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Spring 2-1-2022

### SOCI 455.01: Classical Sociological Theory

Jacobs W. Hammond

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Hammond, Jacobs W., "SOCI 455.01: Classical Sociological Theory" (2022). *University of Montana Course Syllabi, 2021-2025*. 856.

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## **SOCI 455: Classical Sociological Theory** **University of Montana**

Instructor: Jake Hammond Ph.D. (*Please refer to me as Dr. Hammond or Professor Hammond*)

When: Tuesdays and Thursdays, 12:30-1:50 pm

Where: University Hall 210

Office Hours: Mondays and Wednesdays 2:00-4:00 pm (or by appointment). If you would like to meet, please email me at least 24 hours in advance to arrange a meeting time. We can meet either in-person in my office (Social Sciences 305) or via phone (406.243.5863).

Email: jacobs.hammond@mso.umt.edu (please put "Soc 455" in subject line)

Welcome all! I am so excited to explore sociological theory with you this semester. I love social theory, and I hope by the end of the semester you will understand why.

### **Course Description and Learning Objectives**

This class offers an introduction to some of the most influential social theorists, including Karl Marx, Max Weber, Emile Durkheim, Charlotte Perkins Gilman and W.E.B DuBois. These theorists sought to make sense of the dramatic social changes taking place during their lifetimes, ranging from the late 19<sup>th</sup> to the mid-20<sup>th</sup> centuries. Specifically, these theorists sought to understand the dynamics of historical change, the structure and nature of modern Western society, individuals' relationship to society and the workings of power and domination.

Didn't all these people live a long time ago? What can they possibly have to say that can be relevant today? Yes...and we are going to find out! These theorists are treated as core authors in the field of sociology specifically because their works are seen as continuing to be relevant to contemporary society. During the course, we will discuss contemporary connections.

This course is designed to examine how sociological theory developed and to help you learn how to think like a sociologist. We will analyze, apply, and compare the ideas of major theorists and schools of thought and place those ideas in context. The lectures and discussions will repeatedly address three central questions.

1. How can we best account for how people do the things they do and how modern societies work?
2. How can we best understand and assess the rise of modern societies?
3. What light can sociological theory shed on problems and changes in American society and world society?

By the end of this course, you should have a solid understanding of the main lines of sociological thought and the way in which they inform some of the most important questions and issues surrounding the field of sociology. Additionally, you should be able to critically think and write about contemporary social issues.

### **Course Objectives**

In this course, you will read original sources published by noted theorists. This writing can be challenging. In order to help guide you, your text also provides overviews of each theorist and interpretations and explanations of some of their core ideas. When you read original works, you will be practicing how to identify the central questions embedded in each text, the core arguments and assumptions of each work, and the evidence that each theorist provides to bolster his or her theories.

You will also learn how to critically analyze theoretical texts. You will develop your own analysis of the strengths and limitations of each work, and you will identify areas of agreement and disagreement between theorists. Finally, you will reflect on which classical texts find you most compelling and valuable, and practice articulating the reasons why.

Finally, you will explore the ways in which these theorists enhance our understanding of contemporary society. You will apply theoretical ideas and concepts to contemporary social issues and assess the contemporary relevance of each theorist.

### **Moodle Help**

You will need to use Moodle to track course activities, access course materials, take online assessments, keep tabs on your grade, and submit papers. If you have difficulty accessing the Moodle page for this course or with any of these processes, please email: [umonline-help@umontana.edu](mailto:umonline-help@umontana.edu), or call: 406. 243.4999.

### **COVID Policy**

Mask use is required within the classroom. If you feel sick and/or are exhibiting COVID-19 symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330. If you are required to isolate or quarantine, send me an email and I will make sure you receive support in the class to ensure continued academic progress. All assignments and assessments are contained in the syllabus course schedule, supplementary resources are available through our Moodle course page, and there are appeal processes in place if you miss deadlines or assessments. Drinking liquids and eating food is discouraged within the classroom.

### **Graduate Students**

All graduate students enrolled in the course must see me by the end of the first week to discuss their supplemental assignments.

### **Readings**

There is one required text for the course:

Edles, Laura Desfor and Scott Appelrouth. 2015. *Sociological Theory in the Classical Era: Text and Readings*, Edition 3. Sage Publications. ISBN 13: 9781452203614



Supplementary readings are hyperlinked in the course calendar.

