

## **SOCIOLOGY 2240E-003: Survey of Sociological Theory**

2016-2017

Dr Scott Schaffer

Course Meetings: Tues 1030am to 1230pm, SSC 2028

Office Hours: Mon 445pm to 545pm, Tues 1245pm to 2pm, or by Skype

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### **FORMALITIES**

**Short Course Description:** A survey of sociological theory from the historical roots of social science to World War II. 2 hours lecture, 1 hour tutorial, 1.0 course.

**Antirequisites:** Sociology 2270a/b and Sociology 2271a/b, or the former Sociology 230.

**Prerequisites:** At least 60% in 1.0 from Sociology 1020, 1021E, 1025a/b, 1026f/g, 1027a/b.

**Note:** Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **COURSE DESCRIPTION**

This course is designed to provide you with an in-depth study of theories of society and social life from the start of the modern era until World War II. Social theory may appear to be the most abstract part of your studies in sociology; however, social theory plays a number of roles in our everyday life: theory has helped in the development of our political system, our society, and our culture; theory helps us to understand some of the strange things people do in social settings; and theory attempts to show us how some of the wrongs done to others in the social world can be rectified. Sociological theory is also the foundation of the entire field of sociology; the best way to understand what goes on in sociology as a whole (and your other classes in particular) is through understanding social theory. But more importantly, social theory is a way of seeing and thinking about the world and approaching whatever data set you deal with – and this is the primary skill you will develop throughout the year.

There are a number of tasks you will be asked to engage in this year. First, the obvious – you must read all of the assigned readings before coming to class. Many of the readings are difficult, and the lectures are intended to illuminate the issues discussed in them. You should

not – and this is your second task – presume that the ideas put forth in lecture are “the answers to the questions.” One of the toughest parts of studying social theory is the realization that there are no “right” or “wrong” answers, only better or worse ones, and it is your job to come up with those answers and to defend them. Third, you will be asked to engage the readings in a variety of ways – papers, written discussion questions, online group discussions, and in class. Fourth, much of this course will be dedicated to thinking abstractly about some of the key sociological concepts with which we work every day. Part of the task before you is to work through the different ways in which these concepts are thought of, analyzed, seen in relation to others, and defined, and know that they all represent legitimate and coherent views of society. Fifth, you are not only expected to know *what* the various theorists we’ll be reading have to say; rather, you need to think about *how* they see the world and how *you* would utilize what they have to say to analyze sociological phenomena. Finally, you are expected to open yourself up to the materials in this course. They are, as are most university courses, intended to bend your mind, and your task this year is not to regurgitate what I tell you about these theorists, but to figure out what *you* believe and what *you* can do with what these theorists have to offer you.

Your continual preparation during the year will be crucial to your success. Do not rely on the class discussions to substitute for the readings (and vice versa) – they can’t. Do not just “read” (i.e., turn pages and highlight randomly); ***read carefully, critically, and deeply***, and think about why the author is saying what they’re saying. Ultimately, what you have to say about these texts will be up to you, making this your journey to a better understanding of the world in which you exist.

## COURSE TEXTS

There is one book that is required for the course. It can be purchased through Amazon.ca, Chapters/Indigo, or other online booksellers, and will be available through the UWO Bookstore.

Calhoun, Gerteis, Moody, Pfaff, and Virk (eds.), *Classical Sociological Theory*, 3<sup>rd</sup> edition. 2012, Blackwell. ISBN: 9781405148542. (Abbreviated *Classical* below.) Please ensure that you purchase the 3<sup>rd</sup> edition (black cover), and not any other edition.

There is also a required course packet available in the UWO Bookstore.

Finally, every participant in the course should have a good sociological dictionary and a good sociology writer’s manual. If you are in need of either of these, or of identifying secondary examinations of the theorists we’re reading this term, please ask and I can provide you a list.

