

SOC 500a: THEORY

Professor Robin Stryker
T-Th 12:30-1:45 pm
Office Hours 2-3 pm T-Th
and by appointment.

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415 Social Science
428 Social Science

Course Description:

This is a required course on sociological theory primarily for graduate students in sociology. It involves a mixture of lecture and seminar style discussion and there is substantial reading material. The course focuses primarily on in-depth study of theoretical traditions associated with Karl Marx, Max Weber, Emile Durkheim and George Herbert Mead, as well as the study of how each of these traditions “live” in various ways in contemporary sociological theory and research. Students are evaluated through their class participation and two take home written examinations.

Learning Objectives:

No one semester course in sociological theory can be exhaustive. However, although sociology is a very diverse discipline, virtually all sociologists are trained in the “classics,” and these remain foundational for disciplinary intra-disciplinary connection, communication and debate.

The objective of this course is to provide first year graduate students in sociology (and students outside the School of Sociology who elect to take the course) with a “lay of the land” especially in classical but also to some extent in contemporary sociology by emphasizing the in-depth study of primary texts of four major historical figures – Marx, Weber, Durkheim and Mead. It uses these texts to understand in more general terms the role of metatheory in theoretical and empirical analyses, as well as to consider alternative ways of putting together ideas and evidence in sociological research.

The course also examines how the traditions associated with Marx, Weber, Durkheim and Mead have provided intellectual resources for current theory and empirical research on major topics in macrosociology [or social organization] and microsociology [or social psychology]. As well, it includes considering how these traditions have been built on and critiqued by such major contemporary perspectives as feminist sociology. Although full consideration of American sociology’s institutional history in its larger cross-national context is beyond the scope of the course, Soc 500a does introduce you to some institutional as well as intellectual history of sociology. It will give you a sense of how sociology’s institutional history, intellectual history and current landscape are interconnected.

By the end of this class, you should:

- Know the key elements of the sociological paradigms associated with Marx, Weber, Durkheim and Mead, how they are similar and different, and the implications of each for sociological theory and research.
- Be able to articulate multiple strategies for combining theory and data in sociological research projects, and be able to explain the strengths and weaknesses of each strategy and for what purposes each is most appropriate.
- Be able to show that you can do in-depth, critical evaluation of analytical arguments and that you can use prior analytical arguments as building blocks for your own analytical arguments.

Requirements:

Written Assignments:

There will be two open book take-home written examinations. Students will have one week to complete each of them. Each exam will consist of from 1-3 essay questions. Questions may have multiple sub-parts. The exams will call for you to pull together various ideas and assumptions, draw out implications of these ideas and assumptions, and compare and contrast basic perspectives of the theorists. Exams will provide you with an opportunity to wrestle with fundamental issues and ideas that are important to the field.

Prior to the first exam, I will provide you with additional information on what you can expect. In addition, exams will be distributed in class with ample time for everyone to read through the questions and instructions and ask about anything that remains unclear. That way, we can be sure that everyone has understood what is expected, and that any additional clarifying instructions and information are provided equally to all of you.

Your written assignments will have a page limit. They can NOT be handwritten. SAVE A DIGITAL COPY ON YOUR COMPUTER when you turn your exam in.

Class Participation:

This course is a combination of lecture and seminar style discussion. Ordinarily, I will provide orienting lecture material before we engage in discussion. Often, I will provide a discussion question or questions to think about in advance. I also will encourage you to submit your own questions for class discussion. There are no formal classroom presentations, but you will get the most out of the class if you are an active participant in class discussion. The kind of lively and thought provoking interchange that enhances both individual and collective learning and enjoyment depends on active engagement and participation from *each* of you, as well as from me. Outstanding performance in class discussions will be formally rewarded if your grade is otherwise on the borderline between two grades. [See grading below.]

Grading:

The examination on which you do best will count for 2/3 of your grade. The other examination will count for 1/3 of your grade. *If your grade is on the borderline* between two grades (say between A and B) outstanding performance in class discussions will be taken into account in your favor in assigning a final grade. The final grading scheme is A, B, C, D and E (failing). However in grading your two examinations, I will use a grading scheme that includes + and - (e.g., A+, A, A-, B+, B, B- etc. so that you have a good gauge of exactly where you are.

Exam Grading Criteria: I will read your examinations carefully. In grading, I will pay particular attention to the clarity and logic of your arguments, as well as to the evidence that you provide for your arguments. To receive a good grade, you do NOT need to try and reproduce the answer you think that I might give to questions that I ask. You DO need to advance a clear, well organized, well thought out and developed argument, one that proceeds logically and one that provides appropriate evidence for your assertions/position. You also must think for yourself. If you use or develop somebody else's ideas in constructing your response to an examination question, you must credit the proper source.

Throughout the semester, I strongly encourage you to discuss and debate course issues and materials with each other outside of class. Study groups are encouraged. However, when it comes time to formulate responses to distributed examination questions, you are expected to work solo. Scholastic dishonesty and plagiarism will not be tolerated.

Appointments and e-mail queries:

If you are unable to make my office hours because of another class, employment or child care obligations, please give me advance notice so that we can schedule an alternative appointment. I am happy to schedule appointments to meet with you, but I can not be available to meet with you outside of my office hours *unless* you and I have made an appointment. If you would like to schedule an appointment for sometime other than my normal office hours, you are invited to check in with me immediately after class. You also may telephone me at the office or e-mail me to schedule an appointment. Please do not telephone me at home unless it is a dire emergency. E-mail is the best way to get in touch with me. You can expect regular—but not instantaneous—turn around.

I will not use D2L this semester. Readings that are in article or book chapter form will be circulated to you by e-mail.

Attendance Policy

I expect students to attend class. I will *pre*approve absences if there is a credible personal, health, or professional reason.

UA policy concerning Class Attendance and Administrative Drops is available at: <http://catalog.arizona.edu/2014-15/policies/classatten.htm>

UA policy on absences and accommodation of religious holidays is available at: <http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See: http://uhap.web.arizona.edu/chapter_7#7.04.02

Classroom Behavior:

To foster a positive learning environment, students may not text, chat, make phone calls, hunt Pokémon, or surf the web during class. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave the classroom and may be reported to the Dean of Students.

