

**SOC 2220 – SOCIOLOGICAL THEORETICAL FOUNDATIONS
3 CREDIT HOURS - CRN 10665**

Instructor: Dr. Mara Fridell
Time: TR 10– 11:15, September 10 – December 8.
Location: 312 Tier
Telephone: 474-8150
E-mail: fridellm@umanitoba.ca
Office: 311 Isbister
Office Hours: Tuesdays 2.30-3.30 pm
Holidays: None for this class.
Voluntary Withdrawal Deadline: November 18, 2015

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 textbook *Classical Sociological Theory*, available at the university Bookstore, as well as from **sources** listed directly on the Schedule posted or linked on the course UMLearn site. Required reading at the Bookstore:

Kimmel, Michael S. 2007. *Classical Sociological Theory*, second edition. Cambridge: Oxford University Press. ISBN 9780195187854.

Tucker, Robert C., ed. 1978. *The Marx-Engels Reader*. New York: Norton. ISBN: 0-393-09040-X.

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

70% OF FINAL GRADE

There will be three written in-class exams on the course material (readings, lectures, exercises, and any videos). They will consist of multiple choice, short answer, and essay questions. Tests will be **non-cumulative**, subject to professor's pedagogical discretion. 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 – What Lays Beneath: Social Contract

In class **October 1**

Value: 25% of final grade.

Grade available: October 15

Exam #2 – Marx, Weber, Durkheim: Essential Relationships

In class **November 5**

Value: 25% of final grade.

Grade available: November 19

Exam #3 –Social Reproduction and Social Citizenship in Early Sociological Theory.

In class **December 8**

Value: 20% of final grade.

Grade available: December 18

C. COURSE PAPER

20% OF FINAL GRADE

This assignment will take the form of a small research essay, 2400 words in length (approx. 8 pages), plus an attached bibliography, see also the required Guidelines for Written Work section below. Further instructions will be given and posted in the Course UMLearn site. Essays must be cited appropriately, see Academic Honesty section below. **A stapled, paginated copy of your paper, identified with your name, is due in class on November 26.**

D. GRADING

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	Extraordinary
A	80-89%	4.0	Excellent
B+	75-79%	3.5	Very Good
B	70-74%	3.0	Good
C+	65-69%	2.5	Sufficient
C	60-64%	2.0	Average
D	50-59%	1.0	Insufficient
F	49% or less	0	Failure

SCHEDULE OF READINGS

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

MODULE 1: INTRODUCTION

SEPTEMBER 10

INTRODUCTORY LECTURE:

SOCIAL ORDER, ITS IMMANENT CHANGES, FORTIFICATIONS, AND INTERVENTIONARY
CHANGES: LAUNCHING SOCIOLOGY

SEPTEMBER 15 EDUCATION FOR DEMOCRACY

IN KIMMEL:

389-399 DEWEY, JOHN. FROM *DEMOCRACY AND EDUCATION*

MODULE 2: CONTESTATION AT THE ASCENDANCE OF THE CAPITALIST SOCIETY, STATE, & POLITICAL CITIZENSHIP -- FOUNDING A NEW SOCIAL ORDER WITH RIGHTS & CONTRACT

SEPTEMBER 17 THE ENLIGHTENMENT, REVOLUTION, ENTHUSIASM, & SOCIAL THEORY

Handout:

KANT, IMMANUEL. 1979 (1798). from *The Conflict of the Faculties (Der Streit der Fakultäten)*.
Lincoln: University of Nebraska Press.

SEPTEMBER 22 CONSERVATIVE BACKLASH, CONSERVATIVE THEORY

IN KIMMEL:

2-20 HOBBS, THOMAS. FROM *LEVIATHAN*.

62-74 BURKE, EDMUND. FROM *REFLECTIONS ON THE REVOLUTION IN FRANCE*.

SEPTEMBER 24

IN KIMMEL:

30-38 ROUSSEAU, JEAN-JACQUES. FROM *THE SOCIAL CONTRACT OR PRINCIPLES OF POLITICAL
RIGHT*.

76-85 PAINE, THOMAS. FROM *THE RIGHTS OF MAN*.

SEPTEMBER 29

On-line:

FOURIER, FRANCOIS-MARIE-CHARLES. 1808. "ON ECONOMIC LIBERALISM."

<http://www.marxists.org/reference/archive/fourier/works/ch11.htm>.

FOURIER, FRANCOIS-MARIE-CHARLES. 1848. "CRITIQUE OF THE REVOLUTIONARY IDEALS."

<http://www.marxists.org/reference/archive/fourier/works/ch15.htm>

OCTOBER 1
IN-CLASS EXAM 1

MODULE 3: MARX ON *CAPITALIST ALIENATION*

OCTOBER 6

MARX ON ALIENATION:

66-101 IN TUCKER. MARX, KARL. "ECONOMIC & PHILOSOPHIC MANUSCRIPTS OF 1844."

