

University of Manitoba, Department of Sociology
Soc 4560 (CRN 23285), 3 credit hours

Advanced Sociological Theory

Winter 2016 (Jan 6 – April 8)

8.30 – 11.15 AM Fridays, Isbister 335

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Office hours: Tuesdays 14.30-15.30 or by appt.

Mid-term break: February 15-19

Holiday: March 25

Voluntary Withdrawal Deadline: March 18, 2016

SYLLABUS

COURSE OBJECTIVES

This Advanced Sociological Theory course will illuminate some of the most influential as well as promising perspectives on institutional and dispositional reform and societal change in the modern era of patrimonial capitalist inequality. We will review dominant strains of contemporary conservative-liberal social theory articulated in opposition to historical-materialist-speculative theories emerging from the Western classical and Enlightenment movements and ideas. We will use these contrasting theoretical approaches to comprehend pillars of social change in our time, including *Herrenvolk* / patrimonial capitalist power restoration, financialization and privatization via housing policy reform, and liberal punishment reform and the development of the carceral state.

- * 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 intellectual growth period.

Questions this term's course texts engage include:

- What distinguishes the sociological approach, including and focusing on the role of theory in inquiry? That is,
- How can we recognize and interpret, and address with potency, impactful modern forms of **social theory** (including identifying assumptions and implications) **in opposition to** the comparative, Enlightenment-based and -expanding **sociological imagination**?

- How have such anti-sociological forms of social theory, while restoring *Herrenvolk* confidence and while restoring the prestige of philosophy, contributed to the contemporary conservative-liberal **institutionalization of inequitable resource and crisis distribution**?
- How are **sociological and theoretical craft traditions**, focusing here on Bourdieu's and the critical realist approaches, built for grappling with oppositional arguments and **reasserting** the power of the **sociological imagination**?
- Why do we **distinguish social science** as the collective pursuit of knowledge requiring both scientific methods and speculative philosophical or normative specification?
- How do **theories**, including their **assumptions**, mutually determine **methods** and **research questions**?

Required readings

• 2 Required books (available at the Bookstore):

- **Bourdieu**, Pierre. 2005. *The social structure of the economy*. Cambridge: Polity.
- **Coulthard**, Glenn. 2014. *Red skin, white masks*. U of Minnesota Press. Isbn 978-0816679652.

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.
- **Murakawa**, Naomi. 2014. Excerpt from *The first civil right: How liberals built Prison America*. Oxford. 978-0199892808. Ebook at <http://umanitoba.ca/outreach/evidencenetwork/archives/20803>.
- **Losurdo**, Domenico. **2004**. Ch. VII, pp. 153-179 in *Hegel and the freedom of moderns*. Duke.
- **Losurdo**, Domenico. **2011**. Ch. 9, pp. 297-318, in *Liberalism: A Counter-history*. Verso.
- **Anderson**, Perry. 2007. Ch. 1 "The intransigent Right: Michael Oakeshott, Leo Strauss, Carl Schmitt, Friedrich von Hayek" pp. 3-28 in *Spectrum: From right to left in the world of ideas*. Verso. Isbn 9781844671359.
- **Scarry**, Elaine. 1987. Ch 1 & 5 from *The body in pain: The making and unmaking of the world*. Oxford. 978-0195049961.
- **Therborn**, Goran. 2013. *The killing fields of inequality*. Cambridge: Polity. Isbn 9780745662596.

- **Landecker & Panofsky.** 2013. "From social structure to gene regulation, and back: A critical introduction to environmental epigenetics for sociology." *Annu. Rev. Sociol.* 39: 333-57.
- **Moore, Jason.** 2015. Excerpt from *Capitalism in the web of life*. Verso.
- **Callewaert, Staf.** 2006. Excerpts from "Bourdieu, Critic of Foucault: The case of empirical social science against double-game philosophy." *Theory, culture & society* 23: 73-98.

Assignments:

- **3 S-Reports, including:**
 - **2 written Secretariat Reports on the assigned reading(s).** The written Secretariat Reports will be worth 30 pts each. *The S-Report assignment format is designed to help you approach theory correctly, by prioritizing rigorous reading and reporting, as well as a collegial, scholarly ethos; the amount of work is equivalent to a paper.* There will be a late penalty of 3% per day, including days on weekends, will be 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.
 - Sign up for your S-Report dates on the first day of class. C-Briefs are due to be posted in D2L in electronic version on the Sunday before the class for which the reading is assigned. Stapled, final-edited hardcopies are due to the professor in class on the day of the class for which the reading is assigned.
 - Specifications and an example for writing a S-Report will be provided. You will be required to map out and provide a logically-related analysis of the week's assigned reading argument in the S-Report format, including answering the Arts seminar reading comprehension questions **What does the text say? What does it mean? What is at stake?**, and synthetic analysis is recommended.
 - Assignment grades will be available to the student in D2L two weeks after the professor receives the completed assignment.
 - **1 Orally-presented Secretarial Report** on the assigned reading(s). You cannot choose a designated lecture or film day to present an oral S-Report, but you can team-present on eligible days. The oral Secretariat Report will be worth 25 points. Failure to present will result in a grade of 0.
- **Course Scholarly Engagement & Participation.** 15 points.

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.