## **COURSE REQUIREMENTS**

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Your final grade will be calculated based on the following components:

Exam 1	20%
Exam 2	20%
Exam 3	20%
Topic Paper	15%
Video Analysis Paper	10%
In-Class Work	5%
Participation	5%
Pop Quizzes	5%

### *3 Exams (60%)*

You will complete three exams during the course worth a combined 60% of your final grade. Exam 1 covers the first third of the course, Exam 2 covers the second third, and Exam 3 is cumulative. To help prepare for exams, students will have access to study guides and office hours. Exams can only be made up under limited circumstances. Opportunities to make up a missed exam are reserved for students who a) have experienced a death in their immediate family, are managing a family emergency such as a seriously ill child, have an illness requiring hospitalization, and b) can provide legitimate documentation of their situation. Make-up exams will contain different content, and may have a different format from regularly scheduled exams.

### *Topic Paper (15%) – instructions attached to drop box*

You will write a paper on a societal topic of your choice. For this paper, you will search articles published in the journal *Sociology Compass*. This journal provides articles which summarize current research on societal issues. You will pick one article on a topic that interests you and that relates in some way to one of the theories we have covered in our course. You will

then carefully read that article and use the information you learned to complete your paper. Further instructions are attached to the assignment drop box.

*Video Analysis Paper (10%) – instructions attached to drop box*

We will watch films throughout the course of the semester to help us apply material from the course. You will select one of the films to write a paper on. Instructions for completing the Video Analysis Paper assignment are attached to the assignment drop box.

*(Pick 1 of...)*

Guns, Germs and Steel

BBC Masters of Money, Marx

The Devil's Playground

People Like Us

*In-Class Work (5%)*

We will periodically engage in in-class activities that help us to explore the course material. Activities are not announced in advance or listed on the course calendar. Therefore, it is necessary to be in attendance to obtain these points. It is not necessary for you to demonstrate full mastery of course material to get credit for these assignments, though submissions which demonstrate that course assignments have not been completed will not receive credit. In general, these assignments are graded based on effort, thoughtfulness, specificity and the degree to which they demonstrate an earnest engagement with course material. These assignments are graded on a 5 point scale. Half points may be allotted. Assignments will not be returned. If you would like to review your assignment you can schedule an appointment with me during office hours to do so.

In class activities cannot be made up. However, under limited circumstances students may be exempted from these activities. I will offer exemptions to students who missed an in-class activity because they a) have experienced a death in their immediate family, a legitimate family emergency such as a seriously ill child, an illness requiring hospitalization or quarantine, or a university excused absence, and b) can provide legitimate documentation of their situation. To request an exemption from an in-class activity, students must submit **documentation** of their situation to me via email. To request a makeup opportunity, students must complete an Appeal for a Makeup Assessment (details later in this syllabus) and submit the appeal to me via email.

*Pop Quizzes (5%)*

We will have occasional pop quizzes at the beginning of class on the assigned readings. These quizzes are not announced in advance or listed on the course calendar. Quizzes can only be made up under limited circumstances. I will offer make-up quizzes to students who missed class due to a a) university-excused absence, death in their immediate family, legitimate family emergency such as a seriously ill child, or an illness requiring hospitalization or quarantine and b) can provide legitimate **documentation** of their situation. To request a makeup quiz, students

must complete an Appeal for a Makeup Assessment (details later in this syllabus) and submit the appeal to me via email. If you gain my permission to take a make-up exam, it must take place within a week of the original quiz and be scheduled at my convenience.

### *Participation (5%)*

Research demonstrates that individuals learn more when meaningful interactions with others are part of their learning experience. In other words, participating benefits you, the student. In addition, your participation helps others. You are an important part of our learning community. Each of you bring knowledge and experiences in society that differ from my own or that of other students in this class. Therefore, when you participate we all benefit. You will be rewarded for meaningful participation. In order to contribute meaningfully to the class, you need to a) complete daily assignments, b) attend class, c) pay attention during class and d) engage in discussions and activities. If you attend on a regular basis, prepare conscientiously and engage earnestly in class, you will receive full participation points. Regular absences, lack of preparation or lack of engagement during class time will result in a lower participation grade.

### **Academic Honesty**

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. All students must be aware of and carefully adhere to the provisions defining and prohibiting academic misconduct in the UM Student Conduct Code (see [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php))

### **Email Policy**

Despite the many advantages that email offers, it also presents certain pitfalls, particularly when used in professional contexts. Learning to use email in a professional manner is an important skill which will help prepare you for future endeavors. When you use email, please remember to write formally and clearly. Imagine that you are speaking directly to your recipient when you write an email and monitor the content and tone of your message accordingly. Messages with misspellings and incorrect grammar reflect poorly on the sender. If it is difficult for you to send formal messages from your phone, I suggest waiting to send the message from a computer.