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>

Accessibility and Accommodations:

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit <http://drc.arizona.edu/>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Student Code of Academic Integrity:

Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/codeofacademicintegrity>
<http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses. This conduct may also constitute copyright infringement.

Additional Resources for Students:

UA Non-discrimination and Anti-harassment policy:

<http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf>

UA Academic policies and procedures are available at:

<http://catalog.arizona.edu/2014-15/policies/aaindex.html>

Student Assistance and Advocacy information is available at:

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records: <http://www.registrar.arizona.edu/ferpa/default.htm>

Subject to Change Statement:

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

READINGS:

Below, you will find listed for each section of the course a set of books and articles that are the *required reading* for that section. For each section, there also are some *recommended readings*. Recommended readings are listed by week to which they correspond, at the end of your syllabus.

Since primary texts of Durkheim, Marx, Weber and Mead constitute most of the required reading, recommended readings include a select group of “overview” secondary sources, commentaries and interpretive work. Recommended readings include sources that comment on the theorists directly as well as sources that do not directly comment on or about the particular theorists, but do discuss relevant theoretical issues. Thus, in addition to more contemporary sources interpreting one or more of the major thinkers we are examining, recommended readings include some more recent statements about key ideas and issues raised by the texts we examine.

Again, I want to emphasize that the course requires you to read in-depth and engage seriously with the required reading, but does NOT assume that you will read any of the recommended readings. However, if you find that you are having difficulties with required primary texts, recommended readings (as well as class lectures and discussion) can help orient you. As well, the list of recommended readings provides you with a set of resources for your ongoing education—to be consulted if and when you find useful as you develop your skills and interests throughout your graduate school training.

Because this course focuses on in-depth engagement with a small number of central theorists and theoretical traditions, it can not provide coverage of every theorist or tradition that has been important or useful to the development of sociology, sociological theory and sociologists. For the beginning of an orientation to various classical and contemporary figures and perspectives that this course does not examine in depth, you can consult the following: *Handbook of Social Theory*, edited by George Ritzer and Barry Smart (Sage, 2001); *Classical Sociological Theory*, edited by Craig Calhoun, Joseph Gerteis et al (Blackwell, 2003); *Contemporary Sociological Theory*, edited by Craig Calhoun, Joseph Gerteis et al (Blackwell, 2003); George Ritzer and Douglas J. Goodman, *Sociological Theory* (6th Edition, 2003, McGraw-Hill), Irving Zeitlin, *Ideology and the Development of Sociological Theory* (7th edition, Prentice-Hall, 2000); and Wesley Longhofer and Daniel Winchester, *Social Theory Rewired: New Connections to Classical and Contemporary Perspectives*, Routledge, 2012.

For additional training in contemporary sociological theory and social theory more generally, I encourage you to take graduate courses in major substantive areas of your interest, both in- and outside sociology, as well as additional graduate courses and seminars in contemporary theory, theory construction, philosophy of science, logic, etc. offered in this and other departments and programs. *Which* other courses will be most useful for your own intellectual and professional development will of course vary, depending on your own background, interests, goals, etc. I am pleased to discuss such issues with you, and offer what guidance I can. UA has a wealth of resources to help further your development.

Required Books:

The following books will be used extensively in the course. They are available at the UA Bookstore.

If you already have some of these books, and they don't happen to be from the publisher and edition ordered by the Bookstore, this is fine, as long as you have complete versions of the works. Page numbers are different from different publishers, and different translations from the German or French will be somewhat different. In the few instances where different translations become a serious issue for interpretation, we will discuss this. There are now electronic versions of some of the required books.

Please be aware that my lectures and slides typically will reference relevant passages and quotations using page numbers from an edition associated with the indicated publisher. I also will provide section and chapter markers so that you can find the relevant passages more easily in your edition/translation.

The library no longer will place books on course reserve, but I have extra copies of some of the books and will put these in the 4th floor conference room. Feel free to use them there, but PLEASE DO NOT REMOVE THEM.

Emile Durkheim. *The Rules of Sociological Method*. [1895]. Free Press, edited and with an introduction by Stephen Lukes, translated by W. D. Wells.

Emile Durkheim. *The Division of Labor in Society*. [1893]. Free Press, with introduction by Lewis Coser (or the newer 2014 edition that has introductions by both Coser and Steven Lukes) [Emile Durkheim. *The Elementary Forms of Religious Life*. [1912]. BN Publishing

Emile Durkheim. *Suicide: A Study in Sociology*. [1897]. Free Press, edited with an introduction by George Simpson.

Karl Marx. *Capital: A Critique of Political Economy*, Vol. 1 *A Critical Analysis of Capitalist Production*, edited by Frederick Engels. [1887]. International Publishers.

Karl Marx and Frederick Engels. *The Communist Manifesto*. [1848]. Introduction by AJP Taylor (non-Classics)

Karl Marx and Frederick Engels. *The German Ideology*, edited by Christopher John Arthur, International Publishers. 1970 edition (paper).

Max Weber. *The Protestant Ethic and the Spirit of Capitalism*. [1904-05].

From Max Weber: Essays in Sociology, edited by Hans Gerth and C. Wright Mills. Oxford. 1958. Oxford University Press.

Max Weber. *Economy & Society*, vol. 1, Translated and Edited by Guenther Roth. [1921] 1978. Berkeley and LA: University of California Press.

George H. Mead on *Social Psychology. Selected papers*, edited and with a revised Introduction by Anselm Strauss. Chicago: University of Chicago Press. 1964.

Paula England, editor. 1993. *Theory on Gender: Feminism on Theory*. New York: Aldine de Gruyter.

Max Weber. *The Methodology of the Social Sciences*, Translated and Edited by Edward Shils and Henry Finch, introduction and by Robert Antonio and Alan Sica. [1903-1917] 1949. Transaction

Required Articles:

In addition to the above-listed required books, we will make use of a number of required articles, and also some excerpts from edited volumes and out-of-print books. I will provide these directly to you as E-mail attachments. The vast majority of them also are available directly from JSTOR or otherwise online.

Some Recommended Books:

The following recommended books will be useful during large parts of the course. Some of you may wish to go on Amazon (or elsewhere) and purchase one or more of these as resources for your graduate education.

Anthony Giddens. 1971. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Weber* Cambridge University Press.

