

## Sociology 100: Classical Sociological Theory

Fall 2024

Tuesdays and Thursdays in Mandeville B-202  
8:00am-9:20am

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**Student Hours via Zoom:**

Tuesdays from 10am-12pm

Sign up for here:

<https://calendly.com/mestefan/studenthours>

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### COURSE DESCRIPTION

Welcome to SOCI 100, Classical Sociological Theory! This course examines theories about how the modern world emerged. In other words, this course is about how the world you live in came into existence. These theories have defined sociology as a discipline and continue to serve as a source of reference and inspiration for empirical research and theorizing in sociology today. Specifically, we will focus on four defining features of the modern world: capitalism, patriarchy, racism, and individualism.

We begin the course with Marx's views on capitalism and the modern state. Next, we turn to Federici for a feminist perspective on the transition from feudalism to capitalism. Then, we read Du Bois and Fields for an approach that places race, racism, and colonialism at the center of our understanding of modernity. We conclude with Durkheim for an explanation to a key puzzling feature of modern society: how is it that people in modern societies are more interdependent than ever and at the same time, more individualist than ever?

## Learning Objectives

Upon completion of this course, you should be able to:

- Identify the central arguments in four theoretical traditions about capitalism, patriarchy, racism, and individualism.
- Apply the theories we learn in this course to develop a critical understanding of your social world.
- Understand the personal, moral, and social implications of knowing about these theories.
- Value social theory and develop an interest in studying it further.

## Land Acknowledgement

"UCSD was built on the unceded territory of the Kumeyaay Nation. Today the Kumeyaay people continue to maintain their political sovereignty and cultural traditions as vital members of the San Diego community. We are honored to share this space with them and thank them for their stewardship of Mat Kulaaxuuy (statement borrowed with thanks from the Association of Native American Medical Students at UCSD). [Please note land acknowledgements do not absolve settlers of the responsibility of decolonization and returning stolen land to indigenous people.]"<sup>1</sup>

## ASSIGNMENTS AND GRADING

Grade Distribution	Due Date	Percentage
Weekly Collective Quizzes	Every Thursday starting October 10	20%
Weekly Reading Questions	Every Monday starting October 14	15%
Midterm Exam	Thursday, November 7	20%
Participation		10%
Section Grade		15%
Extra Credit Assignment #1	Sunday, November 17 by 11:59pm	2 points
Extra Credit Assignment #2	Sunday, December 1 by 11:59pm	2 points
Final exam	Thursday, December 12 from 8am-11am	20%

## Grading Scale

A+	97-100	B+	87-89	C+	77-79	D	60-69
A	94-96	B	84-86	C	74-76	F	0-59
A-	90-93	B-	80-83	C-	70-73		

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<sup>1</sup> I'd like to credit Dr. Saiba Varma for writing this land acknowledgement and kindly sharing it with me.

## COURSE ASSIGNMENTS

### **Weekly Collective Quizzes (20%)**

This assignment is designed to promote a sense of community by having you work together to answer questions about the reading material. The assignment makes it so that you depend on each other for this portion of your grade. It is also intended to help you remember the material better and understand it with more depth.

There will be short collective quizzes **at the beginning of class every Thursday starting week 2**. The quiz covers the readings assigned for that day and the previous lecture. There will be a total of seven quizzes. The first six are worth 3 points each and the last is worth 2 points.

Each quiz consists of questions that you will have to answer by consensus with your small group. This means you **cannot select an answer on your own**. The only question you must answer individually is the last question, which will ask you to grade yourself on your contributions to completing the quiz.

All digital devices must be put away during the quiz, but you are allowed to bring printed copies of the readings.

I will provide detailed instructions about the quiz mechanics in class just before you take your first quiz.

The collective nature of the quizzes requires your attendance and participation in the quiz. As a result, no make-up quizzes will be available. But if you happen to miss a quiz for any reason, you can do one of the extra-credit assignments described below to make up the lost points.

