>
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<td>Du Bois</td>
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<td>03/20</td>
<td>White Supremacy</td>
<td>Du Bois</td>
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<td>03/25</td>
<td>From Public Execution to Timetable</td>
<td>Foucault</td>
<td>RR by 11am</td>
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<td>03/27</td>
<td>Means of Correct Training</td>
<td>Foucault</td>
<td>RR by 11am</td>
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<td>04/01</td>
<td>Panopticism</td>
<td>Foucault</td>
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<td>04/03</td>
<td>The Disciplinary Society</td>
<td>Foucault</td>
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<td>04/08</td>
<td>Sexual Division of Labor</td>
<td>Mies</td>
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<td>04/10</td>
<td>Colonization and Housewifization</td>
<td>Mies</td>
<td>RR by 11am</td>
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<td>04/15</td>
<td>New International Division of Labor…</td>
<td>Mies</td>
<td>RR by 11am</td>
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<td>04/17</td>
<td>Feminist Perspective of a New Society</td>
<td>Mies</td>
<td>RR by 11am</td>
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<td>04/22</td>
<td>Review / Distribute Exam II</td>
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<td>04/24</td>
<td>Review</td>
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<tr>
<td>04/26</td>
<td>N/A</td>
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<td>Exam II by 5pm</td>
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<tr>
<td>05/06</td>
<td>N/A</td>
<td>N/A</td>
<td>Final Paper by 4pm</td>
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Detailed Schedule

INTRODUCTION

Monday, January 7th | Syllabus

No reading.

PART I: DURKHEIM, MARX AND ENGELS, AND WEBER

EMILE DURKHEIM (1858-1917)

Wednesday, January 9th | Division of Labor

Durkheim. 1893. The Division of Labor in Society. (pp. 1-7, 11-29)

Reading Response (select one and submit by 11:00am via Blackboard)
A) Why should sociologists study the division of labor?
B) What are (social) functions?
C) What is the function of the division of labor?

Monday, January 14th | Mechanical Solidarity

Durkheim. 1893. The Division of Labor in Society. (pp. 31-64)

Reading Response (select one and submit by 11:00am via Blackboard)
A) How does Durkheim define crime?
B) What is the function of punishment?
C) How does mechanical solidarity correspond to penal law?

Wednesday, January 16th | Organic Solidarity

Durkheim. 1893. The Division of Labor in Society. (pp. 68-72, 77-86, 165-74, 118-23, 217-23, 200-5)

Reading Response (select one and submit by 11:00am via Blackboard)
A) How does organic solidity correspond to restitutive law?
B) What are some key differences between mechanical and organic solidarity?
C) What does the collective consciousness look like under an advanced division of labor?
Wednesday, January 23rd | Abnormal Division of Labor


*Reading Response (select one and submit by 11:00am via Blackboard)*
A) What is the anomic division of labor?
B) What is the forced division of labor?
C) What is the third abnormal form?

*Karl Marx (1818-1883) & Friedrich Engels (1820-1895)*

Monday, January 28th | Historical Materialism

Marx and Engels. 1843/1846. *The Marx-Engels Reader*. (pp. 3-6, 147-55)

*Reading Response (select one and submit by 11:00am via Blackboard)*
A) What distinguishes men from animals?
B) What is man’s relationship to nature?
C) What is Marx and Engels’ critique of Feuerbach and the Young Hegelians?

Wednesday, January 30th | Rethinking the Division of Labor

Marx and Engels. 1846/1884. *The Marx-Engels Reader*. (pp. 155-75, 189-93, 738-40)

*Reading Response (select one and submit by 11:00am via Blackboard)*
A) What might Durkheim say to Marx and Engels regarding the division of labor?
B) Who is the “ruling intellectual force” in society and what is their significance?
C) What do Marx and Engels say about the family?

Monday, February 4th | Capitalism

Marx and Engels. 1849/1880. *The Marx-Engels Reader*. (pp. 203-17, 700-17)

*Reading Response (select one and submit by 11:00am via Blackboard)*
A) What is the relationship between wage labor and capital?
B) What is the contradiction between socialized production and capitalistic appropriation?
C) What might Durkheim say to Marx and Engels regarding the state?
**Wednesday, February 6th | Class Struggle**


*Reading Response (select one and submit by 11:00am via Blackboard)*
A) How does class struggle unfold under capitalism?
B) What is the state’s relation to classes and class struggle?
C) What is the realm of necessity and/or the realm of freedom?

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**MAX WEBER (1864-1920)**

**Monday, February 11th | Rethinking Capitalism**


*Reading Response (select one and submit by 11:00am via Blackboard)*
A) What are some of the conditions that made modern Western capitalism possible?
B) What is the spirit of capitalism?
C) What might Marx and Engels say to Weber regarding the origins of capitalism?

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**Wednesday, February 13th | The Protestant Ethic**


*Reading Response (select one and submit by 11:00am via Blackboard)*
A) Why is Luther and the “calling” significant?
B) Why is Calvin and the “doctrine of predestination” significant?
C) What does Weber say about self-control and Protestantism?

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**Wednesday, February 20th | Iron Cage**


*Reading Response (select one and submit by 11:00am via Blackboard)*
A) Why is Baxter significant?
B) What might Durkheim say to Weber regarding the division of labor?
C) How has the “light cloak” described by Baxter become an “iron cage”?

