SOC 2220 – SOCIOLOGICAL THEORETICAL FOUNDATIONS
3 CREDIT HOURS - CRN 21510

Instructor: Dr. Mara Fridell
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Office: 311 Isbister
Office Hours: Tuesdays, 12.45 – 13.45
Break: February 17-21
Voluntary Withdrawal Deadline: March 19, 2014

COURSE SUMMARY

Theory is the activity of relating specific facts together into an overall pattern. In sociology, theory and empirical research are closely connected: sociological theorizing is based on the results of past research, and it works to explain those results while framing new research questions.

Theory provides us a framework to understand and address personal troubles and public issues. The courses in the Theory Core give students the chance to explore a wide range of theoretical lines of inquiry of concern to sociologists, many of them oriented to social inequality and other human-made relations, incentives and institutions that regulate ideas, policies, practices, preferences and identities.

Within the discipline of sociology, several quite different theoretical orientations, or paradigms, are engaged in debate over the most basic and sophisticated questions of social life. These sociological theories have been developed from particular sets of theoretical assumptions and thesis questions that establish:

- What is society? What is an individual?
- What are the key problems in society, and what causes them?
- How are social and natural orders constituted by human collective action? What contradictory relationships tend to change a social order over time? With what modifications and costs do decision-making elites fortify their social order in the face of inherent change? How do people redesign, tear down, and build new social orders?
- What binds individuals together into communities, and what fuels the conflicts between people?
- Why do preferences, feelings, and ideas vary across communities and societies, and within groups over time?
- What is a good society? What is social improvement?
From the theories’ approaches to the above questions, sociologists can then ask further theoretical and empirical questions:

- How has our society developed to the condition it is in, and how is it likely to develop in the future?
- How can individuals and groups act to change society for the better?

One of the exciting things about sociology as a multi-paradigm discipline is that it fosters sociological sub-communities pursuing research agendas that rest on different assumptions and produce different answers to questions about why and how people live together on Earth. Sociology undergraduate students are invited to join in these sociological debates, to discover which sociological theories can help them explore the social questions to which they gravitate at this point in their lives, and beyond.

The so-called ‘classic’ period in sociological theory stretches from the early days of the Industrial Revolution to the end of the First World War, primarily in the West. The theories are informed by the relations of that period. They are often written in the language of that period. But don’t let old-school language fool you into thinking that the issues are over. Because our own relations, institutions, incentives, and social, political, economic and environmental outcomes are contiguous with that earlier time, we continue to engage the ideas and debates of the prominent social theorists of the classic period today—about what society is, how it works, and how to live in it. This course uses prominent lineages of sociological thought to explore how each individual and group is positioned uniquely and enmeshed with others, within the living and built medium of their communities, society and nature.

**Course Objectives**

This course is designed to be challenging and stimulating for students who have completed their first year of full-time university study. In this course you will:

- discover the key ideas and debates from sociology’s founding period that continue to be relevant today;
- learn how to read and comprehend challenging theoretical texts;
- work collaboratively with other students;
- build on your writing skills; and
- make connections between theoretical ideas, empirical facts, and personal lived experience.

**Required Texts**

*Required* readings listed in the Schedule below are from the course textbooks *Classical Sociological Theory* and *The Marx-Engels Reader*, available at the university bookstore, as well as from *on-line sources* listed directly on the Schedule.


**FOR HELP WITH MARXIST IDEAS & TERMS SEE THE ENCYCLOPEDIA OF MARXISM AT:**
HTTP://WWW.MARXISTS.ORG/GLOSSARY/

### COURSE FORMAT

**A. LECTURES**

Sessions will include a mix of lectures and student group work. In lecture, you are encouraged to practice scholarly skills, such as asking questions and engaging the class with your interpretations regarding the course material, including as you have recorded them in the process of studying your assigned reading. To improve your Engagement grade, write down a question or comment you have while you are reading (For example: 1) What does the text say? What does it mean? What is at stake/why is the author’s approach or point important from a sociological perspective? Are you sure you understand each concept the author discusses? If not, you might ask other student’s interpretations, or you might ask the prof to clarify something. 2) Write a note about a contemporary issue in the media that you think may be illuminated by a theoretical point you’re reading. Then raise your hand and introduce the question or comment in class when either the prof asks for questions and comments, or during the discussion and lecture.