## **ASSIGNMENTS**

### **Midterm Examinations**

**30% of course mark**

There are two midterm examinations for this course—one halfway through the Fall term, and one at the end of Fall term during the examination period. Each of them will be an in-class examination consisting of concept identification and short-answer essay questions. The questions for these examinations will be provided to you two weeks in advance of the due date in order to give you time to prepare for them and to consult with me and your teaching assistants.

### **Final Examination**

**30% of course mark**

We will have an in-class examination during the Winter term examination period. This examination will be an essay examination, and questions will be provided to you two weeks in advance of the due date in order to give you time to prepare for them and to consult with me and your teaching assistants.

### **Course Paper**

**30% of course mark**

This course is an essay course, and as such you are required to write a significant paper for the course. The assignment for this paper will be distributed in the class session after the Winter term midterm examination is due. I would invite and encourage you to prepare for this assignment by tracking the themes we develop during the entire course. It will be due at the start of March 2017.

### **Tutorials**

**10% of course mark**

Once a week you will meet in a smaller group tutorial setting to discuss the readings, themes, and issues that this course will engage. Your tutorial leader will provide you with assistance in figuring out what's going on in class, and in doing so will engage you in a variety of ways. The teaching assistants for this course will be discussing their assignments and evaluation criteria with you in the first tutorial session.

### **Lecture Attendance and Engagement**

**+0-5% of course mark**

Lectures are also a required component for this course, and attendance will be taken in each session. No explicit credit is attached to your lecture attendance; however, I can assure you that your success in this course depends greatly on your attendance in class. At the end of the term, I will adjust your calculated course mark based upon your attendance in class as well as other elements of participation in the course in order to ensure that your final mark reflects your overall performance in the course. I take “participation” as anything that indicates your commitment to doing the best work you are capable of doing – ranging from attentively listening to the contributions of your peers, to

thoughtfully contributing to the in-class discussion, to posing questions to me during office hours or via email. This also includes continuing course-related discussions on OWL, which will be beneficial for your participation grade and for the work you do elsewhere in the course. *Merely showing up for class does not constitute "course participation," and merely talking off the top of your head does not equal "discussion."*

## GRADING POLICIES

In order to pass this course, you must submit all assigned work in a timely manner and in accordance with commonly accepted university guidelines. Except in the case of a severe, catastrophic, and well-documented misfortune that befalls you, no late papers will be accepted except with academic accommodation as issued by the Social Science Counselling Centre. You should understand that academic accommodations will not be granted automatically on request. If, due to medical illness, you cannot submit an assignment by the due date, it is your responsibility to follow the University's "Policy on Accommodation for Medical Illness," accessible at [www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf). I also request that you inform me as soon as possible via email that you are seeking accommodation. This policy also applies to accommodations sought for compassionate circumstances.

The Department of Sociology mandates a particular course mark distribution. As much as possible, the mark you earn in this course will be the mark you will receive. **For 2200-level courses, the course mean should be between 66% and 70%, and there are to be more Bs than As.**

Evaluation guidelines for written work are listed in the Course FAQ handout, which is available on OWL. You should read them thoroughly, both at the start of the term and prior to submitting assignments as they will provide you with a comprehensive checklist for your work.

I do my best to ensure that the evaluation of your work is as impartial as possible and reflects the quality of what you submit at the due date and time as measured against the evaluation guidelines. If you have issues with that evaluation, you may submit to the person who evaluated your work a one-page statement of how it is that you think your work as submitted was wrongly evaluated *no sooner than 24 hours after we return the work to you*. We will then meet to discuss the issue. Please note that I reserve the right to elevate your mark, maintain the mark as applied, or to lower the mark depending on that re-evaluation.

## COURSE SCHEDULE

Below is the preliminary schedule of readings and workshops for the course. Generally speaking, we will endeavour to hold to this schedule, so you should plan your time accordingly.

