

**UNIVERSITY OF MANITOBA • DEPARTMENT OF SOCIOLOGY
FALL 2010**

**SOC 2220 – SOCIOLOGICAL THEORETICAL FOUNDATIONS
3 CREDIT HOURS**

Instructor: Dr. Mara Fridell
Time: MWF 12.30-1.20 pm, September 10-December 8.
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Office Hours: Wednesdays, 11-12 am.

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 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 textbooks *Classical Sociological Theory* and *The Marx-Engels Reader*, available at the university bookstore, as well as from **on-line sources** listed directly on the Schedule.

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

Tucker, Robert C, ed. 1978. *The Marx-Engels Reader*, second edition. New York: W.W. Norton. ISBN 039309040X.

**FOR HELP WITH MARXIST IDEAS & TERMS SEE *THE ENCYCLOPEDIA OF MARXISM* AT:
[HTTP://WWW.MARXISTS.ORG/GLOSSARY/](http://www.marxists.org/glossary/)**

COURSE FORMAT

A. LECTURES

Sessions will include a mix of lectures and student group work. You are encouraged to make the lectures interactive by asking questions and offering your own insights or interpretations regarding the course material. Scholarship 101: To improve your Engagement grade, write down a question or comment you have while you are reading (For example: 1) 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) Or, 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: attendance, participation in group work, participation in general class discussions, regular attendance, 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).

B. WRITTEN ASSIGNMENTS

60% OF FINAL GRADE

The largest part of the evaluation for this course consists of two written take-home assignments that ask the students to apply the course material in some way. Each assignment will take the form of a small research essay, 1800-2400 words in length (approx. 6-8 pages), plus an attached

bibliography. Essays must be cited appropriately. You may collaborate on the preparation of these assignments, but each student must write their own papers.

The assignments are scheduled as follows:

Assignment #1 – Possibilities and Limits in Social Contract

Due: In class **October 8**

Value: 25% of final grade.

Returned: October 22.

Assignment #2 – Problems in Capitalist Society

Due: In class **December 8**

Value: 35% of final grade.

Returned: Make arrangements with me to pick up this paper after the start of winter term.

Please note that if for some reason you cannot submit an assignment in class or in my office, you can drop off the assignment with the secretary on duty at the main sociology office, 318 Isbister, during business hours.

C. EXAM

30% OF FINAL GRADE

On **November 10** there will be an exam worth 30% of your final grade. Please bring a blue book to class on exam day. The exam will cover material selected from readings and lectures from the beginning of the course through the week of November 8. You may bring your course notebook with handwritten notes to the exam; but you may not bring electronic devices or books to the exam. You will receive your exam grade on November 24.

D. 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. Medical documentation, or other documentation of comparable seriousness, will normally be required to waive this penalty.

However, if you know before the due date that a paper will be late *for any reason*, you should *contact me immediately*. In some cases, entirely at my discretion, it may be possible to arrange an extension. It is your responsibility to approach me as early as possible to make arrangements for an extension. I will not grant extensions that are requested after the due date of the assignment, unless you have a binding and documented reason, such as medically documented illness. No extension will be given under any conditions more than two weeks after the due date.

E. 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

SPECIAL NEEDS

DISABILITY

If you have a special learning need and might require special accommodation with respect to the course assessment, please meet with me at the beginning of the term so that we can arrange suitable accommodation.

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 me* at the beginning of the term or at least three weeks in advance of the relevant date.

ACADEMIC INTEGRITY

UNIVERSITY POLICY

Academic dishonesty is a serious offense, with grave consequences. You should acquaint yourself with the University of Manitoba's policy on 'Personation at Examination's' (Section 4.2.8) and 'Plagiarism and Cheating' (Section 7.1) in the General Academic Regulations and Requirements 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:

- any direct quotation of someone other than yourself
- any close paraphrases of statements by someone other than yourself
- any 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 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.

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 November 17.

