

*The University of Manitoba
Department of Sociology*

*Sociology 077.333 – “Origins of Sociological Thought”
Winter Term 2004, Section L01, 3 Credit Hours*

Instructor: Chris Powell
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Office Hours: Posted on instructor’s door, and by special appointment
Meeting Location: 403 Tier
Meeting Times: 8:30 to 9:20 a.m.
Mondays, Wednesdays, and Fridays

Course Summary

This course introduces students to a wide range of historians, philosophers, and even a few actual sociologists, whose work has had an important and lasting impact on modern sociology but falls outside the usual canon of 'classic' sociological theory. Our reading begins in Africa of the 14th century with the work of the great Arab scholar Abdel Rahman Ibn Khaldun. Centuries before Marx, Weber, and Durkheim ever set pen to paper, Ibn Khaldun theorized the methods of historical social science, the relation between a social order and its economic basis, and the reasons for the rise and fall of governments. We continue through the writings of European political philosophers from the Renaissance to the Enlightenment: Niccolò Machiavelli; Thomas Hobbes; John Locke; Charles de Secondat, Baron de Montesquieu; Jean-Jacques Rousseau; and Mary Wollestoncraft, whose *Vindication of the Rights of Women* is considered the first great document of Western feminism. The birth of positivism is examined through the works of Henri Saint-Simon, Auguste Comte, and Harriet Martineau – and positivism turns out to be not quite what it is commonly thought to be. We end in the twentieth century with W.E.B. DuBois, the renowned African-American sociologist and public intellectual who broke new ground in the use of social-scientific research to combat racism in modern societies.

Course Objectives

This course is designed to be intellectually stimulating and academically challenging. It aims to provide students with the opportunity:

- a) to engage with key texts in early social theory;
- b) to gain exposure to important analytic concepts, themes and ideas that have informed sociological research;
- c) to cultivate analytical skills for assessing the strengths and limitations of these various concepts; and
- d) to further develop reading, writing, and verbal skills.

Required Textbooks

- 077.333 Coursepack. (available at the University bookstore)

Note on Sources

In the readings presented, most of which are drawn from European authors writing in the 17th to 19th centuries CE, much of the material presented suffers from Eurocentric, androcentric, and class-centric bias. In some places the readings even present directly sexist, classist, or racist ideas. By presenting such material I wish in no way to endorse these or other forms of discrimination or to legitimate their place in social thought. Quite the contrary: it is my hope that by engaging with this material critically, students will enhance their ability to detect and to criticize exclusionary forms of thinking, even when they appear in the more contemporary works.

Format and Assessment

A. Lectures

There are three 50-minute classroom sessions each regular week of classes. As a rule, two of those sessions will involve lectures and one will focus on student group work. Lectures will cover a range of topics including biographical and historical information that provides a background to the assigned readings, as well as in-depth analysis of important elements of the theoretical perspectives being studied.

Students are encouraged to make the lectures interactive by asking questions and offering their own insights or interpretations regarding the course material.

B. Assessment

Formal evaluation for this course is organized in the following manner:

1. Attendance – 5% of final grade

Attendance will be taken at the beginning of each class. The attendance grade is calculated as a simple percentage of classes attended by the student; however, students may miss up to two classes without penalty. Additional absences require a doctor's note, or equivalent documentation at the discretion of the instructor.

2. Class Participation – 10 % of final grade

One classroom session each week will be devoted to group work by students. For the first part of the session students will form into small groups and work on discussion questions, assigned by the instructor, that address specific aspects of the readings. Halfway through the session the class will re-form as a whole and go over the results of this group work, so as to work through key concepts from the texts in some detail. Students 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.

3. Mid-Term Review Essay – 30% of final grade. Due Monday, March 2nd

A short literature review, approximately 8 pages in length, written in essay format. Students will select one or more readings from among those assigned for this course and provide a *critical* assessment of key arguments or ideas presented in these readings.

4. Essay Proposal – 5% of final grade. Due Wednesday, March 25th

Students will provide a short (no more than 300 words) summary of the topic of their final paper, and the research question or main argument they intend to pursue. They will also provide a sample bibliography (no more than one page) indicating some of the sources they will consult for this paper.

5. Final Research Essay – 50% of final grade. Due Monday April 20th

A research essay of approximately 15 pages in length addressing an empirical or theoretical question relating to the course material.

C. Late Penalty

Please be advised that a late penalty of 3% on the first day, and 2% on each day thereafter, including days on weekends, will be applied to all papers that are handed in after the specified deadlines. Medical documentation will be required in order to waive this penalty.