Robert Alford and Roger Friedland. 1985. *The Powers of Theory: Capitalism, the State and Democracy*. Cambridge: Cambridge University Press.

Thomas S. Kuhn. 1970. *The Structure of Scientific Revolutions*. 2d Edition, enlarged. Chicago: University of Chicago Press.

Arthur Stinchcombe 1987. *Constructing Social Theories*. Chicago: University of Chicago.

Charles Ragin. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley: University of California Press.

Sheldon Stryker. [1980] 2003. *Symbolic Interaction: A Social Structural Version*. Blackburn Press.

I will place a copy of the Zeitlin book, mentioned earlier (Irving Zeitlin, *Ideology and the Development of Sociological Theory*, 7th edition, Prentice-Hall, 2000) in the 4th floor library. Because it only is available in hard back, it is quite expensive.

Here are some non-technical and very thought-provoking works that are both great reads and provide more contemporary statements and developments pertaining to some of the major issues that confronted the classical theorists and continue to confront us today.

John L. Casti. 1994. *Complexification: Explaining a Paradoxical World through the Science of Surprise*. Harper Collins (available in paper, 1995).

- Daniel Dennett. 1995. *Darwin's Dangerous Idea: Evolution and the Meanings of Life*. New York: Simon and Schuster.
- Louis Menand. 2001. *The Metaphysical Club*. New York: Farrar, Straus and Giroux. (especially if you are interested in the intellectual history of the United States or pragmatism and the foundations of American sociology).
- Daniel Kahneman, *Thinking Fast and Slow*, Farrar, Straus and Giroux, First Edition 2011 (especially for the relationship between cognition and emotion, known heuristics and biases).
- Antonio Damasio. *Descartes' Error: Emotion, Reason and the Human Brain*. Picador. 1996 (paper 2005)
- Antonio Damasio. 1999. *The Feeling of What Happens: Body and Emotion in the Making of Consciousness*. 1st edition, Harcourt-Brace (biological underpinnings and neurological mechanisms of self and consciousness).
- Antonio Damasio, *Self Comes to Mind: Constructing the Conscious Brain*. Pantheon Books, New York, 2010 (also available in paper, 2012).
- Stephen Jay Gould. 2003. *The Hedgehog, the Fox and the Magerster's Pox: Mending the Gap between Science and the Humanities*. New York: Harmony Books.
- Mark Buchanan. 2002. *Nexus: Small Worlds and the Groundbreaking Science of Networks*. W.W. Norton & Company, New York: London.
- Stanislas Dehaene. 2013. *Consciousness and the Brain: Deciphering How the Brain Codes Our Thoughts* Penguin Books.
- Eric Kandel, 2012. *The Age of Insight: The Quest to Understand the Unconscious in Art, Mind and Brian, from Vienna to the Present*. Random House

COURSE CALENDAR AND OUTLINE:

WEEK 1: (August 22-24) Introduction: Sociology and Sociological Theory

REQUIRED READING: (about 140 pages total)

- Karl Popper, "The Bucket and the Searchlight: Two Theories of Knowledge," pp. 141-161 in Popper, *Objective Knowledge*, revised ed. Oxford: Oxford University Press
- Gabriel Abend. 2008. "The Meaning of 'Theory,'" *Sociological Theory* 26(2): 173-199.
- Albion Small, "The Era of Sociology." *American Journal of Sociology* 1 (July 1895), reprinted in *AJS* 100 ix-xxiii
- Randall Collins. 1989. "Sociology: Proscience or Antiscience?" *American Sociological Review* 54:124-39
- R.W. Connell. 1997. "Why is Classical Theory Classical?" *American Journal of Sociology* 102: 1511-57.
- Randall Collins. 1997. "A Sociological Guilt Trip: Comment on Connell" *American Journal of Sociology* 102: 1558-64.
- Howard Winant. 2003. "Review Essay: The Souls of Sociologists—Equality versus Freedom in the Twenty-First Century." *American Journal of Sociology* 108: 876-883.
- James Moody and Ryan Light. 2006. "View from Above: The Evolving Sociological Landscape." *The American Sociologist*, Vol. 37, No. 2 (Summer, 2006), pp. 67-86.

WEEKS 2-5: Durkheim and Durkheimian Legacies:

WEEK 2 (August 29-31): REQUIRED READING:

Emile Durkheim, *The Division of Labor in Society*. Prefaces to the First and Second Editions; Introduction; Book I “The Function of the Division of Labor,” Book II, Chapter 2, “The Causes,” Book III “The Abnormal Forms, Chapter 1 Anomic Division of Labor, Chapter 2, Forced Division of Labor; Conclusion (about 280 total pages of reading).

WEEK 3 (September 5-7): REQUIRED READING

Emile Durkheim, *The Rules of Sociological Method*. (147 pages total)
Emile Durkheim, *Suicide*. Introduction, Book 1, Chapter 1 “Suicide and Psychopathic States,” Book II, “Social Causes and Social Types,” Book III, Chapter 1 “The Social Element of Suicide.” (220 pages total)
(about 370 total pages of reading)

Week 4 (September 12-14): REQUIRED READING

Emile Durkheim, *The Elementary Forms of Religious Life*. Introduction, Book 1 Chapters 1 “Definition of Religious Phenomena and of Religion,” 4 “Totemism as an Elementary Religion,” Book 2, Chapter 7 “Origins of These Beliefs—end,” “Conclusion.” (about 125 total pages of reading).

WEEK 5 (September 19-21): REQUIRED READING [no class on Sept. 19]

Bernice A. Pescosolido and Sharon Georgianna. 1989. “Durkheim, Suicide, and Religion: Toward a Network Theory of Suicide.” *American Sociological Review* 54:33-48.
Kingsley Davis. 1959. “The Myth of Functional Analysis as a Special Method in Sociology and Anthropology.” *American Sociological Review* 24:757-773..
Robert K. Merton, *Social Theory and Social Structure*, Revised and Enlarged Edition. 1968. Free Press. Chapter 1 “Manifest and Latent Functions” [D2L].
Kingsley Davis and Wilbert Moore. 1945. “Some Principles of Stratification.” *American Sociological Review* 10:242-249.
Melvin Tumin. 1953. “Some Principles of Stratification: A Critical Analysis.” *American Sociological Review* 18:387-94.
Arthur Stinchcombe. 1985. “The Functional Theory of Social Insurance. *Politics & Society* 14:411-30.
Miriam M. Johnson. 1993. “Functionalism and Feminism: Is Estrangement Necessary?” pp. 115-130 in England, editor, *Theory on Gender: Feminism on Theory*.
(about 175 total pages of reading)

WEEKS 6-9: Marx and Marxist Legacies:

WEEK 6 (September 26-October 28): REQUIRED READING

Marx, *Preface to A Contribution to the Critique of Political Economy*, in *The Essential Marx*, edited by Ernst Fischer, New York, Herder and Herder 1971, pp. 163-67.
Marx, opening pages of *The Eighteenth Brumaire of Louis Bonaparte*, in *The Essential Marx*, edited by Ernst Fischer, pp. 167-72
Karl Marx and Frederick Engels, *The Communist Manifesto* (about 45 pages).

