

SOCIOLOGY 2240E - 002: Survey of Sociological Theory 2018-2019

Dr. Scott Schaffer

Course Meetings: Tues 11:30am to 1:30pm, MC 105b

Office Hours: Weds 10am to 12pm and 4:45pm to 6pm, 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 a required course packet *for each term* available in the UWO Bookstore. The Fall term course pack will be available before the start of classes; the Winter course pack will be available in November. There is as well as a *very strongly recommended* text (Hall, Held, Hubert, and Thompson [eds.], *Modernity: An Introduction to Modern Societies*). These should be purchased before the start of the course as required readings begin the first week.

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

25% of course mark

There are two midterm examinations for this course—one halfway through the Fall term (10% of course mark), and one at the end of Fall term during the examination period (15%). Each of them will be an in-class examination consisting of written exam questions. The possible 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

25% of course mark

We will have an in-person final examination during the Winter term examination period. This cumulative examination will be an essay examination, and questions will be provided to you two weeks in advance of the exam 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 break. 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 on Mar 2/2019.

Quizzes

10% of course mark

In order to ensure that you are keeping up with the readings, there will be six quizzes each term in tutorial. These quizzes are unscheduled and occur at the discretion of the teaching assistants. We will drop your lowest quiz mark from each term. There are no makeups for missed quizzes; any quiz that is missed will result in a zero, and only one will be dropped each term.

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 Course Engagement

-3 to +3% of course mark

Lecture attendance is mandatory in this course, and attendance will be taken in each session. I can assure you that your success in this course depends greatly on your attendance and engagement in class. At the end of the year, 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. Please note that failing to attend lectures regularly and to engage in the course in other ways will result in a *reduction* of the calculated mark.

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 work 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 you have a conflict with one of the listed examination or assignment due dates, it is your responsibility to discuss it with the Academic Counselling office as soon as possible, but no later than one week before the regularly-scheduled exam or due date.

If you miss an examination, including any makeup exam, due to illness or for any other unforeseen reason, you must notify me within 24 hours of the missed exam. You must *then* provide notification and documentation to your Academic Counsellor within 48 hours.

There will be one makeup date set by the Department of Sociology for students who have approved accommodation to write a makeup exam. This makeup exam may or may not be in the same format as the original exam. If a student misses a makeup exam due to sickness or another documented reason, then the weight of the exam will be added to the weight of the *final examination*. In cases where there is no justification for the absence, the student will receive a zero (0) for the exam.

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 69% and 73%, and there are to be more Bs than As.**

Evaluation guidelines for written work, as well as other policies pertaining to the course, 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 lectures 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 a bit each 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.

You need to be sure to bring the course pack (or printed readings) with you to lecture and tutorial each week. As a significant portion of this course involves learning *how* to read theoretical texts, we will be workshopping a number of passages each week. Having your readings with you will make that an easier task.

Lecture outlines, including key points and important concepts, will be distributed before class each week. Please print these out and bring them with you to class, as they provide signposts for where we are in our discussions.

Readings indicated below as "Recommended" are important for understanding the sociological phenomena to which the theorists we read this year are responding. Recommended readings *not* in *Modernity* are available on OWL. All other readings are required.

FALL TERM

Week 1: Tues Sep 11

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*

* David Garland and Richard Sparks, "Criminology, Social Theory and the Challenge of Our Times" (on OWL)

Week 2: Tues Sep 18

Skills Day: Critical Thinking, Critical Reading, and Argumentation

Corey Anton, "The Practice of Reading Good Books: A Plea to Teachers and Students"

* Handout: “Critical Reading” (on OWL)

Week 3: Tues Sep 25

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 2

"Social" Thought Before the Enlightenment

Ibn Tufayl, Ibn Khaldun, Mary Wollstonecraft

Ibn Khaldun, selections from the *Prolegomena*

Mary Wollstonecraft, selections from *Vindication the Rights of Woman*

Paul Kennedy, Avner Ben-Zaken, and Lenn Goodman, "The Self-Taught Philosopher: How a 900-Year-Old Arabic Tale Inspired the Enlightenment," *CBC Ideas with Paul Kennedy* (<http://www.cbc.ca/radio/ideas/the-self-taught-philosopher-how-a-900-year-old-arabic-tale-inspired-the-enlightenment-1.4117311>) (53:56, audio recording)

Tues Oct 9: Fall Reading Week. No class. Be sure to read.