### **Weekly Reading Questions (15%)**

This assignment is designed to make the readings more accessible and help you achieve a deeper understanding of the material.

**Starting week three, you must answer reading questions every week for the readings we cover on Tuesdays. The answers are due on Monday by 11:59pm through Canvas.** You will answer reading questions a total of eight times during the quarter. The first seven are worth 2 points and the last is worth 1 point.

**If you do not turn in your answers by 11:59pm on Monday, you can hand them in by 11:59pm on Tuesday, though 0.5 points will be deducted from your grade for those questions.** The reason for the deduction is a question of fairness to those who made the effort to turn their answers in by the deadline. The deduction also accounts for the fact that I provide the answers to the questions in class, making the assignment much easier to complete.

You should write your answers in a format that allows you to save your work (google doc or Word doc, for example) and then copy them into the corresponding assignment tab on Canvas. Once you post your answers, you will have access to everyone else's answers as well.

Your answers should include the following three things:

**1) Answers to the Reading Questions**

Every week (generally on Friday) I will post a set of reading questions on Canvas. The core of your notes should consist in an attempt to answer these questions in your own words accompanied by page numbers in parenthesis that point to the parts of the reading from which you are drawing your answers.

**2) What did you find most interesting about the reading?**

Please describe something you found interesting about the reading. This could be an idea, an argument, a passage. This can be any aspect of the reading that you found interesting, counterintuitive, or illuminating.

**3) What remains unclear to you about the reading? Pose your doubt as an analytical question.**

The question can be about a concept, an argument, a passage or even a sentence you are having difficulty understanding. You want to pose a question that can be answered through further analysis of the text. Productive analytical questions identify issues that were not sufficiently discussed by the author, ambiguities, contradictions, reasoning problems, or unconvincing evidence or examples. You must preface the question with a short comment that demonstrates that you have done the reading and thought carefully about the issue.

**Example of an Unproductive Question 1:** "I don't understand why Marx states that capitalism is necessary."

[Note this isn't even a question! It's a statement. And it doesn't invite comments or discussion.]

**Example of an Unproductive Question 2:** "Marx states that capitalism is a necessary stage of historical development. Why?"

[Better than the last question, but it is not prefaced by a comment that shows that you've attempted to think through the issue.]

**Example of a Productive Question:** "Marx claims over and over again that capitalism is based on exploitation. He argues that it alienates workers from what they produce and from others. But on page XX he seems to praise capitalism and claims that it is necessary. Why? This seems inconsistent to me. How can a system based on exploitation be positive or necessary?"

If you feel confident about your understanding of the reading and don't have any questions, point out something you would like to know more about. For example, you might state

something like this, “Marx doesn’t really pay much attention to the question of race. I’d love to know what his views were about slavery and colonialism and how they fit into the expansion of capitalism at a global scale.”

**Expectations for the Answers**

You are expected to write your answers without the assistance of AI technology. Remember, you must copy-paste your answers onto the corresponding assignment tab in Canvas. Keep in mind that these are short answers to questions, so your writing doesn’t have to be as elaborate as it would be for a paper. If you prefer, you can answer the questions using bullet points, but you must write complete sentences. Just try to be clear and answer the questions in a straightforward manner. For more details about the expectations for this assignment, please make sure you read the rubric (below) that will be used to grade your answers.

Your answers will be graded using the following rubric:

Points	Characteristics
2 (Excellent)	<ul style="list-style-type: none"> <li>• The answers include all three required sections.</li> <li>• Page numbers from the reading are referenced throughout the answers.</li> <li>• The answers include direct quotes from the text, but they consist mostly of summaries and comments written in the student’s own words.</li> </ul>
1.5 (Good)	<ul style="list-style-type: none"> <li>• The answers include only two out of the three required sections, but all the reading questions from the first section were answered.</li> <li>• There are some page numbers from the reading referenced in the notes.</li> <li>• The answers consist in a combination of summaries and comments written in the student’s own words and direct quotes from the text.</li> </ul>
1 (Poor)	<ul style="list-style-type: none"> <li>• The answers are missing more than one of the three required sections or they do not answer all the reading questions from the first section.</li> <li>• There are few or no references to pages from the reading.</li> <li>• The answers consist mostly of direct quotes from the text with very little elaboration in the student’s own words.</li> </ul>
0	<ul style="list-style-type: none"> <li>• The student made no serious attempt to complete the three required sections (they wrote very little or it’s not clear they did the reading or wrote the notes themselves) or did not hand in notes.</li> </ul>