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>	

SCHEDULE OF READINGS

THIS SCHEDULE IS SUBJECT TO REVISION AT THE PROFESSOR'S DISCRETION.

MODULE 1: INTRODUCTION

SEPTEMBER 10

INTRODUCTORY LECTURE:

ASSESSING SOCIAL ORDER, ITS IMMANENT CHANGES, FORTIFICATIONS, AND
INTERVENTIONARY CHANGES.
THEORY & APPROACHES TO SOCIOLOGY
WRITING SKILLS AND THE ASSIGNMENTS

MODULE 2: *THE ASCENDANCE OF THE CAPITALIST SOCIETY, STATE & POLITICAL CITIZENSHIP*

SEPTEMBER 13

IN KIMMEL:

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

47-61 SMITH, ADAM. FROM *THE WEALTH OF NATIONS*.

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

ONLINE:

IBN KHALDUN, MUHAMMED. 1377. "OBSEQUIOUSNESS AND HAPPINESS." FROM *THE MUQADDIMAH*. http://www.muslimphilosophy.com/ik/Muqaddimah/Chapter5/Ch_5_06.htm.

SEPTEMBER 20

IN KIMMEL:

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

39-46 JEFFERSON, THOMAS. "THE DECLARATION OF INDEPENDENCE," □ & "LETTER TO JOHN

ADAMS”

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

89-94 WOLLSTONECRAFT, MARY. FROM *A VINDICATION OF THE RIGHTS OF MAN* □

102-110 MILL, JOHN STUART. FROM *ON LIBERTY*.

HANDOUT:

KANT, IMMANUEL. 1799 (1798). FROM *THE CONFLICT OF THE FACULTIES (DER STREIT DER FAKULTATEN)*. LINCOLN: UNIVERSITY OF NEBRASKA PRESS.

MODULE 3: SOCIAL REPRODUCTION & SOCIAL CITIZENSHIP

SEPTEMBER 27

HANDOUT:

HOLMSTROM, NANCY, ED. 2002. “**FOREMOTHERS/FATHERS,**” pp. 13-28 IN *THE SOCIALIST-FEMINIST PROJECT: A CONTEMPORARY READER IN THEORY AND POLITICS*. NEW YORK: MONTHLY REVIEW PRESS. ISBN 1583670688.

ON-LINE:

FOURIER, FRANCOIS-MARIE-CHARLES. 1808. “THE CONDITION OF WOMEN.”

[HTTP://WWW.QUESTIA.COM/PM.QST?A=O&D=1294488](http://www.questia.com/PM.QST?A=O&D=1294488).

FOURIER, FRANCOIS-MARIE-CHARLES. 1808. “ON ECONOMIC LIBERALISM.”

[HTTP://WWW.MARXISTS.ORG/REFERENCE/ARCHIVE/FOURIER/WORKS/CH11.HTM](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](http://www.marxists.org/reference/archive/fourier/works/ch15.htm).

IN KIMMEL:

86-88 PAINE, THOMAS. “AN OCCASIONAL LETTER ON THE FEMALE SEX” □

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

111-117 MILL, JOHN STUART. FROM *THE SUBJECTION OF WOMEN*

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

OCTOBER 4

ON-LINE:

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

[HTTP://WWW.MARXISTS.ORG/ARCHIVE/KOLLONTA/1915/MOTHER.HTM](http://www.marxists.org/archive/kollonta/1915/mother.htm).

IN KIMMEL:

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

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

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

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

IN TUCKER:

734-751 ENGELS, FRIEDRICH. 1884. “THE ORIGINS OF THE FAMILY.”

MODULE 4: *PRIMITIVE ACCUMULATION & TRIANGLE TRADE*

OCTOBER 13

ON-LINE:

MARX, KARL. 1867. “PRIMITIVE ACCUMULATION,” FROM *CAPITAL: A CRITIQUE OF POLITICAL ECONOMY, VOLUME I*. [HTTP://WWW.MARXISTS.ORG/ARCHIVE/MARX/WORKS/1867-C1/](http://www.marxists.org/archive/marx/works/1867-c1/).