**B. GROUP WORK**

You will form into small groups and work on discussion questions, assigned by me, that address specific aspects of the readings. Part-way through the group-work session the class will re-form as a whole, and review the findings of the group discussions, so as to work through key concepts from the texts in some detail.

You may miss one group work session without penalty; additional absences will require a doctor’s note, or equivalent documentation at the discretion of the instructor.

### ASSESSMENT

**A. CLASS PARTICIPATION  10% OF FINAL GRADE**

Class participation is evaluated based on a range of factors, including: regular attendance, participation in group work, participation in general class discussions, quality of engagement with the course and professor, and achievement on written assignments. Perfect attendance does not guarantee a perfect score in class participation, which is also heavily weighted by the quantity and quality of your active, sociological participation, eg.
having prepared questions and comments for the class to discuss, and your scholarly
disposition, including demonstrated interest in and focus on the course material,
discipline, preparedness and disposition to learn, and respectfulness and collegiality.

**B. EXAMS 55% OF FINAL GRADE**

There will be two written in class exams on the course material (readings, lectures,
exercises, and any videos). The first will cover course material from January 7-30, and
the second will cover material covered from January 31 to March 6. You may not bring
electronic devices or books to the exams. The professor will keep the exams; subsequent
to receiving your grade, you may make an appointment with the professor to review any
questions about the exam. Failure to submit an exam will result in a grade of zero for that
required assignment.

The exams are scheduled as follows:

**Exam #1 – Possibilities and Limits in Social Contract**
In class **February 4**
Value: 25% of final grade.
Grade available: February 25

**Exam #2 – ‘Contract, Social Reproduction and Social Citizenship in Early Sociological Theory.’**
In class **March 4**
Value: 30% of final grade.
Grade available: March 18

**C. WRITTEN ASSIGNMENT 35% OF FINAL GRADE**

Due on **April 10** will be a paper worth 35% of your final grade. Stapled hard copies of
papers, addressed to Dr. Fridell, must be submitted by 4.30 p.m. to one of the Sociology
General Office support staff who will record time and date of receipt.

The assignment will take the form of an essay, engaging course material covered from
March 6 to April 8, on **Problems in Capitalist Society: Your topic focus here**.
Develop a thesis statement or question upon at least 2 course texts, and develop your
paper to support that thesis by describing, comparing or synthesizing assumptions,
arguments, evidence and conclusions. The essay will be organized around the themes of
‘What did the texts say?, What did the texts mean?, What is at stake?/Why is this
important?’ The essay will be approximately 2000 words in length (6 pages), plus an
attached bibliography. Essays must be cited appropriately. In all submitted written
material: use ASA style guidelines. Generally: 12 pt font, 1 inch margins, 1 or 1.5
spacing, paginated, with your name on top. Use subheadings to switch topics when you
can’t compose a smooth transition. If you do not turn in a final paper, you will receive a
grade of zero for this required assignment.
D. Grading

Generally speaking, the following letter/percentage/GPA/descriptive scale will be used.

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<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>GPA</th>
<th>Description</th>
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<tr>
<td>A+</td>
<td>90-100%</td>
<td>4.5</td>
<td>Extraordinary</td>
</tr>
<tr>
<td>A</td>
<td>80-89%</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>75-79%</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>70-74%</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>65-69%</td>
<td>2.5</td>
<td>Sufficient</td>
</tr>
<tr>
<td>C</td>
<td>60-64%</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>50-59%</td>
<td>1.0</td>
<td>Insufficient</td>
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<tr>
<td>F</td>
<td>49% or less</td>
<td>0</td>
<td>Failure</td>
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Schedule of Readings

THIS SCHEDULE IS SUBJECT TO REVISION AT THE PROFESSOR’S DISCRETION.
STUDENTS ARE REQUIRED TO READ THE ASSIGNED READINGS PRIOR TO THE CLASS.

Module 1: Introduction

January 7

Introductory Lecture:

Assessing Social Order, Its Immanent Changes, Fortifications, and Interventionary Changes.
Theory & Approaches to Sociology
Writing Skills and the Assignments

January 9

In Kimmel:
389-399 Dewey, John. From Democracy and Education

Online:
http://www.muslimphilosophy.com/ik/Muqaddimah/Chapter5/Ch_5_06.htm.

