

Sociology 915  
Spring Semester 2011  
Thursdays 5-8 PM  
Classroom: 4314 Sewell Social Science  
Office Hours: Thursdays 12-1 PM

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## The Chicago School of Sociology

*Overview of the Course:* This course will encompass every aspect of the Chicago School: its philosophic origins, historical development, theoretical innovations, use of ethnographic and other methods, and contributions to such areas as urban studies, social psychology, race relations, social organization and disorganization, ecology, and marginality. Chronologically, it will cover both the original Chicago School (interwar years) and the Second Chicago School (early postwar period).

*Readings:* Because of the open-endedness of the syllabus, no books will be on order at the bookstore. Students are expected to procure their own copies of books they wish to own. A number of books (dozens) will be on reserve at the Social Science Reference Library (8<sup>th</sup> floor of Sewell Social Science Building). In addition, many selections will be available as pdf files at Learn@UW. For future reference, this syllabus will also be available at Learn@UW.

*Grading Format:* Students' grades for this course will be based on two different requirements, each of which will contribute 50% to the final grade. First, students will be evaluated on a final paper. Second, they will be graded on their class attendance and participation. More on each of these below.

*Final Paper:* One week after the final class meeting of the semester (at 5 p.m. that day), a final paper will be due. This paper can be either (1) a work of original empirical research; (2) a theoretical essay; or (3) an empirical research proposal. Students must clear their topic with me in person by the end of Week 10. An unusual requirement: I ask that each student submit his or her paper to me in two formats simultaneously: electronic and hardcopy, the same paper in both formats. Upon receiving the paper, I shall go to MS Word and check that it is within the specified word count range. Papers must be between 5,750 and 6,250 words in length, according to MS Word's word count function. Even one word less or more, and the paper will be returned to the student—with an Incomplete for the course. Please note that 5,750-6,250 words is around 10 single-spaced pages. Caring so much about the word count may be idiosyncratic, but working under such constraints will help to make students' work more tightly focused and better edited. If there are going to be constraints, they might as well be clear and unequivocal. Here is yet another set of requirements for the paper: I ask that its format be the one I happen to prefer for reading papers (since I will be the one reading them): single spacing, normal margins, 12-point font, skipped lines between paragraphs. Students should be sure to follow these formatting requirements. I have been known to return improperly formatted proposals to students and to give them an Incomplete for the course. Extensive reviews of the secondary literature are discouraged for this assignment, since I am looking for ideas and research, not for a demonstration of library skills. This is the case even for empirical research

proposals, for which I want a “think piece” that specifies the empirical object of study and that indicates, with as much specificity as possible, how the student would go about studying it, the kinds of sources s/he would use, the kinds of cases s/he would select, and, in general, how s/he would deploy ideas or methods resonant with the Chicago School in addressing that empirical problem.

*Class Attendance and Participation:* The other 50% of the final grade for this seminar will be determined—subjectively, by me—on the basis of overall contributions to weekly class meetings. Regarding attendance: Attendance all the way through each class meeting is required. I do not like it when students get up and leave early. Missing more than two or three class meetings during the semester is okay only in cases of extended, sustained, and several-weeks-long illness or family emergency. No need to contact me about the occasional missed class. Regarding participation: I expect that each student will do extensive reading each and every week for this course (including for the first class meeting of the semester). Students will not be tested on that reading, but I do want to see evidence that they have read carefully, thoughtfully, and thoroughly—and on a consistent basis—throughout the semester. This does not mean they must know and understand everything when they walk in the door to start the class meeting. It does not mean their judgments as to what is most important in the readings must always be the same as my own judgments. What it does mean is that, if a student gives me a sense that s/he is not doing extensive and consistent reading for this course, that s/he is not putting in a serious effort, then it will bode poorly for (this portion of) their final grade. I expect students to take part actively in class discussions. If I ask a student a question at a moment when he or she seems not to be paying attention, and the student answers, “Can you repeat the question?,” then this will be taken into account. If a student’s comments do not reflect serious preparation for class discussion, then this too will be noticed. And if a student takes the class discussion onto irrelevant tangents, raises issues of interest only to him or herself, deflects attention from the important issues raised by me in class or by the readings, then this also will be taken into consideration. I do not ask for really frequent interventions. Some students are talkative; others are quiet. All I ask for are a few—just a few—substantive, thoughtful, and well-informed contributions per class meeting. There is no court of higher appeal for this portion of the final grade. It is based entirely on my subjective evaluation of class performance (combined with class attendance).

