

**DEPARTMENT OF SOCIOLOGY**  
**THE UNIVERSITY OF MANITOBA**  
**SOC 7190 A01 – “THEORY SELECTED TOPICS”**  
**FALL TERM 2010 • 3 CREDIT HOURS**

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*Thinking Sideways: Experiments in Relational Sociology*

Quick: what do Marx, Spivak, Garfinkel, de Beauvoir, Bourdieu, and Foucault all have in common?

Since the late 1970s, critical thinking in the humanities and social sciences has argued strongly against essentialism, on several fronts. An ‘essence’ is a fixed set of attributes which define an object and that exist outside of history and society. Anti-essentialism about identity has appealed to many feminists, anti-racist activists, and others concerned with progressive social action to eliminate inequality and oppression. But anti-essentialists have been accused of neglecting the urgent imperatives of our bodies and of the materiality of existence. Anti-essentialism about truth and morality are more disturbing. The idea of scientific truth seems to depend on truth existing independently of our awareness of it, and hence outside of society and history. And our deepest intuitions about morality tell us that certain practices, like rape or genocide, ‘just are’ wrong, even if an entire society seems to think otherwise. Without essentialism, we seem to be thrown into a nihilistic world where anything goes.

Sociology to the rescue! Panic about nihilism assumes that for identity, morality, or truth to exist at all, they must either be grounded in the biologically determined nature of individuals, or in some transcendent metaphysical domain. Sociologists have known all along that there is a third possibility: the domain of the social. Social processes generate binding consequences, immanent to the natural world but still not reducible to individuals taken in isolation. But sociologists, too, have had to wrestle with a pernicious dualism: is the social domain objective, existing independently of human consciousness, or is it subjective, a product of the meanings we attach to the world? The answer seems to be: both, and neither.

A *relational* sociology claims that the social is made up of networks of relationships, which constrain individuals but are inseparable from them. In the process, relational sociology rejects a whole series of dualisms that have bedeviled the discipline: object vs. subject, macro vs. micro, structure vs. agency, and so on. If identity, morality, and truth are relational social phenomena, then we are not in a nihilistic universe. But we are not on familiar moral or methodological terrain either. We break out of old patterns to confront new questions, new dangers, new opportunities ...

### *Course Objectives – What You Will Get Out of This Class*

This course aims to use the theme of relational sociology to give you an overview of contemporary social theory, and allow you to work out your own position in relation to a crucial and ongoing debate in social thought. This course should enable you to:

- become familiar with a range of contemporary sociological thought;
- learn to identify key points of disagreement and potential opportunities for synthesis among differing theoretical projects;
- identify theoretical resources that will assist you with your graduate thesis or dissertation;
- establish your own position in relation to a complex contemporary debate;
- develop your research and writing skills towards the level expected of academic publication; and
- become comfortable and confident in presenting before others and debating your ideas with others in an academic setting.

### *Readings*

Required readings for this course will be placed in the reserved box for SOC 7190 in the sociology mail room, 318 Isbister. You will be expected to make copies of each week's readings at your own expense. The readings are not to be removed from the mail room. **Please be respectful of other students by leaving the readings in good condition for the next person to use!**

The complete reading list is appended at the end of this syllabus. These readings have been carefully chosen; students who complete all of these readings will be able to perceive clearly the patterns and themes of relational thinking in sociology, and will derive the greatest benefit from this course. However, to accommodate students who find the readings somewhat daunting, I have instituted the following system of bullets as an aid to effective study:

- arrow-head bullets indicate core readings that are indispensable to understanding each week's topic;
- round bullets indicate recommended readings that build on or react against ideas presented in the core readings.

Each week there are about 100 pages of 'core readings' and about 150-200 pages of readings in total (with the exception of Week 2, which is heavier). This may seem like a lot, but it is standard for graduate courses, and as a graduate student you normally will only be taking three courses per term. I will expect you normally to read all of the assigned material, but if you find that this is simply not possible on a given week, then be sure to complete at least the core readings.

I have also arranged the sequence of readings so that they should be easiest to understand if they are read in the order that they are listed in the syllabus, regardless of whether they are core or recommended readings.