Please note: written assignments delivered by email or in other electronic format will not be accepted and will not be counted for deadline purposes. *You must submit a paper copy!*

D. Grading Scheme

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

<u>Letter Grade</u>	<u>Percentage</u>	<u>GPA</u>	<u>Description</u>
A+	90-100%	4.5	Exceptional
A	80-89%	4.0	Excellent
B+	75-79%	3.5	Very Good
B	70-74%	3.0	Good
C+	65-69%	2.5	Satisfactory
C	60-64%	2.0	Adequate
D	50-59%	1.0	Marginal
F	49% or less	0	Failure

E. Final Drop Date

Although I hope that no one will want to drop out of this course, please be advised that the last day for voluntary withdrawal from second term courses is March 17th, 2004. You will have received the grades for the first assignment by that date.

F. Special Needs

Students with special learning needs who may require special accommodation with respect to the course assessment should meet with the instructor at the beginning of the term so that suitable accommodation may be arranged.

G. Religious 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 a religious holiday, *please notify the instructor* at the beginning of the term or at least three weeks in advance of the relevant date.

Academic Integrity

Academic dishonesty is a serious offense, with grave consequences. Students should acquaint themselves with the University of Manitoba's policy on 'Examinations: Personations' (p.28) and 'Plagiarism and Cheating' (p.29) found in the *Undergraduate Calendar*.

Penalties for plagiarism and academic dishonesty are severe. The common penalty in Arts for plagiarism in a written assignment, test or examination is "F" on the paper and "F" for the course. For the most serious acts of plagiarism, such as the purchase of an essay or cheating on a test or examination, the penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department in Arts or from all courses taught in the Faculty. The Faculty of Arts also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism.

Avoiding Plagiarism

Plagiarism can be defined as passing off someone else's work as your own. Plagiarism involves taking another person's words (written or spoken), ideas, theories, facts (that are not considered general knowledge), statistics, art work, etc. and presenting them as your own. Simply changing the wording of the information you are using still constitutes plagiarism if you do not acknowledge your source.

It is acceptable, and usually necessary, to present other people's ideas in your work. However, to avoid plagiarizing, you must cite your sources diligently. You should provide an in-text citation in each of the following cases:

- all direct quotations of other authors
- close paraphrases of statements by other authors
- important ideas or points taken from another author's work

If you copy the exact words of another author you must place these words in quotation marks and provide their source. But note that you do not have to quote someone directly in order to cite them! Your papers should be littered with citations even if they do not contain a single direct quotation.

Guidelines for Written Work

1. All written work is to be typed in 12-point or Times New Roman or equivalent font. Please do not use sans serif fonts such as Helvetica or Arial; these fonts are for titles and headings only.
2. Your work should have one inch margins and be double-spaced.
3. Each assignment should have a title page that includes your name, student number, my name, and the number of the course. No binders or assignment covers please.
4. Please use in-text citations, e.g. (Weber 1978: 83) to cite your work. Each assignment should include a bibliography that lists your references alphabetically by author. Full bibliographic information should still be provided for sources in the course pack. Your bibliography should follow this format or something similar:

Gleick, James, 1987. *Chaos: Making A New Science*. New York: Penguin Books.

Law, John, 1992. *Notes on the theory of the Actor Network: Ordering, Strategy and heterogeneity*. Website: <http://www.comp.lancs.ac.uk/sociology/soc054jl.html>. Last updated: 16 June 2001. Last accessed: 13 March 2003.

Rip, Arie, 1986. "Mobilising Resources Through Texts." pp. 84-99 in *Mapping the Dynamics of Science and Technology: Sociology of Science in the Real World*, edited by M. Callon, J. Law, and A. Rip. London: MacMillan Press.

Ward, Steven, 1996. "Filling the world with Self-Esteem: A Social History of Truth-Making." *Canadian Journal of Sociology*, v.21(1), pp. 1-23.

5. Please use gender-inclusive language in your written assignments, even if your sources do not. For tips on gender-inclusive language, see my web page at:

<http://www.carleton.ca/~cjpowel/writingtips.htm>

However, please note that when quoting directly from other authors, you should not 'correct' their language to make it gender-inclusive.

6. The maximum lengths indicated for each assignment do not include the title page or the bibliography.
7. Please retain a clean hard copy of each assignment that you submit. The instructor will not be responsible for misplaced assignments.

