

SOCI303

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Description

Course Description: This course examines the transition from social philosophy to sociology with special emphasis on the European theorists in the nineteenth and early twentieth centuries.

Course Scope:

This course is divided into 8 weeks and offers an introduction to the great earlier sociological theorists. Their works will be examined through the three main sociological paradigms: Conflict Theory, Functionalist Theory, and Symbolic Interactionism. We will learn how these theorists viewed the economic condition of capitalism and its effects on social life, social structures, and individuals. This course seeks to provide you with a solid, working understanding of the early theories of society that have influenced modern sociological thought.

Objectives

By the end of this course you will be able to:

- CO1: Paraphrase the qualities that make a classical sociological theory classical.
- CO2: Describe Comte's approach to positivism.
- CO3: Provide an outline of Comte's Law of the Three Stages.
- CO4: Compare Spencer's Social Darwinian approach and his Evolutionary Theory to Darwin's concept of the survival of the fittest.
- CO5: Clarify Marx's use of the dialectic.
- CO6: Interpret Marx's class analysis.
- CO7: Describe Marx's concept of alienation and explain why it occurs in capitalism.
- CO8: Prepare an outline of Marx's thesis on the fetishism of commodities.
- CO9: Summarize Durkheim's thesis on the Division of Labor in society and how it impacts social solidarity.
- C10: Describe mechanical and organic solidarity.
- C11: Explain Weber's notion of rationality and, specifically, his notion regarding the evolution of societies from primitive, irrational types of law to a more structured system of formal laws.
- C12: Compare and Contrast Weber's notion of class to Marx's notion of class.
- C13: Describe the meaning of objective and individual culture in Simmel's theoretical writings.
- C14: Prepare an outline of the concept of a "segmental" relationship and examine why Simmel thinks that modern societies are composed of many segmental relationships.
- C15: Apply a Simmelian analysis of the role of money in society, focusing on how money facilitates the rationalization of society and the negative effects of money on social life.
- C16: Paraphrase the contributions to classical sociological theory made by early women sociological

- thinkers, including Harriet Martineau, Charlotte Perkins Gilman, Jane Addams, and Marianne Weber.
- C17: Illustrate Du Bois's theoretical contributions in the area of race, particularly the concept the veil and of double consciousness.
- C18: Compare and contrast Veblen's two-class model of social stratification with Marx's conception of class.
- C19: Describe Mannheim's criticism of positivism.
- C20: Explain the main sociological significance of Mead's pivotal book, *Mind, Self, and Society*.
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Outline

Week 1: Introduction and Comte

Learning Objective(s)

- * Provide an outline of Comte's Law of the Three Stages.
- * Compare Spencer's Social Darwinian approach and his Evolutionary Theory to Darwin's concept of the survival of the fittest.

Reading(s)

- A. Text: Classical Sociological Theory: Chapter 1, Chapter 2, and Chapter 3
- B. Haines, V. (1988). Is Spencer's Theory an Evolutionary Theory? *American Journal of Sociology*, 93(5), 1200-1223.
- C. Law of the three stages. (2006). In D. Jary, & J. Jary (Eds.), *Collins dictionary of sociology* (4th ed.). London, UK: Collins.
- D. Positivism. (2006). In D. Jary, & J. Jary (Eds.), *Collins dictionary of sociology* (4th ed.). London, UK: Collins.
- E. Video: Khan Academy. (2016). Darwinism vs. Social Darwinism part 2 / US History
- F. Video: The School of Life. (2016). Sociology – Auguste Comte.
- G. Week 1 Lesson (classroom)

Assignment(s)

Forum Week 1

Week 2: Marx

Learning Objective(s)

- *Prepare an outline of Marx's thesis on the fetishism of commodities.
- *Describe Marx's two-class analysis.

Reading(s)

- A. Text: Social Theory Re-Wired: Chapters 9, 10, 11, and 12
- B. Text: Classical Sociological Theory Chapter 5
- C. Commodity Fetishism. (2006). In D. Jary, & J. Jary (Eds.), *Collins dictionary of sociology* (4th ed.). London, UK: Collins.

D. Dunne, S. (2011). Commodity Fetishism. In M. Tadajewski, *SAGE key concepts series: key concepts in critical management studies*. London, UK: Sage UK.