Please note that the point distribution for this rubric will be slightly modified for your last reading notes because they are worth fewer points. For the last reading notes, the following point distribution will be used: 1 (excellent), .75 (good), .50 (poor).

**Midterm Exam (20%)**

The midterm will be held on Thursday, November 7 in person during our class time. This is a collective midterm exam that will be taken in small groups.

### **Participation (10%)**

Your participation will be graded based on the following criteria:

1. Posting to the “Introduce Yourself” discussion board. (1pt)
2. Attending my student hours or the student hours of your TA at least once during the quarter. (2pts)
3. Filling out the SET for this course. (2pts)
4. Attending lectures. (5)

**\*When you fill-out the SET, please take a screenshot of your submission confirmation and post it on the corresponding Canvas tab.** This will allow me to give you credit for this portion of your participation grade while preserving your anonymity in the survey.

### **Section Grade (15%)**

Section attendance is mandatory. The TA for your section will determine how section grade is calculated.

### **Final Exam (20%)**

**The final exam will be held on Thursday, December 12 from 8am-11am in person.** This is a collective oral final exam. The groups for the final exam will be announced during week 3. Your group exam will last around 10 minutes. You will be asked one of four prompts. The prompts will be announced during week 8.

At least four members of your group must speak during the exam. Your answers will be assessed based on their accuracy, clarity, and comprehensiveness. Accuracy refers to your ability to correctly identify and explain the most relevant ideas and arguments for answering the question (5pts). Clarity refers to your ability to coherently organize the component parts of your answer in a way that is easy to follow and understand (5pts). Comprehensiveness refers to the amount of relevant information and examples you provide as part of each answer (5pts). This portion of the exam is worth 15 points.

At the end, you will grade your group peers on the degree to which they contributed to the group’s preparation and success. This portion of the exam is worth 5 points.

### **Extra Credit Assignment #1 (2 points)**

The first extra credit assignment is due on **Sunday, November 17 by 11:59pm.**

Watch the film “The Young Karl Marx.” You can access the film through the link below. Please note that for the link to work, you must either be on campus connected to UCSD Wi-Fi or logged in to the UCSD VPN if you are off-campus.

<https://www.kanopy.com/en/ucsd/video/3681165>

After watching the film, write a commentary (500-word limit) answering the following questions:

1. What was your favorite scene and why?
2. What did you learn about Marx that you didn't know before watching the film?
3. What stood out to you about the historical period that Marx lived in? Please explain.
4. Is there anything about Marx or the historical period he lived in that you would like to know and that you feel the film did not address or did not address sufficiently?

Please post your answers directly on the corresponding Canvas tab.

### **Extra Credit Assignment #2 (2 points)**

The second extra credit assignment is due on **Sunday, December 1 by 11:59pm.**

Watch the film "Roger and Me" directed by Michael Moore. You can access the film through the link below. Please note that for the link to work, you must either be on campus connected to UCSD Wi-Fi or logged in to the UCSD VPN if you are off-campus.

<https://digitalcampus.swankmp.net/ucasandiego371665/play/9abb6e1c17628348?referer=marc>

After watching the film, write a commentary (500-word limit) answering the following questions:

1. Describe two concrete ideas from Marx's work that help us understand what happened in Flint, Michigan? Begin by explaining Marx's ideas and then relate them to the documentary.
2. What was your favorite scene and why?
3. Michael Moore's documentary is from 1989. Do you believe the story he tells is relevant to our times? Please explain.