Module 2: The Ascendence of the Capitalist Society, State & Political Citizenship
JANUARY 14

_in Kimmel:_
2-20 Hobbes, Thomas. from _Leviathan._
62-74 Burke, Edmund. from _Reflections on the Revolution in France._

JANUARY 16
_in Kimmel:_
47-61 Smith, Adam. from _The Wealth of Nations._

JANUARY 21
_in Kimmel:_
30-38 Rousseau, Jean-Jacques. from _The Social Contract or Principles of Political Right._

JANUARY 23
_in Kimmel:_
76-85 Paine, Thomas. from _The Rights of Man_
89-94 Wollstonecraft, Mary. from _A Vindication of the Rights of Man_

JANUARY 28
_in Kimmel:_
102-110 Mill, John Stuart. from _On Liberty._

Handout:
Kant, Immanuel. 1979 (1798). from _The Conflict of the Faculties (Der Streit der Fakultaten)._ Lincoln: University of Nebraska Press.

JANUARY 30
_on-line:_

Fourier, Francois-Marie-Charles. 1848. “Critique of the Revolutionary Ideals.”
http://www.marxists.org/reference/archive/fourier/works/ch15.htm

FEBRUARY 4
In-class Exam 1
MODULE 3: SOCIAL REPRODUCTION & SOCIAL CITIZENSHIP

FEBRUARY 6
HANDOUTS:


In KIMMEL:

95-101 Wollstonecraft, Mary. from A Vindication of the Rights of Woman

FEBRUARY 11

In KIMMEL:
118-121, 127-128 Martineau, Harriet. from Society in America
380-388 Perkins Gilman, Charlotte. from Women and Economics
400-405 Parsons, Elsie Clews. from Women in Public Life

FEBRUARY 13

In KIMMEL:
406, 409-420 Woolf, Virginia. from Three Guineas

FEBRUARY 17-21

Spring Break

FEBRUARY 25

On-line:


MARCH 4

In-class Exam 2

MODULE 4: CAPITALISM & SLAVERY

MARCH 6-11

On-line:

MARX, KARL. 1867. “PRIMITIVE ACCUMULATION,” CHAPTERS 26-33 OF PART VIII IN
MARCH 11  
**In Kimmel:**

363-379 DuBois, W. E. B. from *The Souls of Black Folk: Essays and Sketches*; from *Darkwater: Voices from Within the Veil*

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**MODULE 5: CAPITALIST ALIENATION**

MARCH 13  
**In Tucker:**


MARCH 18  
**In Tucker:**


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**MODULE 6: CAPITALIST EXPLOITATION**

MARCH 20  
**On-line:**


**MARCH 25  
**In Tucker:**


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**MODULE 7: PRECONTRACTUAL SOLIDARITY IN DURKHEIM**

MARCH 27  
**In Kimmel:**

MARCH 27 - APRIL 1

*In Kimmel:*


**MODULE 11: RATIONALIZATION & STATUS IN WEBER**

**APRIL 3**

*In Kimmel:*


**APRIL 8**

*In Kimmel:*


**APRIL 10**

*Paper Due*
COURSE AND UNIVERSITY PROCEDURES AND REGULATIONS:

Class Conduct

Student participation and attendance are essential to one’s success in this advanced course. It should go without saying that students should make every effort to arrive on time for class. Students who arrive late miss important class material and disrupt the class. All cell phones must be turned off during class time. Students are expected to be respectful to their colleagues and to the professor during class discussions and in office hours. In addition to the fact that your performance as a student is evaluated by the professor, the course design, expectations and content are laid down by the professor only. Disruption and excessive and non-collegial talking will not be tolerated, and will initially result in the student being asked to leave the classroom; any disruption after that warning will result in the student being given the choice to avail himself or herself of the March 19 Voluntary Withdrawal date, or may be subject to disciplinary action such as being debarred from the class.

In the event that the student is unwilling to accept the professor's expectations for students in this theory course, the student is advised to avail her- or himself of the March 19 Voluntary Withdrawal date.

Academic dishonesty

Students should acquaint themselves with the University’s policy on plagiarism, cheating, exam personation, (“Personation at Examinations” (Section 5.2.9) and “Plagiarism and cheating” (Section 8.1)) and duplicate submission by reading documentation provided at the Arts Student Resources web site at http://www.umanitoba.ca/faculties/arts/student/index.html. Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them.