MODULE 5: DuBOIS' *DOUBLE CONSCIOUSNESS*

OCTOBER 15

IN KIMMEL:

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

MODULE 6: *HISTORICAL -MATERIALIST METHODOLOGY*

OCTOBER 18

HANDOUTS:

ENGLES, FRIEDRICH. 1878. ON THE DIALECTIC FROM *THE ANTI-DUHRING*.
FRIDELL, MARA. 2010. "DIALECTICS V. REIFICATION," FROM *NOTES ON MARXIST THEORY*.
 WINNIPEG.

IN TUCKER:

3-6 MARX, KARL. 1859. "PREFACE" TO "THE CRITIQUE OF POLITICAL-ECONOMY."
146-200 MARX, KARL. 1846. "THE GERMAN IDEOLOGY"

MODULE 7: *CAPITALIST ALIENATION*

OCTOBER 25

HANDOUT:

MILLS, C. WRIGHT. "THE RHETORIC OF COMPETITION," & "WORK."

IN KIMMEL:

345-362 VEBLEN, THORSTEIN. FROM *THE THEORY OF THE LEISURE CLASS*.

ON-LINE:

LUKACS, GYORGY. 1923. "THE PHENOMENON OF REIFICATION," IN *REIFICATION AND THE CONSCIOUSNESS OF THE PROLETARIAT*.
[HTTP://WWW.MARXISTS.ORG/ARCHIVE/LUKACS/WORKS/HISTORY/HCC05.HTM](http://www.marxists.org/archive/lukacs/works/history/hcc05.htm).

IN TUCKER:

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

302-329 MARX, KARL. ON COMMODITY FETISHISM.

MODULE 8: *CAPITALIST EXPLOITATION***NOVEMBER 1***ON-LINE:*

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](http://www.marxists.org/archive/marx/works/1894-c3/ch48.htm).

IN TUCKER:

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

MODULE 9: *CAPITALIST CRISES***NOVEMBER 5***ON-LINE:*

MARX, KARL. 1894. "CHAPTERS 13 -15: THE LAW OF THE TENDENCY OF THE RATE OF PROFIT TO FALL," IN *CAPITAL: A CRITIQUE OF POLITICAL ECONOMY, VOLUME III*. [HTTP://WWW.MARXISTS.ORG/ARCHIVE/MARX/WORKS/1894-C3/](http://www.marxists.org/archive/marx/works/1894-c3/).

IN TUCKER:

419-425 MARX, KARL. ON CAPITALIST ACCUMULATION AND CRISIS.

455-459 MARX, KARL. "FORMS OF CRISIS."

339- 348 MARX, KARL. "COUNTERACTING FACTORS TO THE LAW OF THE TENDENTIAL FALL IN THE RATE OF PROFIT."

HANDOUTS:

FRIDELL, MARA. 2010. "LABOUR POWER, LABOUR, SURPLUS VALUE AND PROFIT IN CAPITALISM," FROM *NOTES ON MARXIST THEORY*. WINNIPEG.

FRIDELL, MARA. 2010. "COMPARING MARXIST POLITICAL-ECONOMIC CONCEPTS WITH CAPITALIST CONSERVATIVE ECONOMIC CONCEPTS," FROM *NOTES ON MARXIST THEORY*. WINNIPEG.

MODULE 10: *PRECONTRACTUAL SOLIDARITY IN DURKHEIM*

NOVEMBER 15

IN KIMMEL:

249-286 DURKHEIM, ÉMILE. “THE DIVISION OF LABOUR IN SOCIETY,” “THE ELEMENTARY FORMS OF RELIGIOUS LIFE”

MODULE 11: *RATIONALIZATION & STATUS IN WEBER*

NOVEMBER 22

IN KIMMEL:

207-210, 214-247 WEBER, MAX. "CLASS, STATUS, PARTY," "BUREAUCRACY," "SOCIOLOGY OF CHARISMATIC AUTHORITY," "THE MEANING OF DISCIPLINE"

MODULE 12: *LIBERATORY EDUCATION*

NOVEMBER 29

IN KIMMEL:

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

ONLINE:

IBN KHALDUN, MUHAMMED. 1377. “TRAVELING IN QUEST OF KNOWLEDGE,” FROM *THE MUQADDIMAH*.