Please post your answers directly on the corresponding Canvas tab.

### **COURSE MATERIALS**

All readings for this course are available electronically on Canvas. Each reading will be linked under the day they are due.

### **COURSE VALUES AND POLICIES**

### **Care and Support**

Many of us are facing or may face unexpected challenges during this quarter. Please know that I and your TA are here to support you. I sincerely hope you reach out to us should you need any type of support to succeed in this class.

### **Diversity, Equity, and Inclusion in this Classroom**

I am personally committed to making sure this classroom supports diversity of thought, experiences, and identities such that everyone feels welcome and comfortable expressing their views. Many of you may have deeply personal experiences regarding the topics we are covering in this class. While I expect us to have rigorous discussions and even disagreements, I ask that you engage each other with care and empathy and that we support each other as we make our way through conversations about difficult topics. In exchange for your efforts in this regard, I will work to ensure a classroom environment that supports you and the intellectual and emotional risks your participation may entail. Should you ever feel excluded in our classroom or unable to fully participate, please let me know so that I can take steps to correct the situation.

### **This is a Child-Friendly Class<sup>2</sup>**

All student-parents are welcome to bring their children to class. As far as this course is concerned, you do not have to decide between coming to class or taking care of your child. I would suggest bringing something—perhaps a toy—for your child to do during class, but if you can't, rest assured we'll work together to keep them entertained while making our class a productive learning experience for you and your peers.

### **Academic Integrity**

Plagiarism is a form of academic dishonesty. It consists in representing the work of others or work produced by artificial intelligence as your own. This includes using Internet resources or copying the ideas, sentences, paragraphs of another without proper acknowledgement. For more information on plagiarism and the steps you can take to avoid it, consult this site:

<https://academicintegrity.ucsd.edu/>

The following guidelines are useful for avoiding plagiarism in your written work:<sup>3</sup>

- Try to use your own words most of the time.
- When you do use another person's words, use quotation marks, and give credit to the source.
- Don't make slight variations in the language and then fail to give credit to the source. If the expression is essentially the same, the author still deserves credit.

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<sup>2</sup> I'd like to credit Dr. Kristen Barber from Southern Illinois University for introducing me to the meaningful potential of including a syllabi policy statement geared toward making my courses welcoming for student-parents.

<sup>3</sup> Adapted with slight variations in language from Hendrickson, Raymond, *The Research Paper* (New York: Henry Holt and Company), xiii.



- Even if you aren't directly quoting the material, you should still document information and ideas that you use in your work whenever they are new to you (e.g., something that you discovered in your research).
- If you're unsure, add the citation. It is better to be extra cautious than fail to give credit when you should.

### **AI Technology**

AI tools, including generative AI, are prohibited in this course. While AI can be useful in certain contexts, its use in this class undermines the learning process and can disproportionately disadvantage historically marginalized students. Developing critical thinking, writing, and analytical skills without relying on AI is essential to your academic and career success. Using AI also compromises fairness in evaluations.

Please respect this policy to ensure a level playing field and to build the skills necessary for long-term growth and equity in your education.

### **Asking Questions and Email Policy**

Please send me all messages concerning this class through Canvas rather than regular email. This helps me keep better track of your messages and allows me to respond faster.

### **Student Hours**

I encourage you to visit me during my student hours as often as you want or need to. This is a time for us to discuss your interests or concerns with the course content in more depth. If you cannot make it to the scheduled student hours, send me an email and we will arrange to meet at an alternative date and time. My student hours are on Zoom on Tuesdays from 10am-12pm. You can sign up for a slot here: <https://calendly.com/mestefan/studenthours>

### **Extensions and Late Work**

If you experience an emergency or situation that prohibits you from attending class or completing an assignment, please let me know as soon as you can. Remember that you can make-up the points for any assignment you miss by doing the extra credit assignments.