### *Format*

We will meet once a week for a three-hour class, alleviated by a twenty-minute break. The seminars are an opportunity for you to discuss the assigned readings, in depth and critically, and to further develop your own ideas. I will be part of the discussion but I will not be lecturing – unless the class falls so quiet that crickets start chirping, in which case I will say increasingly outrageous things to provoke you to speak up! Inevitably some students are more comfortable discussing their ideas in front of others, but I will gently encourage all students to get involved in a *collaborative* and *constructive* discussion of the strengths, weaknesses, and unexplored possibilities of the material we will examine.

### *Assessment*

#### **1. Seminar Participation – 10%**

You are expected to read all required materials (see “Readings” above), attend all seminars, and to join in class discussion on a regular basis. In addition, you will be asked, on a rotating basis, to act as a ‘discussant’ to introduce part of the readings for each class. This introduction will be 3 to 5 minutes long; as discussant you will highlight the main assertions of the readings and propose one or more question(s) to open discussion.

#### **2. Journal Review – 15% – Due Monday, 4 October 2010**

For this unusual assignment, you will be asked to review a journal to identify its ‘latent agenda’, as if you were preparing to write an article for submission to this journal. ‘Latent agenda’ is my expression for the unstated goals of a journal’s editorial board, which guide the editors in selecting from among all of the submissions that potentially relate to the journal’s official mission statement. This assignment involves reviewing the past 8 issues (or two years, whichever is greater) of a journal of your choice and writing a brief report on your findings. You will also give a short presentation of your findings to the class.

#### **3. Mid-Term Essay – 20% – Due Monday, 8 November 2010**

Part-way through the term, you will be asked to submit an essay of approximately 3000 words in length, on a topic of your choosing relating to the themes of this course. This essay will conduct a critical review of literature, in relation to a theoretical question which that literature speaks to. The literature in question may be drawn from the assigned course readings and/or from the journal you focused on for your journal review, although some additional research will probably be necessary in most cases. The essay will conclude by identifying a problem unresolved in the literature that warrants further investigation.

#### **4. Seminar Presentation – 15%**

For this assignment you will make to the class a presentation based on your final essay. This presentation will be given as if it were taking place at an academic conferences. You will be expected to speak for 15 to 20 minutes. It is possible but not necessary to use audiovisual aids. Presentations will be followed by questions and discussion in a moderated fashion, as is normal for conferences. The assignment grade will reflect both substance and form of the presentation. These presentations will take place in class, towards the end of the term.

## 5. Final Essay – 40% – Due Monday, 13 December 2010

The final assignment for this course will be an essay, approximately 6000 words in length, on a topic of your choosing but relating to the themes of this course. This essay will make an original theoretical argument, by proposing a question that is recognizably based on existing debates and then resolving or advancing that question in a novel and constructive way. You are encouraged to use your findings from the mid-term essay towards the final essay, but the final essay must be an original piece of writing that stands on its own merits.

### *General Guidelines for Written Work*

1. All written work is to be typed in 12-point Times Roman, Cambria, or equivalent font. Do not use sans serif fonts such as Helvetica, Arial, or Calibri for body text; these fonts are for titles and headings only.
2. Your work must have one inch margins and be double-spaced.
3. Each assignment must have a title page that includes your name, student number, my name, and the number of the course. Each assignment must be held together with a staple or staples in the top left-hand corner, and nowhere else – no binders or covers.
4. Use in-text citations with page numbers, e.g. (Weber 1978: 83) to cite your work. Each assignment must include a list of works cited that lists your references alphabetically by author. Either APA, ASA, or Chicago, or a similar style, is acceptable, as long as it is used consistently.
5. Use gender-inclusive language in your written assignments, even if your sources do not. All students should consult the “Language Usage Guidelines” in section 7.1 of the “General Academic Regulations and Requirements” in the *Graduate Calendar*. However, please note that when quoting directly from other authors, you should not ‘correct’ their language to make it gender-inclusive.
6. The recommended lengths indicated for each assignment do not include the title page or the list of works cited.
7. *Please retain a clean hard copy of each assignment that you submit.* I will not be responsible for misplaced assignments.
8. A more detailed style guide will be distributed and discussed in class.

### *Grading Scheme*

The following letter/percentage/GPA/descriptive scale will be used.

<b><u>Letter Grade</u></b>	<b><u>Percentage</u></b>	<b><u>GPA</u></b>	<b><u>Description</u></b>
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

### *Late Penalties*

Please be advised that a late penalty of 2% per day, including days on weekends and holidays, will be applied to any assignment submitted after its due date. Medical documentation 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. No request for an extension will be given if made after the relevant due date, except for documented medical reasons or very severe family emergencies. No extension will be given under any conditions if requested more than two weeks after the due date.