Marx and Engels. *The German Ideology*, Part I “Feuerbach (95 pages)
(about 150 total pages of reading)

WEEK 7 (October 3-5): REQUIRED READING

Marx, *Economic and Philosophic Manuscripts*, From the First Manuscript, “Alienated Labor.” (in Karl Marx, *Early Writings*, edited by T.B. Bottomore, pp. 120-34; From the Second Manuscript, “Needs, Production and the Division of Labor.” (in Karl Marx, *Early Writings*, edited by T.B. Bottomore, pp. 168-88). (32 pages total)

Marx, *Capital*, Vol. 1, Preface to the First German Edition,
Part I, Chapter I “Commodities,”

Part II, Chapter VI, “The Buying and Selling of Labour Power,”

Marx, *Capital*, Vol. 1, Part III, “The Production of Absolute Surplus Value – read til the beginning of Chapter X “The Working Day”

(approximately 133 pages total for reading from *Capital*; (about 165 total pgs. for week)

WEEK 8 (October 10-12): REQUIRED READING

Marx, *Capital*, Vol. 1, Part III from Chapter X, “The Working Day” through till the end of Part III;

Part IV “Production of Relative Surplus Value,” Chapters XII “The Concept of Relative Surplus Value,” Chapter XIII, “Co-operation,” Chapter XIV, Sections 4-5, (Section 4 is the Division of Labor in Manufacture and Division of Labor in Society, Chapter 5 is The Capitalistic Character of Manufacture);

Part IV, Chapter XV “Machinery and Modern Industry, read from the beginning up until Section 6;

Part V “Production of Absolute and of Relative Surplus Value,” Chapters XVI “Absolute and Relative Surplus Value,” and XVII “Changes of Magnitude in the Price of Labor Power and in Surplus Value.”

Part VII “The Accumulation of Capital,” read the two page introduction *prior to* Chapter XXIII, “Simple Reproduction,” Chapter XXV “The General Law of Capitalist Accumulation,” read up until Section 5

(about 230 total pages of reading)

WEEK 9 (October 17-19): REQUIRED READING

Terry Boswell and William Dixon. 1993. “Marx’s Theory of Rebellion: A Cross-National Analysis of Class Exploitation, Economic Development, and Violent Revolt.” *American Sociological Review* 58:681-702.

Michael Burawoy. “Marxism as Science: Historical Challenges and Theoretical Growth” 1990. *American Sociological Review* 55: 775-793.

Beth Anne Shelton and Ben Agger. “Shotgun Wedding, Unhappy Marriage, No Fault Divorce? Rethinking the Feminism-Marxism Relationship”. Pp. 25-41 in Paula England, editor. *Theory on Gender: Feminism on Theory*.

(about 55 total pages of reading)

TAKE HOME MID-TERM EXAM distributed in class Thursday, October 29.

Mid-Term due in hard copy on Thursday, October 26 at the beginning of class.

Please also provide a digital copy by e-mail.

WEEKS 10-13: Weber and Weberian Legacies:

WEEK 10 (October 24-26): REQUIRED READING

Weber, *The Protestant Ethic and the Spirit of Capitalism* (about 260 total pages of reading).

Week 11 (October 31-November 2): REQUIRED READING

Weber, "Class, Status and Power" in *From Max Weber: Essays in Sociology*, pp. 180-95.

Weber, "Bureaucracy" in *From Max Weber: Essays in Sociology*, pp. 196-244.

Weber, *Economy and Society*, Chapter I, "Basic Sociological Terms," (pp. 4-54).

Chapter II "Sociological Categories of Economic Action," Parts 1-26 (pp. 63-154).

Chapter III "The Types of Legitimate Domination," Parts 1-12a, 14 (pp. 212-254, 266).

Also, in Vol. 2 of *Economy and Society*, pp. 654-58 "The Categories of Legal Thought"

(about 250 total pages of reading)

WEEKS 12-13 (November 7-9, 14-16): REQUIRED READING

Weber, "Science as a Vocation," in *From Max Weber: Essays in Sociology*, pp. 129-55.

Weber, *The Methodology of the Social Sciences*. (188 pages).

Theodore Abel. 1948. "The Operation called Verstehen." *American Journal of Sociology*

54: 211-18. Also "A Reply to Professor Wax," *Sociology and Social Research* 51:334-36.

Murray Wax. 1967. "On Misunderstanding Verstehen: A Reply to Abel." *Sociology and Social Research* 51: 323-33

Robin Stryker. 2006. "Chairs' Corner: Challenges to the Growth of Theory and the Theory Section." *Perspectives: Newsletter of the ASA Theory Section* 28(4): 1-6.

(about 250 total pages of reading for two weeks)

WEEKS 14-16: (November 21, 28-30, December 5) Mead and Symbolic Interaction:

Note: Thanksgiving is Thursday November 23, No class.

REQUIRED READING:

George Herbert Mead on Social Psychology, Part I, Chapter 2 "Problem of Society: How We Become Selves.

Part III, Chapter 4 "Mind Approached Through Behavior -- Can Its Study Be Made Scientific?"

Part V "Mind." Part VI "Self." Part VII "Society."

Stryker, Robin and Sheldon Stryker 2016. "Is Mead's Framework Still Sound?" Pp. 31-57 in *New Directions in Identity Theory and Research*, edited by J. Stets and R. Serpe. Oxford UK: Oxford University Press.