You will note, I'm sure, that there is a great deal of reading at various points during the term. My expectation is that you will do your best to get through all of it — and in general, if you read about 20-30 pages a day, five days a week, you will get through it all with a minimum of suffering. (Note that the standard expectation for a second-year course is that you will spend 2-3 hours outside of class for every hour of class time; thus, 6-9 hours per week is to be expected.)

As you are reading, be sure that you do not attempt to simply turn pages or skim to get through the texts as quickly as possible. “The answers” are “not there”; they require careful reading, careful thinking, note-taking, idea-jotting, mind-mapping, doodles, and any other number of possible ways for you to sort out your ideas about them. They are here to provoke you, to get inside your head and rattle around until they mesh together with some other thing to create A New Idea. Let that happen.

Readings that are marked with an asterisk (\*) are in the required course packet. All readings are required for your success in the course.

### FALL TERM

#### Week 1: Tues Sep 13

##### Introduction to the Course: Thinking Sociologically

**Note:** I will proceed on the first day of class as if you have read these works. I would strongly suggest that you endeavour to do so before class begins, as they will set out the basic themes and issues that we will deal with in the course. If you cannot get to them before the term begins, *do not fret* — you can read them after the first class session and get caught up. :)

\* C. Wright Mills, “The Promise,” from *The Sociological Imagination Classical*, pp. 1-16

#### Week 2: Tues Sep 20

##### Skills Day: Critical Thinking, Critical Reading, and Argumentation

\* C. Wright Mills, “On Intellectual Craftsmanship”

\* Steve D’Arcy, “The Rise of the Post-New-Left Political Vocabulary”

**Week 3: Tues Sep 27**

**The Meta-themes: What Can We Know? How Do We Know? And Why Should We Care?**

- \* Andrew Copson, "What Is Humanism?," pp. 1-36 in Copson (ed.), *The Wiley-Blackwell Handbook of Humanism*
- \* Peter Scales, "An introduction to ontology and epistemology for undergraduate students"
- \* David F. Walsh, "Idealism/Materialism," pp. 179-207 in Chris Jenks (ed.), *Core Sociological Dichotomies*.

**Week 4: Tues Oct 4**

**"Social" Thought Before the Enlightenment**

*Ibn Khaldun, Thomas Hobbes, Jean-Jacques Rousseau, Mary Wollstonecraft*

- \* Ibn Khaldun, selections from the *Prolegomena*
- \* Mary Wollstonecraft, selections from *Vindication the Rights of Woman Classical*, pp. 19-50

**Week 5: Tues Oct 11**

**The Idea of the Modern and the Enlightenment as Social Formation**

*Harriet Martineau, Auguste Comte*

**Midterm Examination Prep Sheet Distributed and Discussed**

- \* Stuart Hall, "Introduction," pp. 1-18 in *Modernity: An Introduction to Modern Societies*
- \* Harriet Martineau, selections from *How to Observe Morals and Manners*
- \* Auguste Comte, selections from *Course in Positive Philosophy*

**Week 6: Tues Oct 18**

**The Enlightenment and the Individual**

*Adam Smith, Immanuel Kant*

*Classical*, pp. 50-82

**Week 7: Tues Oct 25: Midterm Examination In Class**

**Week 8: Tues Nov 1**

**Marx, the Radical Humanist**

*Karl Marx*

*Classical*, pp. 133-155, 182-192

Week 9: Tues Nov 8  
The Reason for/and Revolt  
*Karl Marx, Friedrich Engels*

*Classical*, pp. 156-181

\* Marx, *Critique of the Gotha Programme*

Week 10: Tues Nov 15  
Historical Materialism and Social Criticism  
*Karl Marx, Jane Addams, Charlotte Perkins Gilman*

\* Friedrich Engels, "The Origin of the Family, Private Property, and the State," pp. 734-759 in Robert Tucker (ed.), *The Marx-Engels Reader*

\* Jane Addams, selections from *Democracy and Social Ethics*

\* Charlotte Perkins Gilman, selections from *The Man-Made World: Or, Our Androcentric Culture*