Before sending an email, please make sure that your message meets the following criteria:

- 1) Include a greeting and a signature. This is a professional norm and a sign of respect that will serve you well at UM and beyond.
- 2) Double-check that the question you are asking is not already answered on the syllabus, on assignment prompts, or on any other materials that have been distributed in class or via a course email.
- 3) Check with a classmate to see if they have an answer for your question before emailing me.

- 4) Evaluate whether the question you are asking is better saved for office hours. Typically, **email is best suited for simple yes or no questions**. Feedback for major assignments, clarification of prompts, and explanations for grading needs to happen in person.
- 5) Double check that your email does not contain misspellings or incorrect grammar.

If your email does not meet the above criteria, I will note this and decline to answer. If your email meets the above criteria, I will answer. I try to respond to emails in a reasonable amount of time (24-48 hours, except for over the weekend). However, I only access email when I am in my office at work. In general, I check and respond to emails between 8 am and 4 pm Monday through Friday. If you email me outside of these hours, I will not see your email until I arrive back at my office. Also, I tend not to check email over the weekend.

### **Late and Missed Assignments and Assessments**

Late assignments will receive a grade deduction. **0-24 hours late = 75% credit, 24.01-48 hours late = 50% credit, and more than 48 hours late = no credit**. If you missed an assignment, submitted an assignment late or missed an assessment, and this was due to external factors beyond your control, you can submit an appeal to me. Details are listed below.

#### *Appeal for Makeup Assessment or Assignment Extension*

If you missed an assessment (e.g., exam, quiz, or in-class work) or need an extension on an assignment, you may submit a written appeal for a makeup or extension. In order to be considered, the appeal must be typed, and must be written in formal language. If you are not sure what constitutes formal writing, please see: [http://www.wordmart.com/html/formal\\_and\\_informal\\_writing.html](http://www.wordmart.com/html/formal_and_informal_writing.html). Your appeal letter must be edited, and must demonstrate appropriate grammar, spelling and punctuation.

Your written appeal must respond to the following questions: 1) What assessment or assignment is your appeal in regard to? Be specific. 2) Why did you miss the assessment/ why do you need an extension on the assignment? 3) At what point did you first become aware that you would likely miss the assessment or need an extension. Again, be specific. Identify a day, date and time. 4) Why do you feel you should be allowed to make up the missed assessment or assignment? 5) If you are appealing for an extension, how long of an extension are you asking for, and why do you feel like this extension should be granted? Explain in detail and support your argument with evidence. Evidence might be constituted by facts about circumstances beyond your control, a doctor's note, a university-excused absence form, etc.

Type your appeal, review it to make sure it meets the guidelines above, and then submit it via email to me at [jacobs.hammond@mso.umt.edu](mailto:jacobs.hammond@mso.umt.edu).

#### *Appeal for a Grade Review*

If you wish to have a graded assignment re-evaluated by me, you will need to complete the Appeal for a Grade Review process, which is detailed below. First, you must allow 24 hours to pass after you receive the grade before contacting me or submitting your appeal. Once these

24 hours have passed, you must provide me with a written appeal for a Grade Review. In order to be considered, the appeal must be typed, and must be written in formal language (see link in the section above). Your appeal letter must be edited, and must demonstrate appropriate grammar, spelling and punctuation. Submit your letter to me via email.

Your written appeal must respond to the following questions: 1) What assignment would you like to have re-evaluated? 2) Where do you feel an error was made in grading (i.e. if the assignment received multiple scores, which component of the assignment do you feel was not graded accurately). 3) Provide a summary of your original work. 3) What grade did you receive? 4) Explain why your work deserves a higher score and support your assertion with evidence. Evidence, in this case, is constituted by citing information from appropriate course materials which support your argument. When citing course materials, you should either provide direct quotes or paraphrase. In either case, you must use appropriate in-text citation (see ASA citation guide at: <https://libguides.sjsu.edu/c.php?g=230332&p=1528264>). Materials not assigned as part of the course will not be considered as evidence. 5) Finally, please explain what grade you believe your work deserves. Please be advised that reconsideration of an assignment grade may result in the original grade being lowered if additional flaws are found in the assignment during re-evaluation.