MODULE 4: *CAPITALISM & SLAVERY*

OCTOBER 8

In Kimmel:

363-379 DUBOIS, W. E. B. *FROM THE SOULS OF BLACK FOLK: ESSAYS AND SKETCHES; FROM DARKWATER: VOICES FROM WITHIN THE VEIL*

OCTOBER 13

On-line:

MARX, KARL. 1867. Selection from "PRIMITIVE ACCUMULATION," Chapters 26-33 of Part VIII in *Capital: A Critique of Political Economy, Volume I*.
<http://www.marxists.org/archive/marx/works/1867-c1/>.

MODULE 5: *MARX ON EXPLOITATION & CRISIS*

OCTOBER 15

MARX ON EXPLOITATION:

Marx, Karl. 1894. "Chapter 48: The Trinity Formula," in *Capital: A Critique of Political Economy, Volume III*. <http://www.marxists.org/archive/marx/works/1894-c3/ch48.htm>.

Optional: *IN TUCKER:*

329-383 MARX, KARL. C-M-C', LABOUR POWER, SURPLUS VALUE.

OCTOBER 20

MARX ON CRISIS & POLITICAL OFFLOADING OF CRISIS:

MARX, KARL. CHAPTER 13-14, CAPITAL V. III, PART III.

MODULE 5: PRECONTRACTUAL SOLIDARITY IN DURKHEIM

OCTOBER 22

IN KIMMEL:

249-267 DURKHEIM, ÉMILE. "THE DIVISION OF LABOUR IN SOCIETY."

OCTOBER 27

IN KIMMEL:

268-286 DURKHEIM, ÉMILE. "THE ELEMENTARY FORMS OF RELIGIOUS LIFE."

MODULE 6: *RATIONALIZATION & STATUS IN WEBER*

OCTOBER 29

IN KIMMEL:

207-217 WEBER, MAX. "CLASS, STATUS, PARTY."

NOVEMBER 3

IN KIMMEL:

218-236 WEBER, MAX. "BUREAUCRACY." "SOCIOLOGY OF CHARISMATIC AUTHORITY," "THE MEANING OF DISCIPLINE."

NOVEMBER 5
IN-CLASS EXAM 2

MODULE 8: *SOCIAL REPRODUCTION & SOCIAL CITIZENSHIP*

NOVEMBER 10

IN KIMMEL:

380-388 PERKINS GILMAN, CHARLOTTE. FROM *WOMEN AND ECONOMICS*

400-405 PARSONS, ELSIE CLEWS. FROM *WOMEN IN PUBLIC LIFE*

NOVEMBER 12

IN KIMMEL:

95-101 WOLLSTONECRAFT, MARY. FROM *A VINDICATION OF THE RIGHTS OF WOMAN*

118-121, 127-128 MARTINEAU, HARRIET. FROM *SOCIETY IN AMERICA*

NOVEMBER 17

IN KIMMEL:

406, 409-420 WOOLF, VIRGINIA. FROM *THREE GUINEAS*

NOVEMBER 19

IN KIMMEL:

111-117 MILL, JS. "ON THE SUBJECTION OF WOMEN"

NOVEMBER 24

IN KIMMEL:

86-88 PAINE, THOMAS. "AN OCCASIONAL LETTER ON THE FEMALE SEX."

333-343 WARD, LESTER. SELECTIONS FROM *PURE SOCIOLOGY*, AND "OUR BETTER HALVES."

NOVEMBER 26
PAPER DUE

DECEMBER 1

ON-LINE:

KOLLONTAI, ALEXANDRA. 1915. “**PREFACE**” TO *SOCIETY AND MOTHERHOOD*.

<http://www.marxists.org/archive/kollonta/1915/mother.htm>.

MODULE 9: 20TH CENTURY SOCIAL PSYCHOLOGY

DECEMBER 3

ONLINE:

INTRO TO ERVING GOFFMAN AND SOCIAL PSYCHOLOGY

DECEMBER 8
IN-CLASS EXAM 3

COURSE AND UNIVERSITY PROCEDURES AND REGULATIONS:

FINAL DROP DATE

Please be advised that the last day for voluntary withdrawal from fall term courses is **November 18**.

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 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 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.

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:
 - Gleick, James. 1987. *Chaos: Making A New Science*. New York: Penguin Books.
 - Law, John. 2001. *Notes on the theory of the Actor Network: Ordering, Strategy and heterogeneity*. <http://www.comp.lancs.ac.uk/sociology/soc054jl.html>. Accessed March 13, 2010.
 - Veblen, Thorstein. 2007 (1894). "The economic theory of women's dress." pp. 361-362 in *Classical Sociological Theory*, edited by Michael S. Kimmel. New York: Oxford University Press.
 - Fridell, Mara. Lecture, "Sociological Theoretical Foundations: Commodity Fetishism." University of Manitoba, Winnipeg. June 3, 2009.
 - Ward, Steven. 1996. "Filling the world with Self-Esteem: A Social History of Truth-Making." *Canadian Journal of Sociology* 21(1): 1-23.
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.

STUDENT SUPPORT SERVICES

On-line paper writing guides include:

- Dartmouth writing guides: <http://www.dartmouth.edu/~writing/materials/student/>
- Purdue 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>

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:

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