E. Shumway, D. R. (2000). Fetishizing fetishism: Commodities, goods, and the meaning of consumer culture. *Rethinking Marxism*, 12(1), 1-15.

F. Video: The School of Life. (2014). Political Theory – Karl Marx.

G. Video: The School of Life. (2015). History of Ideas – Capitalism.

H. Video: The School of Life. (2016). History – Consumerism.

I. Week 2 Lesson (classroom)

Assignment(s)

Forum Week 2

Essay Assignment: Marxist Class Analysis of the Flint Water Crisis

Week 3: Durkheim

Learning Objective(s)

*Summarize Durkheim's thesis on the Division of Labor in society and how it impacts social solidarity.

*Describe the societal conditions that produce suicide.

Reading(s)

A. Text: Social Theory Re-Wired Chapters 1, 2, 3, and 4

B. Text: Classical Sociological Theory – Chapter 4

C. Suicide: A Study in Sociology – read only Book I, Chapter 5 on Anomic Suicide.

D. Video: The School of Life. (2015). Sociology – Emile Durkheim.

E. Video: The School of Life. (2016). Social Solidarity.

F. Video: The School of Life. (2016). Mechanical Solidarity.

G. Video: The School of Life. (2016). Organic Solidarity.

H. Week 3 Lesson (classroom)

Assignment(s)

Forum Week 3

Essay Assignment: Social Solidarity and the Division of Labor: Durkheim

Week 4: Weber

Learning Objective(s)

*Explain Weber's notion of legitimate domination.

Reading(s)

A. Text: Social Theory Re-Wired: Chapters 18, 19, 20, 21, and 22

B. Text: Classical Sociological Theory Chapter 7

C. Video: The School of Life. (2015). Sociology – Max Weber.

D. Week 4 Lesson (classroom)

Assignment(s)

Forum Week 4

Week 5: Simmel

Learning Objective(s)

*Prepare an outline of Simmel's thesis on how group size (numbers) and distance impacts social bonds between individuals and groups.

*Demonstrate an understanding of how a money economy impacts culture.

Reading(s)

A. Text: Social Theory Re-Wired Chapters 35 and 36

B. Text: Classical Sociological Theory Chapter 8

C. Stranger. (2006). In D. Jary, & J. Jary (Eds.), *Collins dictionary of sociology* (4th ed.). London, UK: Collins.

D. The Philosophy of Money - Read only the Synthetic Part, Chapter 4 on Individual Freedom (pages 303-382 in pdf format).

E. Week 5 Lesson (classroom)

Assignment(s)

Forum Week 5

Essay Assignment: Money and Culture: Simmel

Week 6: Early women sociologists And Du Bois

Learning Objective(s)

*Paraphrase the contributions to classical sociological theory made by early women sociological thinkers, especially in regards to feminist standpoint theory.

*Illustrate Du Bois's theoretical contributions in the area of race, particularly the concept of double consciousness.

Reading(s)

A. Text: Classical Sociological Theory Chapter 11

B. Text: Classical Sociological Theory Chapter 12

C. Double consciousness. (2006). In B. S. Turner (Ed.), *Cambridge dictionary of sociology*. Cambridge, UK: Cambridge University Press.

- D. Standpoint theory. (2001). In J. M. Palmisano (Ed.), *World of sociology*, Gale. Farmington, MI: Gale.
- E. Hekman, S. (1997). Truth and Method: Feminist Standpoint Theory Revisited. *Signs*, 22(2), 341-365.
- F. Bruce, D. (1992). W. E. B. Du Bois and the Idea of Double Consciousness. *American Literature*, 64(2), 299-309.
- G. Itzigsohn, J., & Brown, K. (2015). SOCIOLOGY AND THE THEORY OF DOUBLE CONSCIOUSNESS. *Du Bois Review*, 12(2), 231-248.

H. Week 6 Lesson (classroom)

Assignment(s)

Forum Week 6

Essay Assignment: Compare and Contrast Simmel's Stranger with DuBois' Double Consciousness

Week 7: Thorstein Veblen & Karl Mannheim

Learning Objective(s)

- *Compare and contrast Veblen's two-class model of social stratification with Marx's conception of class.
- *Describe Schumpeter's economic development thesis, including his concept of the capitalist entrepreneur.