Week 11: Tues Nov 22  
Durkheim's Epistemology — Toward a Scientific Sociology  
*Émile Durkheim*

*Classical*, pp. 195-242

Week 12: Tues Nov 29 Durkheim, Morality, and Society *Émile Durkheim*  
*Fall Term Examination Prep Sheet Distributed and Discussed*

\* Durkheim, "Individualism and the Intellectuals"

*Classical*, pp. 243-264

Week 13: Tues Dec 6  
Competing Conceptions of the Good: Professional Ethics and Prostitution  
*Émile Durkheim, Josephine Butler, Muvalur Ramamirthammal*

\* Durkheim, selection from *Professional Ethics and Civic Morals*

\* Josephine Butler, "From *Personal Reminiscences of a Great Crusade*," pp. 83-88 in Susan Bordo and María Cristina Alcalde (eds.), *Provocations: A Transnational Reader in the History of Feminist Thought*

\* Muvalur Ramamirthammal, "From *Web of Deceit*," pp. 88-97 in Susan Bordo and María Cristina Alcalde (eds.), *Provocations: A Transnational Reader in the History of Feminist Thought*

## Examination Date/Time (TBD): Fall Term Examination

### WINTER TERM

Week 1: Tues Jan 10

Weber, *Verstehen*, and Interpretive Sociology

*Max Weber*

*Paper Assignment Distributed and Discussed*

*Classical*, pp. 267-290

Week 2: Tues Jan 17

Meaning Systems, Social Actions, and Unintended Consequences: *The Protestant Ethic and the Spirit of Capitalism*

*Max Weber*

*Classical*, pp. 291-309

\* Max Weber, Chapters 1-2 from *The Protestant Ethic and the Spirit of Capitalism*

Week 3: Tues Jan 24

The Rationalisation of Modern Life

*Max Weber, Marianne Weber*

*Classical*, pp. 310-338

\* Marianne Weber, selections from "Authority and Autonomy in Marriage"

Week 4: Tues Jan 31

"Both/And": Georg Simmel, the Individual and the Group

*Georg Simmel*

*Classical*, pp. 361-395

\* Simmel, "The Social Boundary"

\* Simmel, "The Sociology of Sociality"

Week 5: Tues Feb 7

New Ideas About the Individual and the Social

*George Herbert Mead, Sigmund Freud, William I. Thomas*

*Classical*, pp. 341-360, 396-403, 410-418

Week 6: Tues Feb 14

Is Subjectivity Universal? Alterity, Imperialism, and the Early Modern Era

*DuBois, C.L.R. James, José Martí, Aimé Césaire*

*Classical*, pp. 404-409

- \* W.E.B. DuBois, "The Souls of White Folk"
- \* W.E.B. DuBois, "On Being Ashamed of Oneself," "The Concept of Race," "What Is the Negro Problem?," "The Training of Negroes for Social Power," "To the Nations of the World," and "What Is Civilization?," in Sundquist (ed.), *The Oxford W.E.B. DuBois Reader*
- \* C.L.R. James, "The case for West Indian self-government," "Abyssinia and the imperialists," "The black Jacobins," "Dialectical materialism and the fate of humanity," and "The revolutionary answer to the Negro problem in the USA," in *The C.L.R. James Reader*
- \* José Martí, "Selections from *La América*," "Selections from *Patria*," and "The Montecristi Manifesto," in *Selected Writings*
- \* Aimé Césaire, selections from *Discourse on Colonialism*

Tues Feb 21: Reading Week. No class.

Week 7: Tues Feb 28

Paper Prep Session

No reading. Come prepared with questions about your papers.