Sheldon Stryker. 2008. From Mead to a Structural Symbolic Interaction and Beyond," *Annual Review of Sociology* 34: 15-31;

www.annualreviews.org/doi/abs/10.1146/annurev.soc.34.040507.134649

W.E.B. DuBois. The Souls of Black Folk, Chapter 1, "Of Our Spiritual Strivings."

Reprinted in Calhoun, Gerteis et al, *Classical Sociological Theory*, pp. 281-286

(about 245 total pages of reading for the final 3 weeks of class)

**TAKE HOME FINAL EXAMINATION distributed in class Tuesday December 5.
Due on Tuesday 12 by 4:30 pm (digital copy by e-mail and hard copy in my
office mailbox at 4:30 p.m.)**

Recommended Readings:

WEEK 1: Sociology and Sociological Theory

On the “Pre-classics”

Irving Zeitlin, *Ideology and The Development of Sociological Theory*, Chapters 1-12, covering the Enlightenment, Montesquieu, Rousseau, Mary Wollstonecraft, Romantic-Conservative Reaction, Bonald and Maistre, St. Simon, Comte and de Tocqueville, Harriet Martineau, Harriet Taylor and John Stuart

On the nature of science:

Thomas Kuhn. 2d ed. 1970. *The Structure of Scientific Revolutions*. Chicago. University of Chicago Press.

Imre Lakatos. 1978. *The Methodology of Scientific Research Programmes*. Cambridge: Cambridge University Press.

David Wagner and Joseph Berger. 1985. “Do Sociological Theories Grow?” *American Journal of Sociology* 90:697-728 [JSTOR]

Andrew Abbott. 2004. *Methods of Discovery: Heuristics for the Social Sciences*. W.W. Norton & Company. You can count on Professor Abbott to be provocative and “trendy.”

On Social Science and Social Service

Herbert J. Gans. 1989. “Sociology in America: The Discipline and the Public, American Sociological Association, 1988 Presidential Address.” *American Sociological Review* 54:1-16. [JSTOR]

Alice O’Connor. 2001. *Poverty Knowledge: Social Science, Social Policy and the Poor in 20th Century US History*. Princeton, Princeton University Press. This book is a great read, along the way providing an enormous amount of information about the history of economics and sociology, how economic and sociological knowledge has been mobilized for public policy making and how this mobilization has in turn fed back to help shape the nature of these fields.

Theodore Porter. 1998. *Trust in Numbers: The Pursuit of Objectivity in Science and Public Life*. Princeton: Princeton University Press. This book is also a great read

On institutional and intellectual history in American sociology

Aldon Morris. 2017. *The Scholar Denied: W.E.B. DuBois and the Birth of Modern Sociology*. Berkeley, CA; University of California Press (paperback version). Hardback first published in 2015.

- Charles Camic and Yu Xie. 1994. "The Statistical Turn in American Social Science, Columbia University, 1890-1915." *American Sociological Review* 59:774-805. [JSTOR].
- Patricia Madoo Lengermann. 1979. "The Founding of the American Sociological Review." *American Sociological Review* 44:185-98 [JSTOR].
- Judith Stacy and Barrie Thorne. 1985. "The Missing Feminist Revolution in Sociology" *Social Problems* 32 (4): 301-316 [JSTOR].
- Jesse Bernard. 1973. "My Four Revolutions: An Autobiographical Account of the American Sociological Association." *American Journal of Sociology* 78:773-792. [JSTOR].
- Stephen Turner and Jonathan Turner. 1990. *The Impossible Science: An Institutional Analysis of American Sociology*. Newbury Park: Sage.
- Diana Crane and Henry Small 1992. "American Sociology since the Seventies: The Emerging Identity Crisis in the Discipline." In *Sociology and Its Publics*, edited by Terence Halliday and Morris Janowitz. Chicago; University of Chicago Press.
- Ellen Fitzpatrick. 1990. *Endless Crusade: Women Social Scientists and Progressive Reform*. Oxford: Oxford University Press.

WEEK 2, Durkheim, *Division of Labor*

Interpreting and Critiquing Durkheim and Division of Labor

- Giddens, *Capitalism and Modern Social Theory*, Part II (Durkheim), Chapter 5 "Durkheim's Early Works," Chapter 7 "Individualism, socialism and the 'occupational groups'"
- Zeitlin, *Ideology and the Development of Sociological Theory*, Chapter 22, "Emile Durkheim" [7th edition, pp. 331-349]
- Terry R. Kandal. 1988. *The Woman Question in Classical Sociological Theory*, pp. 79-88. International University Press, Miami, Florida,

Some key issues:

- Arthur Stinchcombe. 1987. *Constructing Social Theories*, Chapter 3, pp. 80-101. "Functional Causal Imagery"
- Charles Camic. 1979. "The Utilitarians Revisited." *American Journal of Sociology* 85: 516-550 [JSTOR]

A Phenomenological Take on Durkheim's concept of anomie

- Richard Hilbert. 1986. "Anomie and Moral Regulation of Reality: The Durkheimian Tradition in Modern Relief." *Sociological Theory* 4:1-19 [JSTOR]

Utilitarian foundations of solidarity?

- Edward Lawler 1992. "Choice Processes and Affective Attachments to Nested Groups: A Theoretical Analysis. *American Sociological Review* 57:327-39 [JSTOR].

WEEK 3: Durkheim, *The Rules and Suicide*

Interpreting and Critiquing Durkheim, The Rules and Suicide

Zeitlin, *Ideology and the Development of Sociological Theory*, 7th edition, Chapter 22, "Emile Durkheim," pp. 357-68.

Giddens, *Capitalism and Modern Social Theory*, Part II (Durkheim), Chapter 6, "Durkheim's conception of sociological method."

Some Key Issues

Peter Halfpenny. 2001. "Positivism in the Twentieth Century." In *Handbook of Social Theory*, edited by Barry Smart and George Ritzer.

Arthur Stinchcombe. 1987. *Constructing Social Theories*, pp. 3-6, 15-56 .

Henry Walker. "Spinning Gold from Straw: On Cause, Law and Probability." *Sociological Theory*, 28-33 [JSTOR].

Jerome Manis and Bernard Meltzer. 1994. "Chance in Human Affairs." *Sociological Theory* 12:45-55 [JSTOR].

