TERM: Winter Term 2022

INSTRUCTOR: Howard Ramos

OFFICE: SSC 5316

CONTACT INFO: Phone: 519 661-2111, ext. 85142
E-mail: howard.ramos@uwo.ca

CLASS TIME: Tue 14h to 17h

LOCATION: Room SSC5230

Zoom for classes (only accessible via UWO accounts):
https://westernuniversity.zoom.us/j/93207184085

OFFICE HOURS: W 16h00-17h00
Zoom link for office hour:
https://westernuniversity.zoom.us/j/95717167542

COURSE DELIVE WITH RESPECT TO THE COVID-19 PANDEMIC

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

When deemed necessary, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western’s Remote Proctoring website at: https://remoteaproctoring.uwo.ca.
COURSE DESCRIPTION

This seminar will examine original classical social theory, with a focus on key works that have contributed to shaping the development of sociology and social science. The main goal of the seminar will be to map key arguments made by theorists, understand the social and historical context that theories were developed in, identify genres of argumentation and thought, and to explore critiques of classical works. The seminar will also see how classical theory offers insights, if any, for societies today. The approach of the seminar is dialogic, which means that it will stress informed and critical discussion and debate to unpack concepts and material.

COURSE MATERIALS

Available through links provided in this outline

EVALUATION BREAKDOWN

Seminar lead 20%
Weekly ORAQ and article pairing 30%
Paper proposal -Week 8 20%
Final paper -Week 13 30%

DETAILS ON THE METHODS OF EVALUATION

Seminar Lead

Each student will be required to lead a seminar. This can be done independently or with another person depending on how people choose to work on the slots available for leading a seminar during the course of the term. The goal of advanced seminar courses is to play with ideas, talk them out, identify arguments and theories as well as assess cases and evidence.

Strong seminars are ones that have lots of discussion and engagement of ideas and evidence. They do not have lecture, they do not have power points, and they work to flesh out the structure of arguments and deconstruct them. Leading a strong seminar includes:

- Identifying the core arguments and elements of arguments made by the assigned reading
- Identifying key terms and ideas used in the reading
- Assessing the evidence used to support claims made in the assigned reading
- Linking arguments and evidence of assigned reading to a broader area of work in the field
- Identifying how the assigned reading fits into the broader collection of work by the author(s)
- Showing how the assigned reading fits or differs from other readings in the course or other readings in the field more generally
- Generating discussion on a set of questions that aim to engage all of the above.
- Critique should only comes once the above is done and should be done through deconstructing the arguments of the reading, not working outside them.

In preparation for leading a seminar the student(s) leading is/are required to write a one-page outline, or map, of what they will discuss and present it to the professor as of 9h on the Wednesday before the seminar meeting. The student(s) is/are also required to meet with the professor 30 mins on the Wednesday at 15h30 or during the office hour to discuss the outline and how they will work together in the seminar discussion. If they cannot meet in that time, an alternate time should be found in advance.
of the seminar. The outline will not be marked, but rather will be marked in terms of how it is executed in leading a seminar.

To be more specific, leading a seminar will be worth 20% of your mark for the course. A corresponding numeric proportion to letter grades will be assigned to your performance. Strong performance in leading a seminar in class will include: accurately portraying the arguments and material of the assigned reading; identifying core terms and mechanisms; situating the material of the reading into broader debates, literature, and readings; and, stimulating informed and engaged discussion in the seminar.

**Weekly ORAQ and article pairing**

Every week, students are expected to contribute an Original, Response, And Question (ORAQ) posting on the OWL. As part of the ORAQ students are required to also pair the week’s assigned classical theory reading with another reading that the student finds on their own. The paired reading will offer critique of the assigned reading for the week or the tradition derived from the work and/or the paired reading may extend or build upon the work. All paired readings should be published within the last 10 years and will be used to assess how the classical theory of the week is used in contemporary social science.