### **A Note on Free Thinking**

Social issues are inherently contentious. I carefully select materials that are supported by empirical evidence and are in step with accepted understandings in the social science community. Still, throughout the course, you may find yourself disagreeing with the conclusions of assigned readings, videos, or lectures. That is perfectly acceptable. To the variability of human experience, a certain amount of disagreement is to be expected. I do not expect unthinking compliance or adherence to the perspectives raised by social scientists or even myself. Rather what I do expect, and will evaluate as the basis of your grade, is the degree to which you are able to demonstrate a thorough comprehension of material that is presented. That means being able to articulate the foundational components of readings, videos and lectures. In other words, I encourage you to feel comfortable to offer opposing perspectives. However, it is critical that any remarks offered are delivered in a courteous and productive fashion.

### **Expectations for Conduct**

I expect that all students attending this course follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. It is your prerogative to attend class. However, when you attend you are making the commitment to be attentive and courteous. Because we will be dealing with controversial contemporary social issues, an open mind and a mature attitude are important requirements for this course. Students are expected to be polite and courteous at all times. Disruptive behavior of any kind will not be tolerated. All persons who are a part of this class will be treated with dignity and respect regardless of age, race, sex, social class, religion, politics, sexual orientation, and/or lifestyle. There will be zero tolerance in this



classroom for any form of ageism, racism, sexism, sexual harassment, or any other form of discrimination or bigotry.

### **Disability Services**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

### **Discrimination and Harassment**

The U.S. Department of Education's Office for Civil Rights enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. All employees at The University of Montana are considered mandatory reporters, which requires them to report incidents of gender-based discrimination (e.g., sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of UM, including instructors and teaching assistants, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator Alicia Arant ([Alicia.arant@mso.umt.edu](mailto:Alicia.arant@mso.umt.edu), 243-5617, University Hall - Room 006), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination. Confidential Resource: The Student Advocacy Resource Center (SARC) provides free and confidential support and brief counseling services for students who have experienced gender-based discrimination. SARC is located in Curry Health Center, Room 108, and their number is 243-4429. Students are also welcome to call their 24-hour support line (406) 243-6559. Speaking with a confidential resource does not disqualify students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through SARC.

### **BASIC NEEDS STATEMENT**

Any student who faces challenges securing food or housing is urged to contact any or all of the following campuses resources:

#### **Food Pantry Program**

UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 9 to 2, on Fridays from 10-5. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email [umpantry@mso.umt.edu](mailto:umpantry@mso.umt.edu), visit the pantry's [website](https://www.umt.edu/uc/food-) (<https://www.umt.edu/uc/food->

[pantry/default.php](#)) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um\_pantry on Instagram).

### **ASUM Renter Center**

The Renter Center has compiled a list of resources for UM students at risk of homelessness or food insecurity [here: http://www.umt.edu/asum/agencies/renter-center/default.php](http://www.umt.edu/asum/agencies/renter-center/default.php) and [here: https://medium.com/griz-renter-blog](https://medium.com/griz-renter-blog). Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

### **TRiO Student Support Services**

TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring. Students can check their eligibility for TRiO services online [here: http://www.umt.edu/triosss/apply.php#Eligibility](http://www.umt.edu/triosss/apply.php#Eligibility). If you are comfortable, please come see members of the teaching team. We will do our best to help connect you with additional resources.

### **Grade Scale**

Students' final grades will be a percentage (0 to 100%) of the total points possible on the course assignments. I will use the following grading scale to convert the percentage of points earned to a final letter grade:

Letter Grade	Percent
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	59 or below

## **COURSE SCHEDULE**

I reserve the right to alter this schedule if necessary to meet learning objectives, in the event of class cancellations or for other reasons. All changes will be announced in advance.

Reading assignments should be completed prior to class on the date specified.

### **Week #1: Jan 17-21**

Tuesday: Introduction to the course

Read: Syllabus

Thursday: Introduction to Theory

Read: None

### **Week #2: Jan 24-28**

Tues: Introduction to Theory

Watch (prior to class): Guns, Germs and Steel, Episode 1 (54 min). Use the following hyperlink to watch online:

<https://www.youtube.com/watch?v=i885hopsw6E>

**Due: Moodle Profile, update on Moodle by 11:59 pm. Instructions on Moodle. \*\*\***

Thurs: Introduction to Classical Theory

Read: p. 1-19 in Edles and Appelrouth, *Sociological Theory in the Classical Era*

**\*\*\*Extra Credit Opportunity:** What: Guest Speaker. Who: Brendan McQuade, Ph.D., Assistant Professor of Criminology, University of Southern Maine, author of *Pacifying the Homeland: Intelligence Fusion and Mass Surveillance*. When: Thursday, January 27 at 4 p.m. Where: Social Science 352.