### *Academic Integrity*

Academic dishonesty is a serious offense, with grave consequences. University's policy on 'Plagiarism and Cheating' found in the Graduate Calendar. Penalties for plagiarism and academic dishonesty are severe.

The common penalty in Graduate Studies 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 Graduate Studies 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.

To avoid plagiarizing, you must cite your sources diligently in each of the following cases:

- all direct quotations of other authors
- close paraphrases of statements by other authors
- important ideas or points taken from another author's work

To copy the exact words of another author is to quote them. All quotations must be indicated, either by quotation marks or by block indentation, and the source of the quotation must be indicated. However, 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.*

### *Special Needs and Religious Holidays*

Students with special learning needs who may require special accommodation with respect to the course assessment should meet with me at the beginning of the term so that we can arrange suitable accommodation.

The university recognizes the right of all students to observe recognized holidays of their faith that fall within the academic year. If you will have to miss any classes or will require an extension for an assignment due to a religious holiday, *please notify me* at the beginning of the term or at least three weeks in advance of the relevant 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 is Wednesday, November 17<sup>th</sup>**.

### *Student Support Services*

The University of Manitoba provides a number of support services to students that can help you to write your term paper, 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 improve your academic performance and get the most out of your time at university. Some key resources include:

- **Aboriginal Student Centre**  
537 University Centre  
(204) 474-8850  
Email: [asc@umanitoba.ca](mailto:asc@umanitoba.ca)  
<http://www.umanitoba.ca/student/asc>
- **Disability Services**  
155 University Centre  
(204) 474-6213 / TTY: (204) 474-9790  
Fax: (204) 261-7732  
Email: [disability\\_services@umanitoba.ca](mailto:disability_services@umanitoba.ca)  
[http://umanitoba.ca/student/resource/disability\\_services](http://umanitoba.ca/student/resource/disability_services)
- **Learning Assistance Centre**  
201 Tier Building  
(204) 480-1481  
<http://umanitoba.ca/u1/lac>
- **Student Counselling and Career Centre**  
474 University Centre  
(204) 474-8592  
<http://umanitoba.ca/student/counseling>

*SOC 7190 09R SCHEDULE OF READINGS*

**WEEK TWO – SEPTEMBER 20<sup>TH</sup> RELATIONALITY**

- Emirbayer, Mustafa. 1997. “Manifesto for a Relational Sociology.” *American Journal of Sociology* 103:281-317.
- Elias, Norbert. 2000. “Postscript.” Pp. 460-483 in *The Civilizing Process*. Oxford: Blackwell.
- Bates, Frederick L., and Walter Gillis Peacock. 1989. “Conceptualizing Social Structure: The Misuse of Classification in Structural Modelling.” *American Sociological Review* 54:565-577.
- Wellman, Barry. 1988. “Structural analysis: from method and metaphor to theory and substance.” Pp. 19-61 in *Social Structures: A Network Approach*, edited by Barry Wellman and S. D. Berkowitz. Greenwich, Connecticut: JAI Press.
- Foucault, Michel. 1980. “Two Lectures.” Pp. 78-108 in *Power/Knowledge: Selected Interviews and Other Writings 1972-1977*, edited by Colin Gordon. New York: Pantheon.
- Powell, Christopher. 2007. What do genocides kill? A relational conception of genocide. *Journal of Genocide Research* 9(4):527-547.
- Powell, Christopher. 2010. “Four Concepts of Morality: Differing Epistemic Strategies in the Classical Tradition.” In *Handbook of the Sociology of Morality*, edited by Stephen Vaisey and Steven Hitlin. New York: Springer.