[HTTP://WWW.MUSLIMPHILOSOPHY.COM/IK/MUQADDIMAH/CHAPTER6/CH_6_40.HTM](http://www.muslimphilosophy.com/ik/muqaddimah/chapter6/ch_6_40.htm)

MILLS, C. WRIGHT. 1959. FROM “THE SOCIOLOGICAL IMAGINATION.”

[HTTP://LEGACY.LCLARK.EDU/~GOLDMAN/SOCIMAGINATION.HTML.](http://legacy.lclark.edu/~goldman/socimagination.html)

MODULE 13: *SOCIAL MOVEMENT*

DECEMBER 3

ON-LINE:

GOLDMAN, EMMA. 1910. “ANARCHISM: WHAT IT REALLY STANDS FOR.”

[HTTP://WWW.MARXISTS.ORG/REFERENCE/ARCHIVE/GOLDMAN/WORKS/1910S/ANARCHISM.HTM.](http://www.marxists.org/reference/archive/goldman/works/1910s/anarchism.htm)

GRAMSCI, ANTONIO. 1935. “STATE AND CIVIL SOCIETY: POLITICAL PARTIES IN PERIODS OF ORGANIC CRISIS,” FROM *PRISON NOTEBOOKS*.

[HTTP://WWW2.CDDC.VT.EDU/MARXISTS/ARCHIVE/GRAMSCI/EDITIONS/SPN/STATE_CIVIL/CH01.HTM](http://www2.cddc.vt.edu/marxists/archive/gramsci/editions/spn/state_civil/ch01.htm)

FANON, FRANTZ. 1961. "CHAPTER 3: THE PITFALLS OF THE NATIONAL CONSCIOUSNESS," FROM *THE WRETCHED OF THE EARTH*. [HTTP://WWW.MARXISTS.ORG/SUBJECT/AFRICA/FANON/PITFALLS-NATIONAL.HTM](http://www.marxists.org/subject/afrika/fanon/pitfalls-national.htm).

FANON, FRANTZ. 1961. "CHAPTER 6: CONCLUSION," FROM *THE WRETCHED OF THE EARTH*. [HTTP://WWW.MARXISTS.ORG/SUBJECT/AFRICA/FANON/CONCLUSION.HTM](http://www.marxists.org/subject/afrika/fanon/conclusion.htm).

JONES, MOTHER. 1925. "CHAPTER XXII: YOU DON'T NEED A VOTE TO RAISE HELL," FROM *THE AUTOBIOGRAPHY OF MOTHER JONES*. [HTTP://WWW.MARXISTS.ORG/SUBJECT/WOMEN/AUTHORS/JONES/CH22.HTM](http://www.marxists.org/subject/women/authors/jones/ch22.htm).

JONES, MOTHER. 1925. "CHAPTER XVII: HOW THE WOMEN SANG THEMSELVES OUT OF JAIL," FROM *THE AUTOBIOGRAPHY OF MOTHER JONES*. [HTTP://WWW.MARXISTS.ORG/SUBJECT/WOMEN/AUTHORS/JONES/CH17.HTM](http://www.marxists.org/subject/women/authors/jones/ch17.htm).

KELLER, HELEN. 1913. "A NEW VISION FOR THE BLIND." [HTTP://WWW.MARXISTS.ORG/REFERENCE/ARCHIVE/KELLER-HELEN/WORKS/1910S/13_10_25.HTM](http://www.marxists.org/reference/archive/keller-helen/works/1910s/13_10_25.htm).