*Why Do I Insist on Attendance All the Way Through Class Meetings?* I insist on this policy because I have found that, whenever I do not require it, students trickle out of the classroom one by one during the final several minutes, and they do so in a way that destroys our collective focus. I wish to discourage that as much as possible.

*On the Use of Laptops in Class:* Unless approved by me beforehand, laptops and other electronic devices may not be used during class discussions, no matter how much more convenient it may be for students to type notes directly into their computers. I am implementing this policy because, in the past, abuse of laptops by some students has proven extremely distracting to others in the classroom. It has also detracted from the overall quality of our class discussions. Notes can always be typed into the computer later.

*Weekly Reading Assignments:* As students can see from the course readings listed below, there are

no specific reading assignments for any given week. I shall provide some orientation to each week's readings at the end of the preceding week, but in general, students will be asked to do their best themselves to become familiar with the material, sometimes skimming rapidly, other times honing in on specific chapters, sections, or passages. It is important to learn how to do this on one's own. It is a crucial, even indispensable, scholarly skill. I cannot say definitively how many hours I expect students to spend on each assigned item or how many pages per week I expect them to read. Sometimes lengthy works will "read" rather quickly, while shorter, more intellectually challenging and demanding works will "read" more slowly. Some works of hundreds of pages can be "read" in a few hours, with a clear sense being gained of the crucial themes, issues, contributions, innovations, methods, data, shortcomings, flaws, unexplored angles, unexploited possibilities, lines of connection with other works, and so forth, of those readings. Still other works need a lot more time, even works that are relatively brief in terms of page length. As many students in this course will know, I do not construct all my course syllabi in this fashion. In fact, I much more often specify the exact pages to be read. But each course is different, and I believe this course can benefit most from an open-ended and flexible reading schedule. Books have been placed on reserve at the Social Science Reference Library (8<sup>th</sup> floor of the Sewell Social Science Building) in order to make access to them as convenient as possible for sociology graduate students. Please note that, in a few cases, I have also recommended that students review material already covered in Sociology 773, the sociological theory course which all students in the sociology program are required to take. This recommendation perhaps makes the course slightly more difficult for students from other programs. But this is, after all, an advanced 900-level seminar in sociology. And only a few such readings are recommended.

### The Emirbayer Rules

(1) When you speak in class, please refer exclusively to authors and texts we happen to be reading that day (or read earlier in the semester). Do not attempt to show off your intellectuality by dropping names or titles such as Wittgenstein, Althusser, or Hegel's *Phenomenology*. Let's stay focused.

(2) Please try whenever possible to respond to the person who spoke right before you, rather than offering something entirely disconnected. Let's have a genuine conversation. If you aren't able to maintain this continuity, then temporarily cede your place in line; we'll return to you a bit later.

(3) Please be relatively succinct and to-the-point in your remarks. Let's be dialogic. It's okay to be confused when confronting such challenging material, but I've found that confusion can most effectively be addressed when your comments are kept fairly brief, so that others can respond.

One further comment: Sometimes a student has a point to make that's so urgent, so necessary, so compelling, that he or she can't bear to wait in line. If and when this happens, raise *both* your hands at once, and I'll (probably) call on you. Don't overuse this privilege. Let's limit it to (at most) one time per student per class meeting. (By the way, I say I'll "probably" call on you because sometimes, in the interest solely of moving the discussion along, I'll ignore upraised hands. Nothing personal!)

## Course Readings

- ® signifies “on reserve”
- (PDF) signifies “at Learn@UW”
- (I) signifies “on the Internet”

### Week 1: The Concept of a “Chicago School of Sociology”

\* Have you read the preceding three pages of this syllabus? Please read them carefully!

- ® Andrew Abbott, *Department and Discipline*, chs. 1-2, 7 (chs. 1 and 7 are also available as pdfs)
- ® Martin Bulmer, *The Chicago School of Sociology* (entire book is very useful)
- ® Dennis Smith, *The Chicago School*, chs. 1-3; 5-8; 10-11
- (PDF) Hans Joas, “Pragmatism in American Sociology,” in *Pragmatism and Social Theory*
- (PDF) Mary Jo Deegan, *Jane Addams and the Men of the Chicago School* (chs. 1-3)
- (I) Mary Jo Deegan, <http://csde.washington.edu/~scurran/files/readings/590QM/Week%2010/Deegan%20Article.pdf>
- (I) Wayne Lutters and Mark Ackerman, “An Introduction to the Chicago School of Sociology” [http://userpages.umbc.edu/~lutters/pubs/1996\\_SWLNote96-1\\_Lutters,Ackerman.pdf](http://userpages.umbc.edu/~lutters/pubs/1996_SWLNote96-1_Lutters,Ackerman.pdf)
- (I) Howard Becker, “The Chicago School, So-Called,” on his personal website: <http://home.earthlink.net/~hsbecker/articles/chicago.html>