**WEEK THREE – SEPTEMBER 27<sup>TH</sup> MARX AND CRITIQUE**

- Marx, Karl. 2000. “Economic and Philosophical Manuscripts.” Pp. 83-121 in *Karl Marx: Selected Writings*, edited by David McLellan. Oxford: Oxford University Press.
- Marx, Karl. 2000. “Theses on Feuerbach.” Pp. 171-174 in *Karl Marx: Selected Writings*, edited by David McLellan. Oxford: Oxford University Press.
- Marx, Karl. 2000. “The German Ideology.” Pp. 175-208 in *Karl Marx: Selected Writings*, edited by David McLellan. Oxford: Oxford University Press.
- Marx, Karl. 2000. “Wage-Labour and Capital.” Pp. 273-293 in *Karl Marx: Selected Writings*, edited by David McLellan. Oxford: Oxford University Press.
- Marx, Karl. 2000. “The Fetishism of Commodities.” Pp. 472-481 in *Karl Marx: Selected Writings*, edited by David McLellan. Oxford: Oxford University Press.
- Ball, Terence. 1978. “Two Concepts of Coercion.” *Theory and Society* 5:97-112.
- Ollman, Bertell. 1971. “Chapter 2 – Social relations as subject matter” and “Chapter 3 – The philosophy of internal relations.” Pp. 12-42 in *Alienation: Marx’s Conception of Man in Capitalist Society*. Cambridge: Cambridge University Press.
- Wallerstein, Immanuel. 1974. “Introduction: On the Study of Social Change.” Pp. 3-11 in *The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. San Diego: Academic Press.

**WEEK FOUR – OCTOBER 4<sup>TH</sup>****PHENOMENOLOGY**

- Magee, Bryan, and Hubert Dreyfus. 1987. “Husserl, Heidegger and Modern Existentialism.” Pp. 252-277 in *The Great Philosophers*, edited by Bryan Magee. Oxford: Oxford University Press.
- Garfinkel, Harold. 1967. “Selections” Pp. 1-34, 116-137, 285-288 in *Studies in Ethnomethodology*. Cambridge: Polity Press.
- Berger, Peter L. 1972. “Sociology of Knowledge.” Pp. 155-173 in *Interdisciplinary Approaches to Human Communication*, edited by Richard Budd and Brent Ruber. Rochelle Park, NJ: Hayden Book Co.
- Berger, Peter, and Thomas Luckmann. 1966. “Chapter 1: The Reality of Everyday Life.” Pp. 13-15, 33-61, 70-85, 194-204 in *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. London: Penguin Books.
- O’Neil, John. 1972. “Sociology as a Skin Trade.” Pp. 3-10 in *On Sociology as a Skin Trade: Essays towards a reflexive sociology*. New York: Harper & Row.
- Smith, Dorothy. 1990. “Chapter 1: Women’s Experience as a Radical Critique of Sociology.” Pp. 11-30 in *The Conceptual Practices of Power*. Toronto: University of Toronto Press.

**WEEK FIVE – OCTOBER 18<sup>TH</sup>****GENEALOGY**

- Foucault, Michel. 1990. “Selections.” Pp. 3-35, 81-159 in *The History of Sexuality, Volume I: An Introduction*.
- Foucault, Michel. 1991. “Questions of Method.” Pp. 73-86 in *The Foucault Effect: Studies in Governmentality*, edited by Graham Burchell, Colin Gordon, and Peter Miller. Chicago: The University of Chicago Press.
- Foucault, Michel. 1991. “Governmentality.” Pp. 87-104 in *The Foucault Effect: Studies in Governmentality*, edited by Graham Burchell, Colin Gordon, and Peter Miller. Chicago: The University of Chicago Press.
- Foucault, Michel. 2000. “‘Omnes et Singulatum’: Toward a Critique of Political Reason.” Pp. 298-325 in *Power: Essential Works of Foucault 1954-1984, Volume Three*, edited by James D. Faubion. New York: The New Press.

**WEEK SIX – OCTOBER 25<sup>TH</sup>****DECONSTRUCTION**

- Culler, Jonathan. 1982. “Selection from Chapter Two – Deconstruction.” Pp. 85-179 in *On Deconstruction: Theory and Criticism after Structuralism*. Ithaca, NY: Cornell University Press.
- Leledakis, Kanakis. 2000. “Derrida, Deconstruction and Social Theory.” *European Journal of Social Theory* 3:175-193.
- Cilliers, Paul. 2005. “Complexity, Deconstruction and Relativism.” *Theory, Culture & Society* 22:255-267.
- Spivak, Gayatri Chakravorty, 1990. “An Interview” in *Radical Philosophy*, no. 54, pp. 32-34
- Elam, Diane, 2000. “Deconstruction and Feminism” in Nicholas Royle, ed., *Deconstructions: A user’s guide*. Hampshire: PALGRAVE. Pp. 83-104.