Reading(s)

- A. Text: Classical Sociological Theory – Chapter 10 pages 246-263 on Veblen and Schumpeter
- B. Veblen, T. B. M. (2007). Theory of the Leisure Class. Oxford: Oxford University Press, UK. (eBook) Read Sections III. Conspicuous Leisure and IV. Conspicuous Consumption (pages 46 – 74)
- C. Scott, D. (2010). What Would Veblen Say?. *Leisure Sciences*, 32(3), 288-294.
- D. Blackshaw, T. (2009). Leisure class. In S. H. Callahan, *The SAGE dictionary of leisure studies*. London, UK: Sage UK.
- E. Hospers, G. (2005). Joseph schumpeter and his legacy in innovation studies. *Knowledge, Technology, & Policy*, 18(3), 20-37. doi:<http://dx.doi.org.ezproxy2.apus.edu/10.1007/s12130-005-1003-1>

F. Week 7 Lesson (classroom)

Assignment(s)

Forum Week 7

Week 8: Mead and Wrap-Up

Learning Objective(s)

- *Explain Mead's concept of the self and the generalized other.

Reading(s)

- A. Text: Classical Sociological Theory Chapter 13 pages 319-328
- B. Text: Social Theory Re-Wired Chapter 34 on The Self pages 453-468

C. Etzrodt, C. (2008). The foundation of an interpretative sociology: A critical review of the attempts of George H. Mead and Alfred Schutz. *Human Studies*, 31(2), 157-177.

D. Gould, M. (2009). Culture, personality, and emotion in George Herbert Mead: A critique of empiricism in cultural sociology*. *Sociological Theory*, 27(4), 435-448, 490.

E. Huebner, D. R. (2012). The Construction of Mind, Self, and Society: The Social Process Behind G. H. Mead's Social Psychology. *Journal Of The History Of The Behavioral Sciences*, 48(2), 134-153. (19 pages)

F. Week 8 Lesson (classroom)

Assignment(s)

Forum Week 8

Evaluation

Forums:

Participation in classroom dialogue on threaded Forums is required. Forums are scheduled weekly and found in the Forums tab in the classroom. Specific instructions and the grading rubric are located on each Forum.

Assignments

This course includes Assignments. Instructions and specific grading rubrics are found under the Assignments tab in our classroom.

Grading:

Name	Grade %
Forums	45.00 %
Forum 1A	2.65 %
Forum 1B	5.29 %
Forum 2	5.29 %
Forum 3	5.29 %
Forum 4	5.29 %
Forum 5	5.29 %
Forum 6	5.29 %
Forum 7	5.29 %
Forum 8	5.29 %
Essays	55.00 %
Marxist Class Analysis of the Flint Water Crisis (Due end of WK 2)	13.75 %
Social Solidarity and the Division of Labor: Durkheim (Due end of WK 3)	13.75 %
Money and Culture: Simmel (Due end of WK 5)	13.75 %
Compare and Contrast Simmel's Stranger with DuBois' Double Consciousness (Due end of WK 6)	13.75 %

Materials

Book Title: Classical Sociological Theory, 6th Ed - the VitalSource eBook will be provided through the APUS Bookstore

Author: Ritzer

Publication Info: McGraw-Hill

ISBN: 9781121600027

Book Title: You must validate your cart to get access to your VitalSource e-book(s). If needed, instructions are available here - <http://apus.libguides.com/bookstore/undergraduate>

Author: N/A

Publication Info: N/A

ISBN: N/A

Required Texts:

1. Ritzer, G. (2011). Classical Sociological Theory, (6th Ed). Boston: McGraw Hill.
(ISBN: 978-0-07-802665-2) (pbk). E-Book - Instructions for accessing the book are below.

2. A series of 4 online library readings that can be found in the Course Reserves of our online library:
http://apus.libguides.com/er.php?course_id=15487

- A. Marx: The Communist Manifesto
- B. Weber: The Protestant Ethic and the Spirit of Capitalism
- C. Durkheim: Suicide: A Study in Sociology
- D. Simmel: The Philosophy of Money.

Ritzer E-book:

We are using an e-book for this class. The VitalSource e-book is provided via the APUS Bookstore. Please visit <http://apus.libguides.com/bookstore> for more information.

This information is also posted in the classroom.

Course Guidelines

Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted.
- Please note that no formal citation style is graded on Forums in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

- [Tutor.com](http://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.***

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

University Policies

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- [Appeals](#)
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