Student Support Services

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>

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:

- **Student Counselling and Career Centre**
474 University Centre
(204) 474-8592
<http://www.umanitoba.ca/student/counseling>
- **Disability Services**
155 University Centre
(204) 474-6213/TTY: 204 474-9790/Fax: 204 261-7732
Email: disability_services@umanitoba.ca
http://www.umanitoba.ca/student/resource/disability_services/index.shtml
- **Learning Assistance Centre**
520 University Centre
(204) 474-9251
<http://www.umanitoba.ca/student/resource/learning>

077.333 Origins of Social Thought
Department of Sociology, University of Manitoba
Chris Powell, Instructor
Winter 2004
Reading Schedule

WEEK ONE, JANUARY 5-9

IBN KHALDÛN

- Abdo, Nahla, 1996. "Ibn Khaldun" in Nahla Abdo, ed., *Sociological Thought: Beyond Eurocentric Theory*. Toronto: Canadian Scholars' Press. Pp. 33-37. [optional]
- Ibn Khaldûn, 1996. "The Muqaddimah: An Introduction to History" in Nahla Abdo, ed., *Sociological Thought: Beyond Eurocentric Theory*. Toronto: Canadian Scholars' Press. Pp. 37-61.
- Ibn Khaldûn, 1996. "Book One of the Kitab Âl-Ibar" in Nahla Abdo, ed., *Sociological Thought: Beyond Eurocentric Theory*. Toronto: Canadian Scholars' Press. Pp. 61-105.

WEEK TWO, JANUARY 12-16

MACHIAVELLI

- Machiavelli, Niccolò di Bernardo, 1979. Book I, Chapters I-VIII, X, and XVI-XVIII, from "The Discourses" in Peter Bondanella and Mark Musa, eds., *The Portable Machiavelli*. New York: Penguin Books. Pp. 169-200, 203-207, 218-228.
- Machiavelli, Niccolò di Bernardo, 1979. Chapters I-III and XVII, from "The Prince" in Peter Bondanella and Mark Musa, eds., *The Portable Machiavelli*. New York: Penguin Books. Pp. 79-88, 130-133.

WEEK THREE, JANUARY 19-23

HOBBS AND LOCKE

- Hobbes, Thomas, 1985. Part I, Chapters XIII, XIV (selection), XVII, and XVIII in *Leviathan*. London: Penguin Books. Pp. 183-192, 223-239.
- Locke, John, 1947. Chapters II-IV and VIII-IX from "The Second Treatise of Civil Government" in *Two Treatises of Government*. New York: Hafner Press. Pp. 122-133, 168-186.

WEEK FOUR, JANUARY 26-30

MONTESQUIEU

- Zeitlin, Irving M., 2001. "Montesquieu" in *Ideology and the Development of Sociological Theory*, Seventh Edition. Upper Saddle River, NJ: Prentice Hall. Pp. 7-16. [optional]
- Montesquieu, Charles de Secondat, baron de, 1989. Books 1-3, 7, and Book 12 Chapters 1-14 in *The Spirit of the Laws*. Cambridge: Cambridge University Press. Pp. 3-30, 96-111, 187-194.

WEEK FIVE, FEBRUARY 2-6 **ROUSSEAU**

- Zeitlin, Irving M., 2001. "Rousseau" in *Ideology and the Development of Sociological Theory*, Seventh Edition. Upper Saddle River, NJ: Prentice Hall. Pp. 17-27. [optional]
- Rousseau, Jean-Jacques, 1993. The Second Part of "Discourse on the Origin of Inequality" in P. D. Jimack, ed., *The Social Contract and Discourses*. London: J. M. Dent. Pp. 84-117
- Rousseau, Jean-Jacques, 1993. Book I and Chapters 1-3 of Book II from "The Social Contract" in P. D. Jimack, ed., *The Social Contract and Discourses*. London: J. M. Dent. Pp. 181-204.

WEEK SIX, FEBRUARY 9-13 **WOLLSTONECRAFT**

- Zeitlin, Irving M., 2001. "Mary Wollstonecraft" in *Ideology and the Development of Sociological Theory*, Seventh Edition. Upper Saddle River, NJ: Prentice Hall. Pp. 38-44. [optional]
- Wollstonecraft, Mary, 1997. Chapters I-III and XIII (selection) from "A Vindication of the Rights of Woman" in D. L. Macdonald and Kathleen Scherf, eds., *The Vindications; The Rights of Men, the Rights of Woman*. Peterborough, ON: Broadview Literary Texts. Pp. 117-165, 340-343.