### Week 2: Founding Generation

- (PDF) Review from Soc. 773: John Dewey, “What is Thought?”
- (PDF) Review from Soc. 773: Jane Addams, “Introduction,” in *Democracy and Social Ethics*
- (I) Jane Addams, “A Function of the Settlement,” *Annals of the American Academy of Political and Social Science* 13 (1899): 33-55
- (PDF) Charles Horton Cooley, “Excerpt on the Concept of ‘Intelligence’”
- (I) W.I. Thomas, “The Psychology of Race-Prejudice,” *AJS* 9 (March 1904)
- ® W.I. Thomas and Florian Znaniecki, *The Polish Peasant in Europe and America*, abridged edition edited by Eli Zaretsky and published by University of Illinois Press; “Introduction” by Eli Zaretsky is also useful
- ® W.I. Thomas, *W.I. Thomas on Social Organization and Social Personality*, chs. 1-2, 7, 11, 12, 14, 15; “Introduction” by Morris Janowitz is useful; chs. 1, 2, 7, and 14 are also available as pdfs
- ® Lewis Coser, *Masters of Sociological Thought*, chapter on Thomas and Znaniecki

### Week 3: Second Generation

- (PDF) Review from Soc. 773: George Herbert Mead, selections from *Mind, Self, and Society*
- (PDF) Charles Horton Cooley, “The Looking-Glass Self”

- (PDF) Ellsworth Faris, "The Nature of Human Nature" (in pdf of his collection of essays by the same title)
- (PDF) Ellsworth Faris, "Attitudes and Behavior"
- (PDF) Ellsworth Faris, "The Concept of Imitation"
- ® Vivien Palmer, *Field Studies in Sociology*
- (PDF) Robert Park and Ernest Burgess, *Introduction to the Science of Sociology* (also known as "Green Bible"); especially recommended are ch. 1; intros to chs. 2-11; and the discussion of "Americanization as a Problem in Assimilation" on pp. 762-69 (used in Soc. 773)
- (I) Robert Park, "Racial Assimilation in Secondary Groups," *AJS* 19 (March 1914)
- (I) Stanford Lyman, "The Race Relations Cycle of Robert E. Park," *The Pacific Sociological Review* 11 (Spring 1968)
- ® Lewis Coser, *Masters of Sociological Thought*, chapters on Cooley and on Mead

#### Week 4: The Ecological Approach

- (PDF) Review: Georg Simmel, "The Metropolis and Mental Life"
- (PDF) Review: Georg Simmel, "The Problem of Sociology"
- ® Robert Park, Ernest Burgess, and Roderick McKenzie, *The City*, chs. I-II, VI
- (PDF) Robert Park, "Human Migration and the Marginal Man," *AJS* 1928
- (PDF) Roderick McKenzie, "The Ecological Approach to the Study of Human Communities"
- ® Roderick McKenzie, *The Metropolitan Community*
- ® Roderick McKenzie, *Roderick D. McKenzie on Human Ecology*, ed. by Amos Hawley
- (PDF) Louis Wirth, "Urbanism as a Way of Life"
- ® Louis Wirth, *On Cities and Social Life*, Part III (especially ch. 12); "Introduction" by Albert Reiss is also useful
- ® Milla Alihan, *Social Ecology*, 1-91; 136-241
- (I) Sudhir Venkatesh, "Chicago's Pragmatic Planners," *Social Science History* 25 (Summer 2001)
- ® Lewis Coser, *Masters of Sociological Thought*, chapter on Park

#### Week 5: Urban Sociology (1)

- ® Harvey Zorbaugh, *The Gold Coast and the Slum*; "Introduction" by Howard Chudacoff is also useful; ch. 2 is also available as a pdf
- ® Homer Hoyt, *100 Years of Land Use Values in Chicago*

#### Week 6: Urban Sociology (2)

- ® Paul Cressey, *The Taxi-Dance Hall*; "Introduction" by Ernest Burgess is also useful; chs. 8 and 10 are also available as pdfs
- ® Walter Reckless, *Vice in Chicago*

Week 7: Urban Sociology (3)

- ® Frederic Thrasher, *The Gang*; “Editor’s Preface” by Robert Park and “Introduction to the Abridged Edition” by James Short are also useful
- ® Albert Blumenthal, *Small-Town Stuff*