### **Students with Disabilities**

If you anticipate requiring academic accommodations for a disability, please contact the [Office for Students with Disabilities](#). In an effort to make all learning experiences in this course accessible, you are also welcome to privately discuss options with me and the TA as soon as possible to establish any necessary accommodations in a timely fashion. I am committed to creating a course that is inclusive and equitable.

### **Religious Accommodations**

University policy grants students justified absences from class or other organized activities in observance of religious holydays unless the accommodation would create an undue hardship. Please notify me by the end of the second week of classes if you have any religious commitments that may require you to be absent from class.

### **Food and Housing Insecurity**

Up to a third of UCSD students face challenges securing food or housing, which makes it difficult to learn. If you are in this situation, please contact the Basic Needs Hub at [basicneeds.ucsd.edu](https://basicneeds.ucsd.edu), which includes a food pantry and emergency needs grants. If you feel comfortable, please also let me know and I will do what I can to connect you with the appropriate resources. Most importantly, please know that you are not alone in dealing with these issues.

### **Title IX / Gender Violence**

Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation. UCSD is committed to providing an environment free of discrimination based on sex or gender, including sexual misconduct, sexual assault, relationship violence, and stalking. CARE at the Sexual Assault Resource Center ([https://care.ucsd.edu/Links to an external site.](https://care.ucsd.edu/Links%20to%20an%20external%20site)) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the UCSD community. All services are confidential and free of charge. For assistance during business hours, call (858) 534-5793. After hours, please call the On-Call Help Line at 858-534-5793.

### **Additional Well-Being Resources**

UCSD provides numerous resources to support your health and well-being. Below are some options available to you if needed. Please don't hesitate to use them and feel free to reach out if you would like me to help you access any of them. 😊

[Togetherall](#) is a safe, free, online mental health support community where students may anonymously connect with others who understand what they're going through – 24/7.

[Triton2Triton](#) is a supportive, online connection space where students may connect via chat with trained peers who understand what they're going through and can help navigate resources.

[Counseling and Psychological Services \(CAPS\)](#) provides no-cost, integrative, student-centered services that are designed to support UC San Diego students' academic success, personal development, and holistic well-being.

[The Hub Basic Needs Center](#) provides resource referrals and services concerning food, stable housing, and financial wellness resources.

[Student Health Services](#) provides on-campus, holistic, preventive care, as well as treatment for illness, injuries, and medical conditions.

## **COURSE OUTLINE AND READING AND ASSIGNMENT SCHEDULE**

### **Introduction to the Course**

#### **Thursday, September 26: Introduction to the Course**

No Reading

#### **Tuesday, October 1: What is Social Theory?**

Wallace, David Foster. 2005. "This is Water." Commencement Speech Delivered at Kenyon College, May 21, Gambier, OH.

Ray, Victor. 2024. "The Class Politics of Fine Dining." *Contexts*, March 29.

### **Capitalism**

#### **Thursday, October 3 : Marx I**

Marx, Karl. [1843] 1978. "On the Jewish Question." Pp.26-35 in *The Marx-Engels Reader*, edited by Robert C. Tucker. New York: W.W. Norton & Company.

#### **Tuesday, October 8: Marx II**

Marx, Karl. [1843] 1978. "On the Jewish Question." Pp.35-46 in *The Marx-Engels Reader*, edited by Robert C. Tucker. New York: W.W. Norton & Company.

#### **Thursday, October 10: Marx III**

Marx, Karl and Friedrich Engels. [1848] 1978. "Preface to the German Edition of 1883" and "Manifesto of the Communist Party." Pp.472-483 in *The Marx-Engels Reader*, edited by Robert C. Tucker. New York: W.W. Norton & Company.

### **Tuesday, October 15: Marx IV**

Marx, Karl. [1859] 1978. "Preface to A Contribution to the Critique of Political Economy." Pp.3-6 in *The Marx-Engels Reader*, edited by Robert C. Tucker. New York: W.W. Norton & Company.