May Brodbeck. [1958] 1968. "Methodological Individualisms: Definition and Reduction." Pp. 280-303 in May Brodbeck, editor *Readings in the Philosophy of Social Sciences*. Macmillan. Reprinted from *Philosophy of Science* 25: 1-22.

David Willer and Murray Webster. 1970. "Theoretical Concepts and Observables." *American Sociological Review* 35:748-56 [JSTOR].

Casti, *Complexification*, Chapter 3 "The Chaotic" and Chapter 5 "The Irreducible."

WEEK 4: Durkheim and *Elementary Forms*

Interpreting and Critiquing Durkheim, Elementary Forms

Zeitlin, *Ideology and the Development of Sociological Theory*, 7th edition, Chapter 22 "Emile Durkheim," pp. 349-57.

Giddens, *Capitalism and Modern Social Theory*, Part II (Durkheim), Chapter 8, "Religion and moral discipline."

Robert Alan Jones. 1986. "Durkheim, Frazier, and Smith: The Role of Analogies and Exemplars in the Development of Durkheim's Sociology of Religion." *American Journal of Sociology* 92:596-627 [JSTOR]

Some key issues

Daniel Dennett. 1995. *Darwin's Dangerous Idea. Evolution and the Meaning of Life*.

Testing Durkheim?

K. D. Breault. 1986. "Suicide in America: A Test of Durkheim's Theory of Religion, 1933-1980." *American Journal of Sociology* 92:628-56. [JSTOR].

Norms and human agency

Ann Swidler. 1986. "Culture in Action: Symbols and Strategies." *American Sociological Review* 51:273-86 [JSTOR].

WEEK 5: Durkheimian Legacies

Interpretation and Critique of Parsons and Merton

Charles Camic. 1987. "The Making of a Method: A Historical Reinterpretation of the Early Parsons." *American Sociological Review* 52: 421-439 [JSTOR].

- Charles Camic 1989. "Structure after 50 Years: The Anatomy of a Charter." *American Journal of Sociology* 95:38-107 [JSTOR].
- Colin Campbell. 1982. "A Dubious Distinction?: An Inquiry into the Value and Use of Merton's Concepts of Manifest and Latent Function." *American Sociological Review* 47:29-44 [JSTOR].

Networks

- Mark Granovetter. 1985. "Economic Action and Social Structure: The Problem of Embeddedness." *American Journal of Sociology* 91:481-510 [JSTOR].
- Mark Buchanan. 2002. *Nexus: Small Worlds and the Groundbreaking Science of Social Order and Social Integration*
- James Lincoln and Arne Kalleberg. 1990. *Culture, Control and Commitment: A Study of Work Organizations and Attitudes in the United States and Japan*. New York: Cambridge University Press (sections developing the integrative functions of corporatist organization)
- Mustafa Emirbayer. 1997. "Manifesto for a Relational Sociology," *American Journal of Sociology* 103: 281-317. JSTOR

Feminist "Rules"?

- Joey Sprague and Mary K. Zimmerman. 1993. "Overcoming Dualisms: A Feminist Agenda for Sociological Methodology," pp. 255-280 in Paula England, editor, *Theory on Gender: Feminism on Theory*.

WEEK 6: Marx and Historical Materialism

Interpreting and Critiquing Marx

Zeitlin, *Ideology and The Development of Sociological Theory*, Chapter 14, “Marx’s Relation to Hegel and Feuerbach.”

Giddens, *Capitalism and Modern Social Theory*, Part I: Marx, Chapter 1 “Marx’s Early Writings.”

Richard Lichtman. 1975. “Marx’s Theory of Ideology.” *Socialist Revolution* 22:45-76

Some key Issues

Casti, *Complexification*, Chapter 2 “The Catastrophic.”

WEEK 7: Marx and Historical Materialism, continued

Interpreting and Critiquing Marx

Zeitlin, *Ideology and the Development of Sociological Theory*, Chapter 13 “The Philosophical Orientations of Karl Marx,” Chapter 15 “Marx’s Historical Sociology.”

Giddens, *Capitalism and Modern Social Theory*, Part I: Marx, Chapters 2-3 “Historical Materialism,” “The Relations of Production and Class Structure.”

Some key issues

David Sciulli. 1984. “Talcott Parsons’ Analytic Critique of Marxism’s Concept of Alienation.” *American Journal of Sociology* 90:514-540. [JSTOR].

Peter Berger and Stanley Pullberg. 1966. “Reification and the Sociological Critique of Consciousness.” *New Left Review* 35 (Jan-Feb): 56-77 (including a short comment and response).

WEEK 8: Marx, Capitalism and Laws of Capitalist Development

Interpreting and Critiquing Marx

Giddens, *Capitalism and Modern Social Theory*, Part I: Marx, Chapter 4 “The Theory of Capitalist Development.”

Ralf Dahrendorf, *Class and Class Conflict in Industrial Society*. 1959. Part I.

Capitalism and Patriarchy

Zeitlin, *Ideology and the Development of Sociological Theory*, Chapter 16 “Frederick Engels On the Origin of Patriarchy.”

Some Key Issues

Casti, *Complexification*, Chapter 4 “The Lawless.”

WEEK 9: Marxist Legacies

Out of one, many:

- Robert Alford and Roger Friedland. 1985. *The Powers of Theory*, Part III “The Class Perspective.” (pp. 271-383).
- George Ritzer, *Sociological Theory*, Chapter 8 “Varieties of Neo-Marxian Theory”
- John Roemer. 1982. “Methodological Individualism and Deductive Marxism.” *Theory and Society* 11:513-20 [JSTOR]
- Jon Elster. 1986. “Further Thoughts on Marxism, Functionalism and Game Theory”. In John Roemer, editor. *Analytic Marxism*. New York: Cambridge University Press
- Adam Przeworski. 1985. “Marxism and Rational Choice.” *Politics & Society* 14:379-409.
- David B. Grusky and Jesper B. Sorensen. 1998. “Can Class Analysis Be Salvaged?” *American Journal of Sociology* 103 (5): 1187-1234.