**Sat Mar 4/2017, 1155pm EST: Course Paper DUE to Turnitin**

Week 8: Tues Mar 7

The Frankfurt School and Conceptions of Critical Theory

*Max Horkheimer, Theodor Adorno*

*Classical*, pp. 421-440

- \* Max Horkheimer, "Materialism and Morality," pp. 15-48 in Horkheimer, *Between Philosophy and Social Science*
- \* Theodor Adorno, Lectures 15-16 (pp. 127-144) from *Introduction to Sociology*

Week 9: Tues Mar 14

The Frankfurt School and the Cultural Logics of Capitalism

*Max Horkheimer, Theodor Adorno, Walter Benjamin, Herbert Marcuse*

*Classical*, pp. 441-486

**Week 10: Tues Mar 21**

**The Position of Women in the Enlightenment (and the Enlightenment for Women)**

*Virginia Woolf, Simone de Beauvoir*

*Final Examination Prep Sheet Distributed and Discussed*

- \* Virginia Woolf, "From *A Room of One's Own*," pp. 182-192 in Susan Bordo and María Cristina Alcalde (eds.), *Provocations: A Transnational Reader in the History of Feminist Thought*
- \* Simone de Beauvoir, "From *The Second Sex*," pp. 199-207 in Susan Bordo and María Cristina Alcalde (eds.), *Provocations: A Transnational Reader in the History of Feminist Thought*
- \* Simone de Beauvoir, "Interview with Alice Schwarzer," pp. 208-212 in Susan Bordo and María Cristina Alcalde (eds.), *Provocations: A Transnational Reader in the History of Feminist Thought*
- \* Li Ruzhen, "From *Flowers in the Mirror*," pp. 176-181 in Susan Bordo and María Cristina Alcalde (eds.), *Provocations: A Transnational Reader in the History of Feminist Thought*

**Week 11: Tues Mar 28**

**Modernity in Crisis; or, The Dark Side of the Enlightenment**

*Wright Mills, Maurice Merleau-Ponty*

- \* C. Wright Mills, excerpt from *The Causes of World War III*
- \* C. Wright Mills, "Pagan Sermon to the Christian Clergy"
- \* Maurice Merleau-Ponty, "The War Has Taken Place," from *Sense and Non-Sense*

**Week 12: Tues Apr 4**

**Closure Discussion: Modernity, the Enlightenment, and You**

Readings to be decided.

**Final Examination Date (TBD): In-Class Cumulative Final Examination**

## COURSE POLICIES

It is crucial that you read, understand, and agree to these policies. Your continued enrolment in the course constitutes acceptance of these policies and expectations of you during the term. Note that additional information on these policies and other things that might come up during the year can be found in the Course FAQ on OWL.

**Academic Integrity and Plagiarism:** UWO promotes the pursuit of scholarly activity in an open, honest, and responsible manner. All students should act with personal integrity, respect for other students, and help maintain an environment in which all can succeed through the fruits of their efforts. Violations of academic integrity will be treated very seriously.

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see the Scholastic Offence Policy in the Western Academic Calendar), and I take it very seriously.

All required papers will be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between UWO and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

Students who submit work found to be substantially plagiarized (i.e., work in which plagiarism can be demonstrated in substance) will be subject to the procedures outlined in the Scholastic Discipline for Undergraduate Students section of the Western Academic Calendar. This referral will be done without exception.

**Accessibility.** Please contact me if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519/661.2111 x82147 for any specific question regarding an accommodation.

**Attendance and Accommodation for Medical Illness.** Your attendance in class sessions is expected and constitutes part of your mark. If you are unable to attend a class session for medical or compassionate reasons, you must inform me as soon as possible.

The UWO Policy on Accommodation for Medical Illness can be found at [www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf). Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: [http://counselling.ssc.uwo.ca/procedures/medical\\_accommodation.html](http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html).

**Communications:** Email is my preferred method of contact. Any professor should tell you this: Write your emails to me as you would want any letter of recommendation I might write on your

behalf written for you. They should be professionally prepared, spell- and grammar-checked, and not written in “text message” format. They should account for the highest degree the person has (hence, I am “Dr Schaffer” or “Professor Schaffer,” or even “Schaffer,” not “Mr Schaffer”), and they should be respectful of the recipient. Be sure to always sign them; if your email address is “HotKitty642@aol.com” and you don’t sign it, I will presume it is spam and treat it accordingly.