Generally ORAQs are about a paragraph or less and should be no more than 250 words. Think of them as an informed reaction to the reading of the week and introduction of the paired reading. The purpose is to help prepare for the seminar and offer insight into the assigned reading. ORAQs may include:

- Questions about the reading
- Response or reaction to the reading
- Identifying inconsistency or ambiguity in the reading
- Extending the argument or evidence of the reading
- Situating questions and responses in relation to other theoretical or academic work
- Linking the reading to other theoretical or academic work
- Linking the reading to evidence, examples or cases that help elucidate the arguments
- Linking the reading to evidence, examples or cases that help show weaknesses in the arguments
- Being ‘original’ or expressing your views and opinions as they relate to any or all of the above

How will ORAQs be graded? Each ORAQ is worth 3% for a total of 30% over the course of the term. ORAQs that make an original contribution and that link arguments, observations, or reactions to the reading and outside material will get the highest marks. ORAQs correspond to the 10 weeks with assigned readings starting in Week 2 and ending in Week 12.

**Paper proposal**

One of the goal’s of the class is to develop an original theoretical paper. To offer guidance on its development and assure that it is not left to the last minute, this assignment asks for a short pitch and map of the work you will develop. In no more than five double spaced pages, identify the classical theoretical work you will engage as well as the issue or set of issues you explore with it in the final essay. In your proposal identify how at least one of the assigned readings can be used to engage your issue. Also provide a full-length bibliography of other work that will be used and that offers comprehensive referencing for your final essay. Your proposal should justify the theory and problem that you will engage in your full-length paper and will outline the sketch of the argument or positions that you will take. We will also take time to discuss this assignment in class or during office hours. This assignment is with 20% of your mark.
It is due by the end of Week 8

*Final paper*

This assignment builds from the comments received on the proposal to write an original sociological paper. It should critically examine the same theory and set of issues as outlined in the proposal assignment, highlighting your own observations, and situating them in a dominant literature. The paper should be based in a body of academic literature and debate and should summarize key issues. It should also offer an analysis of that literature and debate and offer critique or extension of key arguments in the tradition. The paper should be based on one of the seminar’s assigned readings and offer original insights. The paper should be between 7,000 to 8,000 words and students are asked to identify an academic journal where the paper potentially could be submitted. We will also take time to discuss this assignment in class or during office hours. This assignment is with 30% of your mark.

It is due by the end of Week 13
SEMINAR SCHEDULE AND READINGS

January 13 - Week 1 – What is social theory and the role of classic works?

January 20 - Week 2 – Materialism


Marx, Karl. 1842. Debates on the Law on Thefts of Wood, in the Supplement to the Rheinische Zeitung, Nos. 298, 300, 303, 305 [Translated by Clemens Dutt].

January 27 - Week 3 – Collective spirit


February 3 – Week 4 – Sources of Power


February 10 - Week 5 – Double consciousness


February 17 - Week 6 – Authoritarianism


February 24 - Week 7 – Reading week (no class)

March 3 - Week 8 – Human Condition


March 10 - Week 9 – Identity and Resistance

* Start class one hour later and ask that we continue class one and a half hours later from 15h30 to 18h30


March 17 - Week 10 – Challenging Gender


March 24 - Week 11 - Social Fields


March 31 - Week 12 - Knowledge


April 7 - Week 13 - Wrapping up or just beginning?
Important Policies

A Note on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea 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 scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for 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 The University of Western Ontario and Turnitin.com (www.turnitin.com).

Policy on Accommodation for Medical Illness

Western’s policy on Accommodation for Medical Illness can be found at 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: counselling.ssc.uwo.ca/procedures/academic_consideration.html.

Accessibility Options:

Please contact the course instructor 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 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar’s website: www.registrar.uwo.ca/academics/examinations/accommodated_exams.html

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health

Students who are in emotional/mental distress should refer to Mental Health@Western (www.uwo.ca/health/mental_wellbeing/) for a complete list of options how to obtain help.