Some Empirical Exemplars

- Erik Olin Wright. *Classes*. 1985. Chapters 3-4, 6-7 (pp. 64-135, 192-282).
- Michael Burawoy and Pavel Krotov. 1992. “The Soviet Transition from Socialism to Capitalism: Worker Control and Economic Bargaining in the Wood Industry”. *American Sociological Review* 57:16-38 [JSTOR].
- Robin Stryker. 1990. “Science, Class and the Welfare State: A Class-Centered Functional Account.” *American Journal of Sociology* 96:684-726 [JSTOR].
- Larry J. Griffin, Joel Devine and Michael Wallace. 1982. “Monopoly Capital, Organized Labor and Military Expenditures in the United States. *American Journal of Sociology* 88 (Supplement, *Marxist Inquiries*): S113-153 [JSTOR].

Race, Class and Gender

- Howard Winant. 2001. *The World is a Ghetto: Race and Democracy since World War II*. New York: Basic Books.
- Catherine MacKinnon. 1982. “Feminism, Marxism, Method and the State: An Agenda for Theory.” *Signs: Journal of Women in Culture and Society* 7:315-44.
- Erik Olin Wright. 1989. “Women in the Class Structure.” *Politics & Society* 17:35-63.
- Ann Orloff. 1993. “Gender and the Social Rights of Citizenship.” *American Sociological Review* 58:303-328 [JSTOR].
- Kathryn B. Ward. “Reconceptualizing World System Theory to Include Women.” Pp. 43-68 in Paula England, editor. *Theory on Gender: Feminism on Theory*.
- Michael Omi and Howard Winant. *Racial Formation in the United States*. Third Edition. Routledge, 2014.

WEEK 10, Weber and *The Protestant Ethic*

Interpreting, Critiquing Weber

- Hans Gerth and C. Wright Mills. “Introduction: The Man and His Work,” pp. 3-70 *From Max Weber*.

- Anthony Giddens, *Capitalism and Modern Social Theory*, Part III: Max Weber, Chapter 9: Max Weber: Protestantism and capitalism.”
- Zeitlin, *Ideology and the Development of Sociological Theory*, Chapter 15 “Max Weber.”
- Randall Collins. 1980. “Weber’s Last Theory of Capitalism: A Systematization.” *American Sociological Review* 45:925-42 [JSTOR].
- Terry R. Kandal. 1988. *The Woman Question in Classical Sociological Theory*. Miami, Florida. International University Press, pp. 126-55.

WEEK 11, Weber, Key Concepts; Economy, State and Society

Interpreting, Critiquing Weber

- Giddens, *Capitalism and Modern Social Theory*, Chapters 11 & 12, “Fundamental concepts of sociology,” Rationalization, the world religions and Western capitalism,”
- Stephen Kalberg. 1980. “Max Weber’s Types of Rationality: Cornerstones for the Analysis of Rationalization Processes in History.” *American Journal of Sociology* 85:1145-79. [JSTOR]
- Stephen Kalberg. 1990. “The Rationalization of Action in Max Weber’s Sociology of Religion.” *Sociological Theory* 8:58-84. [JSTOR].
- Sally Ewing. 1987. “Formal Justice and the Spirit of Capitalism: Max Weber’s Sociology of Law.” *Law & Society Review* 21:487-512 [JSTOR].

Some Key Issues

- Giddens, *Capitalism and Modern Social Theory*, Part 4 “Capitalism, socialism and social theory.”
- Charles Camic. 1986. “The Matter of Habit.” *American Journal of Sociology* 91: 1039-1087 [JSTOR].
- Erik Olin Wright. 1978. *Class, Crisis and the State*, Chapter 4 (comparing Weber and Lenin on bureaucracy).
- Robert Alford and Roger Friedland. *Powers of Theory*, Part II “The Managerial Perspective” (pp. 161-268).
- Marianne Weber. 2003. “Authority and Autonomy in Marriage: Translation with Introduction and Commentary by Craig R. Bermingham.” *Sociological Theory* 21: 85-102 [JSTOR].

Weeks 12-13, Weber’s Methods

Interpreting, Critiquing Weber

- Giddens, *Capitalism and Modern Social Theory*, Chapter 10 “Weber’s methodological essays.”
- Guenther Roth. 1976. “History and Sociology in the Work of Max Weber.” *British Journal of Sociology* 27:306-18. [JSTOR]

Some Key Issues

- Don Martindale. 1959. “Sociological Theory and the Ideal Type.” Pp. 57-91 in Lewellyn Gross, editor, *Symposium on Sociological Theory*, 1959.

- Ivan Oliver. 1983. "The 'Old' and the 'New' Hermeneutic in Sociological Theory." *British Journal of Sociology* 34:519-33. [JSTOR]
- Robert J. Antonio. 1985. "Values, History and Science: The Metatheoretic Foundations of the Weber- Marx Dialogue," in Robert Antonio and Ron Glassman, editors *A Weber-Marx Dialogue*. Lawrence, KS: University of Kansas Press.
- Peter Winch. 1958. *The Idea of a Social Science and its Relation to Philosophy*. London: Routledge & Kegan Paul.
- Nancy Tuana. "With Many Voices: Feminism and Theoretical Pluralism," and replies to Tuana. Pp. 281-298 in *Paula England: Theory on Gender: Feminism on Theory*.
- Stephen Jay Gould. 2003. *The Hedgehog, The Fox and the Magerster's Pox: Mending the Gap Between Science and the Humanities*. New York: Harmony Books.

Weels 10-13: Weberian Legacies:

NOTE: We are not doing a specific week of the course with required readings on Weberian legacies. Rather, I will work some information on these legacies into my lecture material for Weeks 10-13. The DiMaggio and Powell reading listed first below is a recent "classic," – a foundational piece of the "new institutionalism"

Rationalization and Legitimation

- Paul J. DiMaggio and Walter W. Powell. 1983. "The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizations." *American Sociological Review* 48: 147-60 [JSTOR]
- Charles Halaby. 1986. "Worker Attachment and Workplace Authority." *American Sociological Review* 51:634-49. [JSTOR]
- Robin Stryker. 1994. "Rules, Resources and Legitimacy Processes: Some Implications for Social Conflict, Order and Change." *American Journal of Sociology* 99:847-910. [JSTOR]

State Autonomy and Capacity

- Theda Skocpol. 1985. "Bringing the State Back In." Pp. 3-37 in *Bringing the State Back In: Strategies of Analysis in Current Research*, edited by P.B. Evans, D. Rueschemeyer and T. Skocpol. Cambridge: Cambridge University Press.
- Theda Skocpol. 1979. *States and Social Revolutions: A Comparative Analysis of France, Russia & China*. Cambridge: Cambridge University Press.