**WEEK SEVEN– NOVEMBER 1<sup>ST</sup>****DIFFERENCE AND IDENTITY**

- Goldberg, David Theo. 1993. “The Masks of Race.” Pp. 61-89 in *Racist Culture: Philosophy and the Politics of Meaning*. Oxford: Blackwell.
- Said, Edward. 1978. “Introduction.” Pp. 1-30 in *Orientalism*. New York: Vintage Books.
- Prakash, Gyan. 1990. “Writing Post-Orientalist Histories of the Third World: Perspectives from Indian Historiography.” *Comparative Studies in Society and History* 32(2):383-408.
- Beauvoir, Simone de. 1952. “Introduction.” Pp. xli-lx in *The Second Sex*. New York: Alfred A. Knopf.
- Halperin, David M. 1990. “‘Homosexuality’: A Cultural Construct (An Exchange with Richard Schneider).” Pp. 41-53 in *One Hundred Years of Homosexuality and Other Essays on Greek Love*. New York: Routledge.
- Fausto-Sterling, Anne. 2000. “Gender Systems: Toward a Theory of Human Sexuality.” Pp. 233-255 in *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York.
- Wittig, Monique. 1992. “The Category of Sex.” Pp. 1-8 in *The Straight Mind and Other Essays*. Boston: Beacon Press.
- Wittig, Monique. 1992. “One Is Not Born a Woman.” Pp. 9-20 in *The Straight Mind and Other Essays*. Boston: Beacon Press.
- Butler, Judith. 1999. “Selection.” Pp. 171-190 in *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.

**WEEK EIGHT – NOVEMBER 8<sup>TH</sup>****PRACTICE THEORY**

- Barnes, Barry. 2001. “Practice as collective action.” Pp. 17-28 in *The Practice Turn in Contemporary Theory*, edited by Theodore R. Schatzki, Karin Knorr Cetina, and Eike von Savigny. London: Routledge.
- Swidler, Ann. 2001. “What anchors cultural practices.” Pp. 74-92 in *The Practice Turn in Contemporary Theory*, edited by Theodore R. Schatzki, Karin Knorr Cetina, and Eike von Savigny. London: Routledge.
- Bourdieu, Pierre. 1984. “The Habitus and the Space of Life-Styles.” Pp. 169-225 in *Distinction: A Social Critique of the Judgment of Taste*. Cambridge, MA: Harvard University Press.
- Bourdieu, Pierre, and Loïc J. D. Wacquant. 1992. “The Purpose of Reflexive Sociology (The Chicago Workshop).” Pp. 94-113, 117-151, 167-174 in *An Invitation to Reflexive Sociology*. Chicago: University of Chicago Press.
- Wacquant, Loïc J. D. 1992. “Toward a Social Praxeology: The Structure and Logic of Bourdieu’s Sociology.” Pp. 36-59 in *An Invitation to Reflexive Sociology*. Chicago: University of Chicago Press.

WEEK NINE – NOVEMBER 15<sup>TH</sup>

## SCIENCE STUDIES

- Bloor, David. 1976. “The Strong Programme in the Sociology of Knowledge.” Pp. 3-23 in *Knowledge and Social Imagery*. Chicago: University of Chicago Press.
- Latour, Bruno. 1988. “Mixing Humans and Nonhumans Together: The Sociology of a Door-Closer.” *Social Problems* 35:298-310.
- Callon, Michel. 1988. “Some elements of a sociology of translation: domestication of the scallops and the fishermen of St. Brieuc Bay.” Pp. 196-233 in *Power, Action, and Belief*, edited by John Law. London: Routledge.
- Star, Susan Leigh. 1991. “Power, technologies and the phenomenology of conventions: on being allergic to onions” in John Law, ed., *A Sociology of Monsters: Essays on Power, Technology and Domination*. London: Routledge. Pp. 26-56.
- Latour, Bruno. 1993. “I – Crisis, and II – Constitution.” Pp. 1-48 in *We Have Never Been Modern*. Cambridge, MA: Harvard University Press.
- Sturman, Susan. 2006. “On Black-Boxing Gender: Some Social Questions for Bruno Latour.” *Social Epistemology* 20(2):181-184
- Breslau, Daniel. 2000. “Sociology after Humanism: A Lesson from Contemporary Science Studies.” *Sociological Theory* 18:289-307.

