

University of Manitoba, Department of Sociology  
Soc 4560 (CRN 56123), 3 credit hours

# Advanced Sociological Theory

Winter 2019 (Jan 7-April 9)

14.30-17.15 PM Tuesdays, Isbister 335

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Office hours: Thursdays TBD

Holiday/Break: Feb 18-22

Voluntary Withdrawal Deadline: March 20, 2019

## SYLLABUS

### COURSE OBJECTIVES

Conducted partially in lecture format, and partly in student-led seminar format every week, this Advanced Sociological Theory course will be focused on sociological work clarifying our historical, trans- societal context, illuminating a sample of the main macro- and meso-sociological approaches as they encounter institutional and dispositional reform and societal change in the ongoing restoration of patrimonial capitalist inequality.

The majority of the course material will contribute distinctive sociological perspectives to our course project of examining neoliberalization as the practical and discursive conservatization of liberalism and its institutions.

We will enhance our social-theory fluency by examining how contrasting and contesting, socially-embedded theoretical approaches not only illuminate but reflect and fuel social change in our time. While lecture and discussion will contribute to building our literacy in social theory, course material will review the foundations and inner architecture of contemporary conservativized-liberal (neoliberal) social theory, reconstructing and interlocked with dominant institutions, orienting our social relations and dispositions, and articulated in social opposition to post-cartesian dialectical historical-materialist theories emerging from Western classical and Enlightenment movements and ideas.

Collectively, as we use comparison and sociological theory to apprehend and grapple conceptually with our era of social change, we will build our capacity to discern, theorize—to apprehend via provisional, communicable classification, to make informed judgments on ways communities and societies make and know, and to participate knowledgably in our social world, as members of the community of learners and scholars.

- \* Expected Pre-masters study load in a theory course is about 60-80 pages of rigorous reading per week, with study notes encompassing the 4 Seminar

Questions, contributing to both reporting and analysis. Please commit time accordingly. At the university, “you should expect to spend two hours studying or working (on assigned papers) outside of class for every one hour in lecture or discussion...(A)n average 15-unit” schedule, “(3-4 courses) thus will require about 45 hours per week (only 15 hours of which may be class time--by the way, a full-time job is typically 40 hours per week).”—Stanford University Undergraduate Guide. The readings will be challenging in order to propel comprehension development. As social theorist Mary Wollstonecraft as well as John Dewey and more recently Wirth & Perkins have maintained, people poised for lifelong development and democratic participation and leadership need a more rigorous education, so that they can develop *a methodological approach to knowledge, learn to generalize and analyze causation, compare their own observations with theory, and pursue a branch of learning with the discipline necessary to develop mental faculties and improve judgment.* If we will agree to approach the class in good faith as a collective intellectual adventure, the class will provide your support in this university-based intellectual growth period.

This term’s Advanced Sociology Theory course engages the question of knowledge production and reproduction in social context. The professor will lecture on background theory to the readings and metatheory, so that topics will include:

- Why do we **distinguish social science** as the collective pursuit of knowledge—description and explanation—via reflexive scientific method, including the role of normative, organizing theoretical communities?
- Given human constraints (eg. non-omniscience, obstruction of information due to social stratification) and capacities (eg. for observing our world, for agency, for communication and coordination), how is social science designed to enable knowledge development? Why does this scientific epistemology propel sociology to encompass **multiple paradigms**, and compel sociologists to lay bare and judge normative **paradigm foundations and theoretical assumptions**, to choose their scholarly subcommunity contribution?
- Using our sociological scientific approach, including historical comparison, what are the **social, institutional, and dispositional preconditions** of social science and sociology? How do they relate to social science **epistemology** and sociological **voice**?
- What distinguishes **sociological** craft, including and focusing on the role of theory in sociological inquiry?
- By identifying **constitutive assumptions and implications**, how can we recognize and interpret, and address with potency, impactful social theories, from those reasserting elitist abstraction to those forwarding sociological imagination and craft, from those critical of anti-democratic institutions to cooperative and accommodating strategies?
- How are **sociological and theoretical craft traditions** particularly built for reasserting the power of the **sociological imagination**? What roles do

theory and method, including comparative and particularly comparative historical method, play in sociological craft?

- How do scholarly **theory** communities, including their **assumptions**, mutually determine **methods** and **research questions**, producing specific scholarly subcommunity projects or contributions?

### Required readings

Required books (available at the Bookstore and/or library):

- Bourdieu, P. et al. 2017. *Manet, a symbolic revolution*. Wiley.
- Christoforou, A. & M. Laine, eds. 2014. *Rethinking economics : Exploring the work of Pierre Bourdieu*. Routledge.
- Toews, Owen. 2018. *Stolen city: Racial capitalism and the making of Winnipeg*. Winnipeg: ARP.

Required additional readings (syllabus, chapters, articles, excerpts) *will be available to copy in the mailroom, or posted in D2L:*

- **This syllabus.** You are expected to read and consult this syllabus.