The [not so?] new economic sociology

- Neil Fligstein. 2001: *The Architecture of Markets: An Economic Sociology of 21st Century Capitalist Societies*.
- Robin Stryker. 2003. "Mind the Gap: Law, Institutional Analyses and Socio-Economics." *Review of Socio-Economics* 335-367.
- http://papers.ssrn.com/sol3/papers.cfm?abstract_id=811424

Classes

David B. Grusky and Kim A. Weeden. 2001. "Decomposition without Death: A Research Agendas for a New Class Analysis." *Acta Sociologica* 44 (3). (JSTOR)

Kim A. Weeden and David B. Grusky. 2012. "Three Worlds of Inequality." *American Journal of Sociology* 117(6): 1723-1785. (JSTOR)

Ideas and Evidence

Stanley Lieberson. 1991. "Small N's and Big Conclusions: An Examination of the Reasoning in Comparative Studies Based on a Small Number of Cases." *Social Forces* 70:307-20 [JSTOR].

Robin Stryker. 1996. "Beyond History vs. Theory: Strategic Narrative and Sociological Explanation." *Sociological Methods and Research* 24: 304-352

<http://www.law.berkeley.edu/centers/csrls/conferences/Stryker%20-%20Beyond%20History%20vs%20Theory.pdf>

Jack Goldstone. 2003. "Comparative-Historical Analysis and Knowledge Accumulation in the Study of Revolutions. Pp. 41-90 in *Comparative Historical Analyses in the Social Sciences*, edited by James Mahoney and Dietrich Rueschemeyer. Cambridge: Cambridge University Press.

Charles Ragin. 1987. *The Comparative Method. Moving Beyond Qualitative and Quantitative Strategies*. Berkeley: University of California Press.

Charles Ragin. 2000. *Fuzzy-Set Social Science*. Chicago and London: University of Chicago Press (best read after you have read the 1987 book).

Weeks 14-15: Mead and Symbolic Interaction

Interpreting and Critiquing Mead

Hans Joas. 1981. "George Herbert Mead and the 'Division of Labor': Macrosociological Implications of Mead's Social Psychology." *Symbolic Interaction* 4:177-190.

Clark McPhail and Cynthia Rexroat. 1979. "Mead vs. Blumer," *American Sociological Review* 44:449-467 and 1980. Rejoinder. "Ex Cathedra Blumer or Ex Libris Mead?" *American Sociological Review* 45:420-30 [JSTOR].

William Kolb. 1944. "A Critical Evaluation of Mead's 'I' and 'Me' Concepts." *Social Forces* 22:291-96 [JSTOR].

Social Structure, Self and Identity

W.E.B. DuBois. [1903] 1989. *The Souls of Black Folks*. Bantam Books.

Sheldon Stryker [1980] 2003. *Symbolic Interaction: A Social Structural Version*. Blackburn Press.

Structure and Agency

Pierre Bourdieu. 1989. "Social Space and Symbolic Power." *Sociological Theory* 7:14-25 [JSTOR].

William Sewell, Jr. 1992. "A Theory of Structure: Duality, Agency and Transformation." *American Journal of Sociology* 98: 1-29. [JSTOR].

Mustafa Emirbayer and Ann Mische. 1998. "What is Agency?" *American Journal of Sociology* 103: 962-1023.

- Andrew Miles. 2014. "Addressing the Problem of Cultural Anchoring: An Identity-Based Model of Culture in Action." *Social Psychology Quarterly* 77(2): 210-227.
- Mathew Norton. 2014. "Mechanisms and Meaning Structures." *Sociological Theory* 32(2): 162-187.

Consciousness

- Antonio Damasio. 1999. *The Feeling of What Happens: Body and Emotion in the Making of Consciousness*. [biological underpinnings and neurological mechanisms of consciousness, self]
- Antonio Damasio. 2010. *Self Comes to Mind: Constructing the Conscious Brain*.
- Daniel Dennett. 1994. *Darwin's Dangerous Idea* [evolution of mind and consciousness]
- Stanislas Dehaene. 2013. *Consciousness and the Brain: Deciphering How the Brain Codes Our Thoughts* Penguin Books.

Cognition, Identity and Emotion

- Jonathan H. Turner and Jan Stets. 2006. "Sociological Theories of Human Emotions." *Annual Review of Sociology* 32:25-52.
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1082537
- Daniel Kahneman. 2011. *Thinking Fast and Slow*.
- Antonio Damasio. 1996. *Descartes' Error: Emotion, Reason and the Human Brain*.
- Eric Kandel, 2012. *The Age of Insight: The Quest to Understand the Unconscious in Art, Mind and Brain, from Vienna to the Present*. Random House

Emergence

- Casti, *Complexification*, Chapter 6 "The Emergent."

More context for Mead and the development of symbolic interaction

- Patricia Madoo Lengermann and Jill Neibrugge-Brantley. 2001. "Classical Feminist Social Theory." in Barry Smart and George Ritzer, *Handbook of Social Theory*. [key female contemporaries of Mead]
- Louis Menand. 2001. *The Metaphysical Club* [pragmatism(s) and progressivism(s) including Dewey and his precursors, their relationship to DuBois and to Chicago school sociology]
- George Ritzer, *Sociological Theory*, Chapter 10 "Symbolic Interactionism." You may also wish to read Ritzer's Chapter on Georg Simmel and his chapter on Ethnomethodology.
- Kent L. Sandstrom, Daniel Martin and Gary Alan Fine, "Symbolic Interactionism at the End of the Century." Pp. 217-231 in *Handbook of Social Theory*, edited by Smart and Ritzer.
- Hans Joas. "The Emergence of the New: Mead's Theory and Its Contemporary Potential." Pp. 89-99 in *Handbook of Social Theory*, edited by Smart and Ritzer.
- Shalin, Dmitri N. 1987-88. "GH Mead, Socialism and the Progressive Agenda." *American Journal of Sociology* 93: 913-51. [JSTOR]
- Shalin, Dmitri N. "Pragmatism and Social Interactionism." *American Sociological Review* 51: 9-29. [JSTOR].