Week 8: Urban Sociology (4)

- ® Nels Anderson, *The Hobo*; “Introduction to the Phoenix Edition” by Nels Anderson and “Editor’s Preface” by Robert Park are also useful and were assigned in Soc. 773; students might also be interested in the new edition of Nels Anderson’s works, *On Hobos and Homelessness*, edited and with an introduction by Raffaele Rauty and published by University of Chicago Press; the latter book is not on reserve
- ® Clifford Shaw, *The Jackroller*; “Introduction” by Howard Becker is also useful
- ® Clifford Shaw, *The Natural History of a Juvenile Delinquent Career*
- ® Clifford Shaw, et al., *Brothers in Crime*
- ® Clifford Shaw, *Delinquency Areas*
- ® Clifford Shaw and Henry McKay, *Juvenile Delinquency and Urban Areas*, 3-189; 315-26
- ® Jon Snodgrass, *The Jack-Roller at Seventy*

Week 9: Racially Marginalized Groups (1)

- ® Louis Wirth, *The Ghetto*; “Introduction” by Hasia Diner is also useful
- ® Louis Wirth, *On Cities and Social Life*, chs. 5-6, 17-18
- ® Pauline Young, *Pilgrims of Russian Town*
- ® Paul Siu, *The Chinese Laundryman*; “Foreword” by Daniel Walkowitz and “Introduction” by John Kuo Wei Tchen are also useful

Week 10: Racially Marginalized Groups (2)

- (PDF) E. Franklin Frazier, “The Pathology of Race Prejudice”
- (PDF) E. Franklin Frazier, *E. Franklin Frazier on Race Relations*, chs. 2-3, 8-10, 14, 19; “Introduction” by G. Franklin Edwards is also useful
- (PDF) The Chicago Commission on Race Relations, *The Negro in Chicago* (by Charles S. Johnson)
- ® Charles S. Johnson, *Shadow of the Plantation*

Week 11: The W. Lloyd Warner School and its Relation to Chicago Sociology

- (I) W. Lloyd Warner, “American Caste and Class,” *AJS* 42 (September 1936)

- ® W. Lloyd Warner, *Yankee City*
- ® William F. Whyte, *Street Corner Society*
- ® Allison Davis, Burleigh Gardner, and Mary Gardner, *Deep South*; “New Introduction” by Jennifer Jensen Wallach is also useful
- ® St. Clair Drake and Horace Cayton, *Black Metropolis*; the various pieces at the beginning (by Richard Wright, Everett Hughes, and William Julius Wilson) are all important reading

#### Week 12: Other Sociological Contributions (1)

- ® Ernest Burgess and Leonard Cottrell, *Predicting Success and Failure in Marriage*
- ® Ruth Shonle Cavan, *Suicide*
- ® Ruth Shonle Cavan, *The Family and the Depression*
- ® Ernest Mowrer, *Family Disorganization*
- ® Frances Donovan, *The Saleslady*
- ® Frances Donovan, *The Woman Who Waits*
- ® Robert E.L. Faris and Warren Dunham, *Mental Disorders in Urban America*

#### Week 13: Other Sociological Contributions (2)

- ® Robert Park, *The Immigrant Press and its Control*
- ® Helen MacGill Hughes, *News and the Human Interest Story*
- ® Ernest Hiller, *The Strike*
- ® Lyford Edwards, *The Natural History of Revolution*
- (PDF) Samuel Kincheloe, “Behavior Sequence of a Dying Church”

#### Week 14: Blumer and Strauss

- ® Gary Alan Fine, ed., *A Second Chicago School?* (except chs. 5, 7-8, and postscript)
- (PDF) Herbert Blumer, “Social Attitudes and Non-Symbolic Interaction,” *J. Ed. Sociolog.* 1936
- (PDF) Herbert Blumer, “The Problem of the Concept in Social Psychology,” *AJS* 1940
- ® Herbert Blumer, *Symbolic Interactionism*, chs. 1, 6
- ® Herbert Blumer and Philip Hauser, *Movies, Delinquency, and Crime*
- ® Anselm Strauss, *Mirrors and Masks*
- (PDF) Anselm Strauss, “Introduction” to *Continual Permutations of Action*

#### Week 15: Hughes and Becker

- (PDF) Everett Hughes, “The Growth of an Institution”
- ® Everett Hughes, *French Canada in Transition*

® Everett Hughes and Helen M. Hughes, *Where Peoples Meet*

® Everett Hughes, *Men and their Work*

® Howard Becker, *Boys in White*