Assignments: **4 reports on the assigned course readings, including:**

- **3 written Secretariat Reports on the assigned reading(s).**
  - The first written Secretariat Report (S-report), will be worth 15 points and focus on **Reporting and Messages**.
  - The second S-report, will be worth 20 points, incorporating reliable, reflective and creative Analysis of the Bourdieu and the Christoforou & Laine assignments, and focusing on **Analysis and Recommendations**. It may focus on any week's readings including and prior to the due date, but it must include connections with the other (Bourdieu & Christoforou/Laine) weeks' assigned readings in the Analysis.
  - The third S-report will be comprehensive (Reporting, Analysis, Messages, Recommendations), on Toews' study of racialized capitalism, and it will be worth 35 points.
  - *The S-Report assignment format is designed to help you approach theory correctly, by prioritizing rigorous reading and reporting, as well as analysis, and a collegial, scholarly ethos; the amount of work is equivalent to a paper.*
  - There will be a late penalty of 2 points per day, including days on weekends, applied to all reports that are handed in after the

specified deadlines. Failure to turn in a report will result in a grade of 0.

- **Stapled, final-edited hardcopies are due to the professor in class on the day which the reading is assigned.**
- Specifications and an example for writing a S-Report will be provided. Within the S-report, you will answer (identified questions from within) the 4 Arts Seminar reading comprehension questions **What does the text say? What does it mean? What is at stake for the community of scholars? What is at stake for society?**
- Assignment grades will be available to the student two weeks after the professor receives the completed assignment.
- **1 Orally-presented Reports** on the assigned reading(s). Choose which readings you will present on orally. A sign-up sheet will be passed around. The oral Secretariat Report will be worth 20 points. Oral reports should be at least 20 mn in length. In addition to the oral presentation, the student should submit to the professor a Powerpoint or detailed outline of that presentation. Failure to present will result in a grade of 0.
- **Course Scholarly Engagement & Participation.** 10 points. This is an advanced seminar; it can provide a terrific university experience, but that does require you to take great responsibility, reliably attending to (studying) the course material outside of class and engaging collegially, orally in the course material in class.

### Composition specs

*See S-Report example. Otherwise, generally, for 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.*

#### 1. The Letter Grade System

Letter Grade	Grade Point Value	
A+	4.5	Exceptional
A	4.0	Excellent
B+	3.5	Very Good
B	3.0	Good
C+	2.5	Satisfactory
C	2.0	Adequate
D	1.0	Marginal
F	0	Failure

### Schedule: Assignment due dates

WEEK 1: Jan 8

Lecture: Course format, Secretariat Report specs

WEEK 2: Jan 15  
Intro to Bourdieusian Theory;  
A Sociological Approach to 20<sup>th</sup> C. French Philosophy & Sociological Theory  
Christoforou & Laine, pp. 19-43.  
Handout: *Stanford Encyclopedia of Philosophy: Michel Foucault*

WEEK 3: Jan 22  
Bourdieu pp. 4-54

WEEK 4: Jan 29  
Bourdieu pp. 55-105

WEEK 5: Feb 5  
Bourdieu pp. 106-123; 135-159, 163

WEEK 6: Feb 12  
Bourdieu pp. 186-203; 244-256; 261-263; 274-293  
**Hardcopy of Secretariat Report 1 due in class.**

WEEK 7: Reading Week

WEEK 8: Feb 26 Bourdieu Culmination  
Bourdieu pp. **294-319; 320-332; 367-395**

WEEK 9: March 5 Applying Bourdieusian Theory  
Christoforou & Laine, Ch. 8, 12

WEEK 10: March 12 Export Ag & Urban Industrial Constructions  
Toews pp. 14-99  
**Hardcopy of Secretariat Report 2 due in class.**

WEEK 11: March 19 Suburban and Post-industrial Urban Constructions  
Toews pp. 100-169

WEEK 12: March 26 Centre Venture v. Neeginan  
Toews pp. 176-249

WEEK 13: April 2 Capitalist fragility, colonial durability  
Toews pp. 250-279

WEEK 14: April 9 Economic development in the Wild, Wild North  
Meet at Degrees to discuss Toews pp. 280-317.  
**Hardcopy of Secretariat Report 3 due in class.**  
There will be no oral reports for this week's class.



Course and university procedures and regulations:

### **Your Learner Disposition: Requirements and Evaluation**

This course is a senior undergraduate text-focused seminar in a university. It is understood and expected that you have and are responsible for maintaining a greater-than-average interest in the material, an enthusiastic and collegial attitude toward both study and participation, and a firm and observable respect for scholarship and scholars. The expectation is that you will attend each meeting, study the reading thoroughly and in advance, do your assignments with dedication and on time (before their due date), and participate actively in class, with collegiality consistently demonstrated for your classmates and respect consistently demonstrated for your professor both in and out of class.

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, create a culture of disrespect for learning and the community of learners, and disrupt the class. If you miss the time reserved for class, your option is to ask a classmate to catch you up. Students who have studied and attended classes are warmly welcomed to visit the professor in her office hours.

Students are always expected to be respectful to their colleagues and to the professor during class discussions and in office hours. Disruption 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 (s)he may be subject to disciplinary action such as being debarred from the class.

### **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](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.

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 student and professor can make substitute arrangements for the student to complete and submit assigned work.

### **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.