WEEK TEN – NOVEMBER 22<sup>ND</sup>

## CULTURAL POSTMODERNISM

- Rosenau, Pauline Marie. 1992. “Chapter One – Into the Fray: Crisis, Continuity, and Diversity.” Pp. 3-24 in *Post-Modernism and the Social Sciences*. Princeton: Princeton UP.
- Mirchandani, Rekha, 2005. “Postmodernism and Sociology: From the Epistemological to the Empirical.” Pp. 86-115 in *Sociological Theory*, v. 23(1).
- Bauman, Zygmunt, 1987, “Introduction – Intellectuals: From Modern Legislators to Post-Modern Interpreters”, in *Legislators and Interpreters: On Modernity, Post-Modernity, and Intellectuals*”, Cambridge: Polity Press, pp. 1-7.
- Bauman, Zygmunt, 1991, “The Uniqueness and Normality of the Holocaust”, in *Modernity and the Holocaust*, Ithaca, NY: Cornell University Press, pp. 83-116.
- Lyotard, Jean-François, 1990. “The postmodern condition.” Pp. 330-341 in *Culture and Society: Contemporary Debates*, edited by Jeffrey C. Alexander and Steven Seidman. Cambridge: Cambridge University Press.
- Jameson, Fredric. 1998. “Postmodernism and Consumer Society.” Pp. 1-20 in *The Cultural Turn: Selected Writings on the Postmodern, 1983-1998*. London: Verso.
- Baudrillard, Jean. 2001. “Simulacra and Simulations.” Pp. 169-187 in *Jean Baudrillard Selected Writings*, edited by Mark Poster. Stanford, CA: Stanford University Press.
- Haraway, Donna J. 1997. “Syntactics: The Grammar of Feminism and Technoscience.” Pp. 1-16 in *Modest\_Witness@Second\_Millennium.FemaleMan©\_Meets\_OncoMouse™: Feminism and Technoscience*. New York: Routledge.
- Harvey, David. 1990. “Part IV – The condition of postmodernity.” Pp. 327-259 in *The Condition of Postmodernity: An Enquiry Into the Origins of Cultural Change*. Cambridge, MA: Blackwell.

**WEEK ELEVEN – NOVEMBER 29<sup>TH</sup>****POLITICS AND ETHICS I**

- Weber, Max. 1978. “Value-judgments in Social Science.” Pp. 69-98 in *Weber: Selections in Translation*, edited by W. G. Runciman. Cambridge: Cambridge University Press.
- Durkheim, Emile. 1984. “Preface to the First Edition.” Pp. xxv-xxx in *The Division of Labour in Society*. New York: The Free Press.
- Habermas, Jürgen. 1974. “Rationalism Divided in Two.” Pp. 195-224 in *Positivism and Sociology*, edited by Anthony Giddens. London: Heinemann.
- Chomsky, Noam, and Michel Foucault. 1997. “Selection from ‘Human Nature: Justice versus Power’.” Pp. 128-145 in *Foucault and His Interlocutors*, edited by Arnold I. Davidson. Chicago: University of Chicago Press.
- Marx, Karl. 2000. “Moralizing Criticism and Critical Morality.” Pp. 234-236 in *Karl Marx: Selected Writings*, edited by David McLellan. Oxford: Oxford University Press.
- Ollman, Bertell. 1971. “Chapter 4 – Is there a Marxian ethic?” Pp. 43-51 in *Alienation: Marx’s Conception of Man in Capitalist Society*. Cambridge: Cambridge University Press.

**WEEK TWELVE – DECEMBER 6<sup>TH</sup>****POLITICS AND ETHICS II**

- Geertz, Clifford. 1984. “Distinguished Lecture: Anti Anti-Relativism.” *American Anthropologist* 86:263-278.
- Rorty, Richard. 1983. “Postmodernist Bourgeois Liberalism.” *The Journal of Philosophy* 80:583-589.
- Habermas, Jürgen. 1983. “Modernity – An Incomplete Project.” Pp. 3-15 in *Postmodern Culture*, edited by Hal Foster. London: Pluto Press.
- Foucault, Michel. 1994. “What is Enlightenment?” Pp. 303-320 in *Ethics, Subjectivity and Truth: Essential Works of Michel Foucault 1954-1984*, edited by Paul Rabinow. New York: The New Press.
- Mouffe, Chantal, and Paul Holdengraber. 1989. “Radical Democracy: Modern or Postmodern?” *Social Text* 21:31-45.