**Laptop Policy:** This course is not a dictation course, and you cannot expect to learn what this course has to offer simply by taking down every word that is said (or checking your Facebook during lectures). Research has shown that students who take “paper notes” generally perform better in courses than those who take notes with laptops; and laptop usage can be distracting for those seated behind you, reducing their attention in class as well. **Laptops are generally prohibited in this course.** However, if you believe that your academic performance will be unduly disadvantaged by not being able to use a laptop and can provide a compelling reason for this, please come discuss the matter with me. All students granted leave to use a laptop in class will be required to sit in the last row or in a location to be arranged so as not to distract others.

**Mental Health.** Students who are in emotional or mental distress should refer to Mental Health @ Western ([http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html)) for a complete list of options for how to obtain help.

**Mobile Phone Policy:** All phones are to be shut off at the start of class, except if you have a dire emergency that you are having to attend to (such as an immediate family member’s illness or hospitalization, or your spouse’s/domestic partner’s impending delivery), in which case you need to let me know at the start of class. Phones that go off in class will have messages taken and delivered publicly. Text messaging is absolutely prohibited during class times, whether on smart phones or smart watches.

**Other Important Issues: *My Pedagogical Prime Directive is No BS.*** This course outline details what I require of my students, and should you meet those requirements, you can expect an intellectually fulfilling class session and course. If you fail to meet those requirements, I reserve the right to excuse you from the class session, either individually or collectively, as I firmly believe that you cannot adequately benefit from what goes on in my classroom without having put in the necessary preparation before class and the necessary engagement in class. I also have nearly twenty years’ evidence for this belief, should you need it. I hope that you will not.

I will actively work to respond to issues that come up in class, either during the term or on a daily basis. To that end, I reserve the right to change, adapt, or amend this course outline, the reading schedule, and other policy issues at any time in order to make possible the improvement of the course; *however, I will only do so with the consent of and input from the class as a whole.* Finally, any issues that you feel are impacting on your ability to do well in the course, whether they are issues inside or outside the classroom, should be brought to me *directly and firstly* as soon as possible. If the issue is not adequately resolved through the discussion with me, you need to follow the Sociology department’s protocols for addressing a grievance. I take what goes on in this course very seriously and personally; I hope you will as well.

## COURSE EXPECTATIONS & LEARNING OUTCOMES

As with any university course, you are expected to be fully engaged in this course and able to be responsible for your own learning. In order to do that, you should be prepared to meet the following expectations:

- ◆ Consistent attendance in class sessions, with you having read the materials prior to class, being prepared to discuss the materials, to pose any questions that you have, and to engage yourself and others in the learning process;
- ◆ Attendance in my office hours whenever you have a question or need help in understanding the materials or issues under discussion;
- ◆ Thoughtful reflection on the course materials and issues prior to coming to class, thoughtful discussion of these materials and issues during class sessions, and further reflection and engagement with them after class;
- ◆ The diligent pursuit of all assignments, with you committed to doing your best work on each one and dedicated to improving the quality of that “best work” throughout the term; And, overall, your commitment to giving us your best work in every class session and throughout the term.

If you engage with and meet these expectations, you can expect that by the end of this term, you will be able to do the following (among other things that you’ll be surprised you’ve learned how to do and discovered about yourself):

- ◆ Understand some of the key theoretical texts in sociology and how they underpin the discipline of sociology;
- ◆ Develop clear, well-thought, and increasingly sophisticated responses to questions posed; Display facility in and fluency with core sociological and theoretical concepts and utilize them in the development of oral and written arguments;
- ◆ Demonstrate an understanding of the ways in which theory is constructed, operates as a basis for sociological analysis, is refined, and relates to the research process;
- ◆ And understand and discuss the continuing relevance of classical sociological theory for sociological research and living in Canadian society today.