- 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+	96-100%	4.5	Extraordinary
A	90-95%	4.0	Excellent
B+	86-89%	3.5	Very Good
B	76-85%	3.0	Good
C+	70-75%	2.5	Sufficient
C	60-69%	2.0	Average
D	50-59%	1.0	Insufficient
F	49% or less	0	Failure

Schedule: Assignment due dates

WEEK 1

Jan 8

Reading assignment: This syllabus

What are the expectations for this course?

WEEK 2: BLACK LIVES MATTER: LIBERAL-CONSERVATIVE THEORY
INTERPENETRATION & ITS SOCIAL IMPACT

Jan 15

Murakawa, Naomi. 2014. Excerpt from *The first civil right: How liberals built Prison America*. Oxford.

From Watts & the CRM to 1992 to today, why are racialized Americans in global monopoly capitalism cyclically forced to engage insurgency? How and why has the liberal-conservative political compromise on civil rights and (therapy + punishment) produced mass incarceration?

Audio: Listen to Henwood Murakawa & Kali Akuno interviews in class.

WEEK 3: FOUNDATIONS OF MARXIST SOC THEORY I: DISTINGUISHING THE LIMITS
& EXCEPTIONS OF LIBERAL THEORY: ABSOLUTE PRIVATE PROPERTY RIGHT &
NOTRECHT

Jan 22

Losurdo 2004, Ch VII pp. 153-179

How does Notrecht (emergency law) and the absolute right to property work in liberal societies, according to Hegel?

WEEK 4: DISTINGUISHING THE LIMITS & EXCEPTIONS OF LIBERAL THEORY:
SACRED & PROFANE SPACE

Jan 29

Losurdo 2011, Excerpts from Ch. 1 “What is liberalism?” & Ch. 9, “Sacred space and profane space in the history of liberalism.”

What distinguishes liberal social theory?

WEEK 5: CONSERVATIVE THEORY: INFLUENTIAL CONCEPTUAL
REFORMULATIONS OF LIBERAL THEORY

Feb 5

Anderson, Perry. Ch. 1 “The intransigent Right: Michael Oakeshott, Leo Strauss, Carl Schmitt, Friedrich von Hayek.”

What is the Right’s contribution to contemporary social theory? Have conservatism & liberalism converged in law and the state?

WEEK 6: MARXIST SOC THEORY FOUNDATIONS II: MAKING & UNMAKING IN
MATERIALIST THEORY

Feb 12

Scarry, Elaine. 1985. Excerpts from Ch.s 1 & 5 in *The body in pain: The making and unmaking of the world*. Oxford University Press.

Materialist theory: How is work ‘making’, what two phases characterize making, and how does work become perverted in capitalism? How are humans homo faber, and how does that become perverted in unmaking? Relate to commodification/decommodification.

WEEK 7: WINTER BREAK

Feb 15-19

WEEK 8: NEW DEVELOPMENTS IN EMBODIED INEQUALITY SOC THEORY

Feb 26

Therborn, Goran. “Theory,” pp. 35-68 in *The killing fields of inequality (2014)*.

Landecker & Panofsky. 2013. “From social structure to gene regulation, and back: A critical introduction to environmental epigenetics for sociology.” *Annu. Rev. Sociol.* 39: 333-57.

How does the hierarchical distribution of (systematic monopolization of and exclusion from) cooperation and credit (both socially and narrowly conceived) in capitalism pose stunting limits and profound toll upon embodied human development and environmental relations?

WEEK 9: NEW DEVELOPMENTS IN SOC MARXIST-ECOFEMINIST REPRODUCTION
THEORY

March 4

Moore, Jason. 2015. Excerpt from *Capitalism in the web of life*.

*How does capitalist accumulation depend upon the **free reproduction work** of the environment and feminized people (and nature)-- some local (via the gendered public-private divide, enclosures, and Austerity) but also much displaced "out-of-sight out-of-mind" (via imperialism, colonialism & Structural Adjustment Programmes) and circulating through migration?*

WEEK 10: ELITE-STANDPOINT RESTORATION PHILOSOPHY OR SOCIOLOGY:
THEORY & METHOD

March 11

Excerpts from **Callewaert** pp. 79 (quote), 82, 84, 87, 89-92, 95-96.

Bourdieu pp. 1-17

How does Callewaert contrast Bourdieu's sociological contribution to Foucault's philosophical contribution? How does Bourdieu analyze neoliberalism using the sociological craft?

WEEK 11: UNDERSTANDING NEOLIBERALISM THROUGH SOCIOLOGICAL CRAFT
(INCLUDING THEORY)

March 18

Bourdieu Chapter 2, "The State and the Construction of the Market," 89-125, & "The foundations of petite-bourgeois suffering," 189-192.

How was the state reformed to reconstruct the market?

WEEK 12: HOLIDAY

March 25

Good Friday holiday, no class. Please read Coulthard for next week's meeting.

WEEK 13: NEW DEVELOPMENTS IN IMPERIALISM, COLONIAL RECOGNITION &
DECOLONIZATION SOC THEORY

April 1

Coulthard, Introduction "Subjects of empire" & Chapter 1 "The politics of recognition in colonial contexts," Chapter 4 "Reconciliation & resentment".

WEEK 14: NEW DEVELOPMENTS IN INDIGENOUS RESURGENCE &
DECOLONIZATION SOC THEORY

April 8

Coulthard, 5 "Fanon, self-recognition & decolonization" and Conclusion "Five Theses".

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://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 3% 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.