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**REVIEW AND EXAM I**

**Monday, February 25th | Review / Distribute Exam I**

No reading.

Exam I distributed. Due 03/01 (Friday), 5:00pm via Blackboard.
No reading.

PART II: DU BOIS, FOUGAULT, AND MIES

W.E.B. DU BOIS (1868-1963)

Monday, March 4th | Racial Division of Labor: Slavery

Du Bois. 1935. Black Reconstruction in America, 1860-1880. (pp. 3-54) (Blackboard)

Reading Response (select one and submit by 11:00am via Blackboard)
A) What might Durkheim say to Du Bois regarding abnormal division of labor?
B) What might Marx and Engels say to Du Bois regarding exploitation?
C) What might Weber say to Du Bois regarding economic spirit?

Wednesday, March 6th | Rethinking Class Struggle


Reading Response (select one and submit by 11:00am via Blackboard)
A) What was the role of the fugitive slave during the Civil War?
B) How was emancipation like the “coming of the Lord”?
C) What did the post-slavery racial division of labor look like in the South?

Monday, March 18th | Racial Division of Labor: Capitalism

Du Bois. 1899. The Philadelphia Negro. (pp. 97-8, 109-18, 126-41, 145-6, 343-7)

Reading Response (select one and submit by 11:00am via Blackboard)
A) How is labor racially divided in Philadelphia?
B) What are some of the causes of a racial division of labor under capitalism?
C) What does Du Bois say about class stratification among blacks?
Wednesday, March 20th | White Supremacy

Du Bois. 1903. “Of Our Spiritual Strivings.” (Blackboard)

Reading Response (select one and submit by 11:00am via Blackboard)
A) What is white supremacy?
B) What is double-consciousness?
C) What does Du Bois say about the world market?

MICHEL FOUCAULT (1926-1984)

Monday, March 25th | From Public Execution to Timetable

Foucault. 1975. Discipline and Punish. (pp. 3-31)

Reading Response (select one and submit by 11:00am via Blackboard)
A) What are some differences between the execution and the timetable?
B) What does it mean to punish the “soul”?
C) What might Durkheim say to Foucault regarding punishment as a spectacle?

Wednesday, March 27th | Means of Correct Training

Foucault. 1975. Discipline and Punish. (pp. 170-94)

Reading Response (select one and submit by 11:00am via Blackboard)
A) What is the significance of hierarchical observation?
B) What is the significance of normalizing judgement?
C) What is the significance of examination?

Monday, April 1st | Panopticism


Reading Response (select one and submit by 11:00am via Blackboard)
A) What are some of the historical consequences of the plague?
B) What are some of the historical consequences of leprosy?
C) What is the significance of Bentham’s panopticon?
Wednesday, April 3rd | The Disciplinary Society

Foucault. 1975. *Discipline and Punish.* (pp. 216-28)

*Reading Response (select one and submit by 11:00am via Blackboard)*
A) What is the disciplinary society?
B) What is the relationship between disciplinary power and the division of labor?
C) What might Du Bois say to Foucault regarding surveillance and self-governance?

MARIA MIES (1931-present)

Monday, April 8th | Sexual Division of Labor

Mies. 1986. *Patriarchy and Accumulation on a World Scale.* (pp. 6, 36-40, 53-71)

*Reading Response (select one and submit by 11:00am via Blackboard)*
A) How is female productivity the precondition of male productivity?
B) What might Marx and Engels say to Mies regarding exploitation?
C) What might Weber say to Mies regarding the origins of Western capitalism?

Wednesday, April 10th | Colonization and Housewifization

Mies. 1986. *Patriarchy and Accumulation on a World Scale.* (pp. 74-110)

*Reading Response (select one and submit by 11:00am via Blackboard)*
A) What is the relationship between colonization, housewifization, and the division of labor?
B) What might Durkheim say to Mies regarding an increasing division of labor?
C) What might Foucault say to Mies regarding torture?

Monday, April 15th | New International Division of Labor and Violence Against Women

Mies. 1986. *Patriarchy and Accumulation on a World Scale.* (pp. 112-27, 142-3, 145-6, 168-71)

*Reading Response (select one and submit by 11:00am via Blackboard)*
A) Why are women so important for the new international division of labor?
B) How is violence a common denominator of women’s exploitation and oppression?
C) What might Du Bois say to Mies regarding the international division of labor?

Wednesday, April 17th | Feminist Perspective of a New Society

Mies. 1986. *Patriarchy and Accumulation on a World Scale.* (pp. 205-33)

*Reading Response (select one and submit by 11:00am via Blackboard)*
A) What are some features of the alternative economy highlighted by Mies?
B) What might Marx and Engels say to Mies regarding the realm of freedom?
C) What might Du Bois say to Mies regarding economic/political struggle?
**REVIEW AND EXAM II**

**Monday, April 22nd | Review / Distribute Exam II**

No reading.

Exam II distributed. Due 04/26 (Friday), 5:00pm via Blackboard.

**Wednesday, April 24th | Review**

No reading.

**Final Paper. Due 05/06 (Monday), 4:00pm via Blackboard.**
List of Support Systems

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student. EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety
UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.
Provides overall safety to USC community. dps.usc.edu