Late penalty

No extensions will be given without medical documentation, or other documentation of comparable seriousness, that will normally be required to avoid a late penalty. Please be advised that a late penalty of 2% per day, including days on weekends, will be applied to all papers that are handed in after the specified deadlines.

Exams may not be made up after the class each exam is distributed within. If the student has a binding and documented reason to be absent from class on a specified date, the student must notify the professor as early as possible, so that if the reason is accepted by the professor, the professor can make substitute arrangements with the student to take the exam.

Athletic championships & identity-group holidays
The university recognizes the right of all students to observe recognized holidays of their faith which fall within the academic year. If you will have to miss any classes or will require an extension for an assignment due to an athletic championship or identity-group holiday, please notify the professor at the beginning of the term or at least three weeks in advance of the relevant date.

**Unclaimed term work disposal**

Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

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**GUIDELINES FOR WRITTEN WORK**

1. All written work is to be typed in 12-point print and in Times New Roman or equivalent font.

2. Your work will have one-inch margins and spacing will be at space-and-one-half.

3. On the top of the first page include your name, your student number, my name, and the number of the course. No cover pages, binders or assignment covers please.

4. Please use in-text citations, e.g. (Veblen 2007: 362) or (Fridell: June 3, 2009), to cite your work. Each assignment must include a bibliography that lists your references alphabetically by author. Your bibliography should follow the Chicago Style, APA, or American Sociological Association guidelines for in-text citations with a Works Cited list. Here are some examples of acceptable bibliographic formats:


5. The maximum lengths recommended for each assignment do not include the bibliography.
6. Unless directly quoting, please use gender-inclusive language in your written assignments, even if your sources do not. However, please note that when quoting directly from other authors, you should not ‘correct’ their language to make it gender-inclusive.

**FINAL DROP DATE**

Please be advised that the last day for voluntary withdrawal from second term courses is March 19.

**STUDENT SUPPORT SERVICES**

**On-line paper writing guides** include:
- Purdue OWL: [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)

The University of Manitoba provides a number of support services to students that can help you to write your term papers, develop your study skills, or get through a stressful situation. Many of these services are described online at: [http://www.umanitoba.ca/student](http://www.umanitoba.ca/student)

If you’re not already familiar with these services, I encourage you to spend some time getting to know about them; they can help you to improve your academic performance and to get the most out of your time at university. Some key resources include:

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<th><strong>Aboriginal Student Centre</strong></th>
<th><strong>Disability Services</strong></th>
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<tr>
<td>45 Curry Place</td>
<td>155 University Centre</td>
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<tr>
<td>(204) 474-8850</td>
<td>(204) 474-6213 / TTY: (204) 474-9790</td>
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<tr>
<td>E-mail: <a href="mailto:asc@umanitoba.ca">asc@umanitoba.ca</a></td>
<td>Fax: (204) 261-7732</td>
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<tr>
<td><a href="http://www.umanitoba.ca/student/asc">http://www.umanitoba.ca/student/asc</a></td>
<td>E-mail: <a href="mailto:disability_services@umanitoba.ca">disability_services@umanitoba.ca</a></td>
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<th><strong>Learning Assistance Centre</strong></th>
<th><strong>Student Counseling and Career Centre</strong></th>
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<tbody>
<tr>
<td>201 Tier Building</td>
<td>474 University Centre</td>
</tr>
<tr>
<td>(204) 480-1481</td>
<td>(204) 474-8592</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:miriam_unruh@umanitoba.ca">miriam_unruh@umanitoba.ca</a></td>
<td>E-mail: <a href="mailto:lindenna@cc.umanitoba.ca">lindenna@cc.umanitoba.ca</a></td>
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<td><a href="http://umanitoba.ca/u1/lac">http://umanitoba.ca/u1/lac</a></td>
<td><a href="http://umanitoba.ca/student/counseling">http://umanitoba.ca/student/counseling</a></td>
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<th><strong>U1 Student Help Centre</strong></th>
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<tbody>
<tr>
<td>205 Tier Building</td>
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<tr>
<td>(204) 474-6209</td>
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<tr>
<td>E-mail: <a href="mailto:university_1@umanitoba.ca">university_1@umanitoba.ca</a></td>
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