
ORIGINS OF SOCIOLOGICAL THOUGHT

SOC3330

Department of Sociology & Criminology, University of Manitoba, Fall 2019

CRN 18788, 3 credit hours

Drake 136

13:00-14:15 TR, Sept 4– Dec 6, 2019

Holidays: Oct 14, November 11-15

Dr. Mara Fridell, office Isbister 311, email fridellm@umanitoba.ca.

Office hours: TBD.

Voluntary Withdrawal deadline: Nov 18

Welcome to SOC3330

We convene this course acknowledging that we are here together, as newcomers to and experts within the transnational and transhistorical communities of learners and scholars, in a society with public goods and ills, within the Lake Winnipeg Watershed, in Treaty 1 territory, and that the land on which we gather is the traditional territory of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and the homeland of the Métis Nation.

Course Description and Objectives

What does a theory look like that recognizes all humans within Earth's ecology, and suggests the boundaries required to recognize and distribute sovereignty, capacity, and resources for developmental life? Fridell's *Origins of Sociological Thought* introduces students to the contested, historical-to-contemporary, **socio-material**, egaliberte ideas prerequisite to sociological imagination and the conception and integrity of both the discipline of Sociology and the mass public university.

Evaluation

Students can expect to receive their assignment and test grades two weeks after they are turned in to the professor.

3 Quizzes

Once a month, from September through November, an in-class quiz testing your timely familiarity with the assigned readings will be worth 20% each of your grade.

Final Paper

The Final Paper will be worth 30% of your grade. You will use course material to analyze and propose a **sociological, scholarly** hypothesis relating Sociology to the Western democratic Enlightenment and science or socio-materialist philosophy.

- 1) Header with your name, date, and paper title
- 2) 1-2 paragraph **Synopsis** of the paper, including thesis question
- 3) **Context** section: Provide Background-- Discussion of the substantive social question in social, historical, current context.
- 4) **Analysis** section: Answer the thesis question in relation to the relevant course literature.
- 5) **Key messages**: One-sentence sound-bites derived from Context discussion, summarize what is at stake.
- 6) **Recommendations** section: Summarize and derive recommendations from Analysis.
- 7) References

Course Engagement

As exclusively, expertly judged by the professor, the quality of your engagement with the course, including the quality of your work and the respect shown for scholarship, the professor, in-class university-level learning, and your peers, will be worth 10% of your grade. You will be graded on the thoughtful, scholarly, collegial quality of your classroom contribution. This grade will partially reflect your timely engagement with (demonstrated comprehension and application of) the assigned course material, concepts, and findings. Further questions about engagement expectations in Arts at the university? Ask Dr. Fridell for her “Learning to Learn” presentation notes.

Grading Rubric

<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

Required Books & Articles

Some required readings (articles & chapters, see Course Schedule below) will be provided to you in electronic form on UMLearn. You are required to check in regularly to the course UMLearn page, and to download electronic reading assignments by September 30.

The following books are also required, and available in the Bookstore, as well as on 3-hour reserve at the Dafoe Library. You are required to bring the assigned readings to class, to refer to during discussion, in support of your Course Engagement grade. The Course Schedule below indicates the date by which you are expected to *have read* the assigned readings.

Brinkmann, Svend. 2019. *The Joy of Missing Out: The Art of Self-restraint in an Age of Excess*. Polity.

Greenblatt, Stephen. 2012. *The Swerve: How the World Became Modern*. WW Norton.

Kimmerer, Robin Wall. 2015. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*. Milkweed Press. 9781571313560.

Pagden, Anthony. 2013. *The Enlightenment and Why It Still Matters*. Random House.

Course Schedule

Week 1: *Welcome & Introduction to Origins of Sociological Thought: Western Enlightenment, Socio-materialism, and Sociology*

Sept 5

Week 2: *Epicurean Philosophical Materialism*

Sept 10: Greenblatt pp. 1-13

Sept 12: Greenblatt pp. 51-80

Week 3: *Epicurean Philosophical Materialism*

Sept 17: Greenblatt pp. 182-202

Sept 19: Greenblatt pp. 227-263

Week 4: *What is Enlightenment?*

Sept 24: Pagden 3-23

Sept 26: Kimmerer pp. 48-59

Week 5: *Democratic Enlightenment: Society of Sisters & Brothers*

Oct 1: Pagden 96-148

Oct 3: Kimmerer pp. 105-120

Week 6: *Democratic Enlightenment: The Science of Humankind*

Oct 8: Pagden 149-199

Oct 10: Kimmerer pp. 204-215

Week 7: *Democratic Enlightenment: Humanity as Terrestrials*

Oct 15: Pagden 200-242

Oct 17: Kimmerer 254-267

Week 8: Democratic Enlightenment: Social Humanity

Oct 22: Pagden 293-328

Oct 24: Kimmerer pp. 303-359

Week 9: Democratic Enlightenment: Commonwealth of Earth

Oct 29: Pagden 329-372

Oct 31: Kimmerer pp. 374-384

Week 10: Democratic Enlightenment & its Enemies

Nov 5: Pagden pp. 373-416

Nov 7: recap

Week 11

Holiday

Week 12: Materialist Step: Setting Democratic Boundaries on Exploitation and Expropriation

Nov 19: Baker, K.J.M. 2013. "Cockblocked in Denmark." *Dissent Magazine*.

<https://www.dissentmagazine.org/article/cockblocked-by-redistribution>

Nov 21: Brinkmann 1-26

Week 13: Materialist Step: Setting Democratic Boundaries on Exploitation and Expropriation

Nov 26: Brinkmann 27-59

Nov 28: Brinkmann 60-79

Week 14: *Materialist Step: Setting Democratic Boundaries on Exploitation and Expropriation*

Dec 3: Brinkmann 80-97

Dec 5: *Lecture: Conditions for Sociological Imagination: Democratic Boundaries, Socio-material Alternatives*

Assignment: Turn in coalated, paginated, hard copy of your Final Paper in-class.

Course and University Procedures and Regulations:

Class Conduct

Student participation and attendance are essential to one's success in this 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, and observing scientific studies, all distracting technologies are discouraged. 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://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.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 points 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</p> <p>45 Curry Place</p> <p>(204) 474-8850</p> <p>E-mail: asc@umanitoba.ca</p> <p>http://www.umanitoba.ca/student/asc</p>	<p>Disability Services</p> <p>155 University Centre</p> <p>(204) 474-6213 / TTY: (204) 474-9790</p> <p>Fax: (204) 261-7732</p> <p>E-mail: disability_services@umanitoba.ca</p> <p>http://umanitoba.ca/student/resource/disability_services</p>
<p>Learning Assistance Centre</p> <p>201 Tier Building</p> <p>(204) 480-1481</p> <p>E-mail: miriam_unruh@umanitoba.ca</p> <p>http://umanitoba.ca/u1/lac</p>	<p>Student Counseling and Career Centre</p> <p>474 University Centre</p> <p>(204) 474-8592</p> <p>E-mail: lindenna@cc.umanitoba.ca</p> <p>http://umanitoba.ca/student/counseling</p>
<p>U1 Student Help Centre</p> <p>205 Tier Building</p> <p>(204) 474-6209</p> <p>E-mail: university_1@umanitoba.ca</p> <p>http://umanitoba.ca/u1</p>	