Dr. McQuade will be giving a remote presentation on his book (listed above). For extra credit, you will attend the talk and write and submit a one-page paper to the drop-box on Moodle. Arrive on time for the presentation and stay for the full duration of the talk and Q and A session. Then submit your paper to Moodle by Sunday, Jan 30 at 11:59 pm. One-half of the paper should provide a summary of the talk, and the other half should include your personal reflections on what you learned. Papers earn up to five points of extra credit applied to a course exam.

### **Week #3: Jan 31-Feb 4**

Tues: Karl Marx, Introduction

Read: p. 20-36 in Edles and Appelrouth (E&A)

Thurs: Marx's "The German Ideology"

Read: p. 36-48 in E&A

### **Week #4: Feb 7-11**

Tues: Marx's "Economic and Political Manuscripts of 1844"

Read: p. 48-57 in E&A

Thurs: Marx's "The Communist Manifesto"

Read: p. 57-71 in E&A

### **Week #5: Feb 14-18**

Tues: Marx Film

Read: None

*In-Class Film: BBC Masters of Money, Karl Marx*

Thurs: **EXAM 1\*\*\***

**Week #6: Feb 21-25**

Tues: Emile (pronounced Eh-Meal) Durkheim, Introduction and “The Division of Labor in Society 1893”

Read: p. 101-119 in E&A

Thurs: Durkheim’s “The Rules of the Sociological Method”

Read: p. 119-129 in E&A

**Week #7: Feb 28-Mar 4**

Tues: Durkheim’s “Suicide”

Read: p. 129-144 in E&A

\*\*\*Trigger warning: This reading may contain sensitive content.

Thurs: Durkheim’s “Elementary Forms of Religious Belief”

Read: p. 145-162 in E&A

**Due: Topic Paper, due Sunday, March 6 by 11:59 pm, submit via drop box on Moodle. Instructions are attached to the drop box. \*\*\***

**Week #8: Mar 7-11**

Tues: Film

Watch (prior to class): The Devil’s Playground (73 min)

<https://www.youtube.com/watch?v=3x1KFkoB9Bg&t=3431s>

\*\*\*Trigger Warning: This video may contain sensitive content.

Thurs: Max Weber (pronounced “Vay-bur”), Introduction

Read: p. 165-177 in E&A

**Week #9: Mar 14-18**

Tues: Weber’s “The Protestant Ethic and the Spirit of Capitalism”

Read: p. 178-192 in E&A

Thurs: Weber’s “Bureaucracy”

Read: p. 223-233 in E&A

*Spring Break – Mar 21-25*

**Week #10: Mar 28-Apr 1**

Tues: Weber’s “The Distribution of Power within the Political Community: Class, Status, Party”

Read: p. 204-214 in E&A

Thurs: Weber

Read: Ritzer, “Introduction to McDonaldization” at:

[https://www.sagepub.com/sites/default/files/upm-binaries/14601\\_Chapter\\_1\\_An\\_Introduction\\_to\\_McDonalization.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/14601_Chapter_1_An_Introduction_to_McDonalization.pdf)

**Week #11: Apr 4-8**

Tues: Film

Watch (prior to class): People Like Us (watch the first 40 min. of the film). Watch film online via the following hyperlink:

<https://umt.app.box.com/s/zsynt0ebkdtpsi4r2sv3eyyqnh8fxg7>

Thurs: **EXAM 2\*\*\***

**Week #12: Apr 11-15**

Tues: Charlotte Perkins Gilman, Introduction and “The Yellow Wallpaper”

Read: p. 235-258 in E&A

Thurs: Perkins Gilman “Women and Economics”

Read: p. 258-284 in E&A

**Week #13: Apr 18-22**

Tues: W.E.B. Du Bois (pronounced Du-Boys), Introduction and “The Philadelphia Negro”

Read: p. 345-365 in E&A

Thurs: W.E.B. Du Bois’ “The Souls of Black Folk”

Read: p. 365-385 in E&A

**Due: Video Analysis Paper, due Sunday, April 24 by 11:59 pm, submit via drop box on Moodle. Instructions are attached to the drop box. \*\*\***

**Week #14: Apr 25-29**

Tues: Class dedicated to in-class work on study guide for Exam 3 (cumulative). Attendance is voluntary.

Thurs: **EXAM 3\*\*\***

**Week #15: May 2-6**

Tues: TBD

Read: None

Thurs: Last class meeting

Read: None