Reading Week, February 16-20 **No classes**

WEEK SEVEN, FEBRUARY 23-27 **SAINT-SIMON**

- Zeitlin, Irving M., 2001. "Saint-Simon" in *Ideology and the Development of Sociological Theory*, Seventh Edition. Upper Saddle River, NJ: Prentice Hall. Pp. 65-77. [optional]
- Saint-Simon, Henri, 1975. Chapters 5, 7, 19, 27, 28, 32-35, and 37 from Keith Taylor, ed., *Henri Saint-Simon: Selected writings on science, industry and social organization*. New York: Holmes and Meier Publishers, Inc. Pp. 111-123, 130-136, 192-193, 227-230, 244-258, 262-271.

WEEK EIGHT, MARCH 2-6 **COMTE, PART I**

- Zeitlin, Irving M., 2001. "Auguste Comte" in *Ideology and the Development of Sociological Theory*, Seventh Edition. Upper Saddle River, NJ: Prentice Hall. Pp. 78-86. [optional]
- Comte, August, 1998. Introduction, Chapter 1 and Book VI, Chapter 3 from "Cours de Philosophie Positive" in *August Comte and Positivism: The Essential Writings*, edited by Gertrud Lenzer. New Brunswick, U.S.A.: Transaction Publishers. Pp. 71-86, 218-252.

WEEK NINE, MARCH 9-13**COMTE, PART II**

- Comte, August, 1998. Book VI, Chapters 5 and 6 from “Cours de Philosophie Positive” in *August Comte and Positivism: The Essential Writings*, edited by Gertrud Lenzer. New Brunswick, U.S.A.: Transaction Publishers. Pp. 263-278.
- Comte, August, 1998. Volume I, Chapters 2 and 6 from “Système de Politique Positive” in *August Comte and Positivism: The Essential Writings*, edited by Gertrud Lenzer. New Brunswick, U.S.A.: Transaction Publishers. Pp. 334-347, 381-389.

WEEK TEN, MARCH 16-20**MARTINEAU, PART I**

- Zeitlin, Irving M., 2001. “Harriet Martineau” in *Ideology and the Development of Sociological Theory*, Seventh Edition. Upper Saddle River, NJ: Prentice Hall. Pp. 107-121. [optional]
- Martineau, Harriet, 1989. Selections from *How To Observe Moral and Manners*. New Brunswick, NJ: Transaction Publishers. Pp. 23-77.

WEEK ELEVEN, MARCH 23-27**MARTINEAU, PART II**

- Martineau, Harriet, 1966. “Politics” and “The Political Non-Existence of Women” in *Society in America*, Volume I. New York: AMS Press. Pp. 1-9, 199-207.
- Martineau, Harriet, 1966. “Woman” in *Society in America*, Volume III. New York: AMS Press. Pp. 105-118.
- Martineau, Harriet, 2002. “Society in America” in Deborah Anna Logan, ed., *Writings on Slavery and the American Civil War*. DeKalb, IL: Northern Illinois University Press. Pp. 9-23
- Martineau, Harriet, 2002. “Retrospect of Western Travel” in Deborah Anna Logan, ed., *Writings on Slavery and the American Civil War*. DeKalb, IL: Northern Illinois University Press. Pp. 24-38.

WEEK TWELVE, MARCH 30-APRIL 3**DU BOIS**

- Du Bois, William Edward Burghardt, 1978. “The Atlanta Conferences” in Dan S. Green and Edwin D. Driver, eds., *W. E. B. Du Bois on Sociology and the Black Community*. Chicago: University of Chicago Press. Pp. 53-60.
- Du Bois, William Edward Burghardt, 1978. “The Study of the Negro Problems” in Dan S. Green and Edwin D. Driver, eds., *W. E. B. Du Bois on Sociology and the Black Community*. Chicago: University of Chicago Press. Pp. 70-84.
- Du Bois, William Edward Burghardt, 1978. “The Philadelphia Negro” in Dan S. Green and Edwin D. Driver, eds., *W. E. B. Du Bois on Sociology and the Black Community*. Chicago: University of Chicago Press. Pp. 115-139.
- Du Bois, William Edward Burghardt, 1978. “The Prospect of a World Without Race Conflict” in Dan S. Green and Edwin D. Driver, eds., *W. E. B. Du Bois on Sociology and the Black Community*. Chicago: University of Chicago Press. Pp. 290-302.

WEEK THIRTEEN, APRIL 6-8**REVIEW**

- No Readings.