Week 5: Tues Oct 16

The Enlightenment, Modernity, and the Birth of the Individual

Adam Smith, Immanuel Kant

Midterm Examination Prep Sheet Distributed and Discussed

* Stuart Hall, "Introduction," pp. 1-18 in *Modernity: An Introduction to Modern Societies* (also on OWL)

Immanuel Kant, "What Is Enlightenment?"

Adam Smith, selections from *The Wealth of Nations*

Adam Smith, selections from *A Theory of Moral Sentiments*

Week 6: Tues Oct 23

The Enlightenment as Social Formation and the Dawn of Sociology

Harriet Martineau, Auguste Comte

* P. Hamilton, "The Enlightenment and the Birth of Social Science," chapter 1 in *Modernity: An Introduction to Modern Societies* (also on OWL)

Harriet Martineau, selections from *How to Observe Morals and Manners*

Auguste Comte, selections from *Course in Positive Philosophy*

Week 7: Tues Oct 30: Midterm Examination In Class

Week 8: Tues Nov 6

Marx, Historical Materialism, and Radical Humanism

Karl Marx

Karl Marx, selections from *The German Ideology*

Karl Marx, selections from *Contribution to the Critique of Political Economy*

Karl Marx, selections from *Grundrisse*

Karl Marx, "Theses on Feuerbach"

Week 9: Tues Nov 13

The Reason for/and Revolt

Karl Marx, Friedrich Engels

Karl Marx, selections from *Economic and Philosophical Manuscripts of 1844*

Karl Marx, "Alienation and Social Classes"

Karl Marx, selections from *Capital*, volume I, chapters 1 and 10

Recommended: V. Brown, "The Emergence of the Economy," chapter 3 in *Modernity: An Introduction to Modern Societies*

Week 10: Tues Nov 20

Historical Materialism, Revolution, and Radical Reform

Karl Marx, Jane Addams

Karl Marx, selections from *Critique of the Gotha Programme*

Karl Marx and Friedrich Engels, selections from *Manifesto of the Communist Party*

Karl Marx, "On Imperialism in India"

Karl Marx, "Wage Labour and Capital"

Jane Addams, selections from *Democracy and Social Ethics*

Jane Addams, "Problems of Municipal Administration"

Recommended: H. Bradley, "Changing Social Structures: Class and Gender," chapter 4 in *Modernity: An Introduction to Modern Societies*

Week 11: Tues Nov 27

Durkheim's Epistemology — Toward a Scientific Sociology

Émile Durkheim

Émile Durkheim, selections from *Rules of Sociological Method*

Émile Durkheim, selections from *The Division of Labour in Society*

Recommended: R. Boccock, "The Cultural Formations of Modernity," chapter 5 in *Modernity: An Introduction to Modern Societies*

Week 12: Tues Dec 4

Durkheim, Morality, and Society

Émile Durkheim

Fall Term Examination Prep Sheet Distributed and Discussed

Émile Durkheim, "Individualism and the Intellectuals"

Émile Durkheim, selections from *Elementary Forms of Religious Life*

Émile Durkheim, "The Dualism of Human Nature and Its Social Conditions"

Examination Date/Time (TBD): Fall Term Examination

WINTER TERM

Week 1: Tues Jan 8

Writing in Social Theory: Diagnosis and Prognosis

Paper Assignment Distributed and Discussed

No reading this week.

Week 2: Tues Jan 15

Subjectivity and Theory from Below I: African American and Pan-Africanist Thought

W.E.B. DuBois, Anna Julia Cooper, Ottobah Cugoano,

W.E.B. DuBois, "The Souls of Black Folk"

W.E.B. DuBois, "The Souls of White Folk"

W.E.B. DuBois, "The Concept of Race,"

W.E.B. DuBois, "What Is the Negro Problem?"