Marx, Karl. [1859] 1978. "Part VIII. The So-Called Primitive Accumulation." Pp.431-438 in *The Marx-Engels Reader*, edited by Robert C. Tucker. New York: W.W. Norton & Company.

## **Patriarchy**

### **Thursday, October 17: Federici I**

Federici, Silvia. 2004. *Caliban and the Witch: Women, the Body and Primitive Accumulation*. Illustrated edition. New York: Autonomedia. Selections: Pp.11-14, 21-26, 30-31, 44-50.

### **Tuesday, October 22: Federici II**

Federici, Silvia. 2004. *Caliban and the Witch: Women, the Body and Primitive Accumulation*. Illustrated edition. New York: Autonomedia. Selections: Pp. 61-64, 68-75, 82-85.

### **Thursday, October 24: Federici III**

Federici, Silvia. 2004. *Caliban and the Witch: Women, the Body and Primitive Accumulation*. Illustrated edition. New York: Autonomedia. Selections: Pp. 85-103, 115.

### **Tuesday, October 29: Federici IV**

Federici, Silvia. 2004. *Caliban and the Witch: Women, the Body and Primitive Accumulation*. Illustrated edition. New York: Autonomedia. Selections: Pp. 163-186.

## **Racialization and Colonialism**

### **Thursday, October 31: Fields I**

Fields, Barbara J. 2014. "Slavery, Race, and Ideology in the United States of America." Pp. 111–28 in *Racecraft: The Soul of Inequality in American Life*. London: Verso.

**Tuesday, November 5: Fields II**

Fields, Barbara J. 2014. "Slavery, Race, and Ideology in the United States of America." Pp. 128–48 in *Racecraft: The Soul of Inequality in American Life*. London: Verso.

**Thursday, November 7: In-class Midterm Exam**

No readings

**Tuesday, November 12: Du Bois I**

Du Bois, W. E. B. 2007. "Chapter I: The Black Worker." Pp. 1–12 in *Black Reconstruction in America. An Essay Toward a History of the Part Which Black Folk Played in the Attempt to Reconstruct Democracy in America, 1860-1880*. New York: Oxford University Press.

**Thursday, November 14: Du Bois II**

Du Bois, W. E. B. 2007. "Chapter II: The White Worker." Pp. 13–24 in *Black Reconstruction in America. An Essay Toward a History of the Part Which Black Folk Played in the Attempt to Reconstruct Democracy in America, 1860-1880*. New York: Oxford University Press.

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**First Extra Credit Assignment is Due Sunday, November 17 by 11:59pm**  
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**Tuesday, November 19: Du Bois III**

Du Bois, W. E. B. 2007. "Chapter III: The Planter." Pp. 25–43 in *Black Reconstruction in America. An Essay Toward a History of the Part Which Black Folk Played in the Attempt to Reconstruct Democracy in America, 1860-1880*. New York: Oxford University Press.

**Thursday, November 21: Du Bois IV**

Du Bois, W. E. B. 2007. "Chapter IV: The General Strike." Pp. 44–67 in *Black Reconstruction in America. An Essay Toward a History of the Part Which Black Folk Played in the Attempt to Reconstruct Democracy in America, 1860-1880*. New York: Oxford University Press.

**Tuesday, November 26: Durkheim I**

Durkheim, Émile. [1893] 1984. "Preface to the First Edition" and "Introduction." Pp. xxv-xxx, 1-8 in *The Division of Labor in Society*. New York: The Free Press.

**Individualism**

**Thursday, November 28: No Class**

Thanksgiving holiday.

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**Second Extra Credit Assignment is Due Sunday, December 1 by 11:59pm**  
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**Tuesday, December 3: Durkheim II**

Durkheim, Émile. [1893] 2012. "The Division of Labor in Society." Pp. 220-242 in *Classical Sociological Theory*, edited by Craig Calhoun et al. 3d ed. Malden, MA: Wiley-Blackwell.

**Thursday, December 5: Review of the Course**

No reading

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**Final Exam is on Thursday, December 12 from 8am-11am in person**  
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