W.E.B. DuBois, "The Training of Negroes for Social Power"

W.E.B. DuBois, "To the Nations of the World"

Anna Julia Cooper, selections from *Voices from the South*

Ottobah Cugoano, selections from *Thoughts and Sentiments on the Evil and Wicked*

Traffic of the Slavery and Commerce of the Human Species

Week 3: Tues Jan 22

Weber, *Verstehen*, and Interpretive Sociology

Max Weber

Max Weber, "Basic Sociological Concepts"

Max Weber, "The Pure Type"

Max Weber, "On 'Objectivity' in the Social Sciences"

Week 4: Tues Jan 29

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

Max Weber

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

Week 5: Tues Feb 5

The Rationalisation of Modern Life

Max Weber, Marianne Weber

Max Weber, "Class, Status, and Power"

Max Weber, "On the Legitimate Forms of Domination"

Max Weber, "Politics and the State"

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

Recommended: David Held, "The Development of the Modern State," chapter 2 in
Modernity: An Introduction to Modern Societies

Week 6: Tues Feb 12

"Both/And": Georg Simmel, the Dialectic, and Social Geometry

Georg Simmel

Georg Simmel, "The Poor" (150-179)

Georg Simmel, "Group Expansion and the Development of Individuality" (251-294)

Georg Simmel, "Prostitution" (121-127)

Georg Simmel, "Social Forms and Inner Needs" (351-352)

Tues Feb 19: Winter Reading Week. No class. Be sure to work on your paper.

Week 7: Tues Feb 26

Paper Prep Session

No reading. Come prepared with questions about your papers.

Sat Mar 2/2019, 11:55pm EST: Course Paper DUE to Turnitin

Week 8: Tues Mar 5

Alterity, Imperialism, and the Early Modern Era

C.L.R. James, José Vasconcelos, Aimé Césaire, Anténor Firmin, de Gobineau, Hall

Read:

Anténor Firmin, selections from *On the Equality of Human Races*

Arthur de Gobineau, selections from *Essay on the Inequality of Human Races*

Plus at least one of the following:

C.L.R. James, "The case for West Indian self-government," "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 Vasconcelos, selections from *The Cosmic Race*

Aimé Césaire, selections from *Discourse on Colonialism*

Recommended: Stuart Hall, "The West and the Rest: Discourse and Power," chapter 6 in *Modernity: An Introduction to Modern Societies*

Week 9: Tues Mar 12

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

Virginia Woolf, Simone de Beauvoir, Li Ruzhen

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*

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*

Recommended: H. Crowley, "Women and the Domestic Sphere," chapter 10 in *Modernity: An Introduction to Modern Societies*

Week 10: Tues Mar 19

The Frankfurt School and Conceptions of Critical Theory

Max Horkheimer, Theodor Adorno

Max Horkheimer, "Traditional and Critical Theory"

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 11: Tues Mar 26

The Frankfurt School and the Cultural Logics of Capitalism

Max Horkheimer, Theodor Adorno, Walter Benjamin, Herbert Marcuse

Walter Benjamin, "The Work of Art in the Age of Mechanical Reproduction"

Max Horkheimer and Theodor Adorno, "The Culture Industry"

Herbert Marcuse, "One-Dimensional Man"

Recommended: J. Allen, "Fordism and Modern Industry," chapter 8 in *Modernity: An Introduction to Modern Societies*

Week 12: Tues Apr 2

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

C. Wright Mills, Maurice Merleau-Ponty

C. Wright Mills, excerpt from *The Causes of World War III*

Maurice Merleau-Ponty, "The War Has Taken Place," from *Sense and Non-Sense*

Week 13: Tues Apr 9

Closure Discussion: Modernity, the Enlightenment, and You

G. McLennan, "The Enlightenment Project Revisited," chapter 19 in *Modernity: An Introduction to Modern Societies*

Final Examination Date (TBD): 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. By Sep 18, you need to email Professor Schaffer a picture of a dragon. This signifies that you have read and understood all the requirements listed in this course outline.

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 (<http://www.turnitin.com>).

Students who submit work found to be substantially plagiarised (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 http://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.

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:

Laptops are generally prohibited in this course. 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. 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. iPads and other tablets, when used for handwritten notes in a horizontal position, are allowed, as is making audio recordings of my lectures for later note-taking.

Mental Health.

Students who are in emotional or mental distress should refer to Mental Health @ Western (https://www.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 utilise 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.