Theory is the activity of relating specific facts together into an overall pattern. In sociology, theory and empirical research are closely connected: sociological theorizing is based on the results of past research, and it works to explain those results while framing new research questions.

Theory gives us a framework to understand and address personal troubles and public issues. The courses in the Theory Core give students the chance to explore a wide range of theoretical lines of inquiry of concern sociologists, many of them oriented to social inequality and other human-made relations, incentives and institutions that regulate ideas, policies, practices, preferences and identities.

Within the discipline of sociology, several quite different theoretical orientations, or paradigms, are engaged in debate over the most basic and sophisticated questions of social life. These sociological theories have been developed from particular sets of theoretical assumptions that establish:

- What is society?
- What are the key problems in society, and what causes them?
- What binds individuals together into communities, and what fuels the conflicts between people?
- Why do preferences, feelings, and ideas vary across communities and societies, and within groups over time?
- What is a good society? What is social improvement?

From the theories’ approaches to the above questions, sociologists can then ask theoretical and empirical questions:

- How has our society developed to the condition it is in, and how is it likely to develop in the future?
How can individuals and groups act to change society for the better?

One of the exciting things about sociology as a multi-paradigm discipline is that it fosters sociological sub-communities pursuing research agendas that rest on different assumptions and produce different answers to questions about why and how people live together on Earth. Sociology undergraduate students are invited to join in these sociological debates, to discover which sociological theories can help them explore the social questions to which they gravitate at this point in their lives, and beyond.

The so-called ‘classic’ period in sociological theory stretches from the early days of the Industrial Revolution to the end of the First World War, primarily in the West. The theories are informed by the relations of that period. They are often written in the language of that period. But don’t let old-school language fool you into thinking that the issues are over. Because our own relations, institutions, incentives, and social, political, economic and environmental outcomes are contiguous with that earlier time, we continue to engage the ideas and debates of the prominent social theorists of the classic period today—about what society is, how it works, and how to live in it. This course uses prominent lineages of sociological thought to explore how each individual and group is positioned uniquely and entwined with others, within the living and built medium of their communities, society and nature.

**Course Objectives**

This course is designed to be challenging and stimulating for students who have completed their first year of full-time university study. In this course you will:

- discover the key ideas and debates from sociology’s founding period that continue to be relevant today;
- learn how to read and comprehend challenging theoretical texts;
- work collaboratively with other students;
- build on your writing skills, learning to write a short theoretical review essay; and
- make connections between theoretical ideas, empirical facts, and personal lived experience.

**Required Texts**

Readings listed in the Schedule below are from the course textbook *Classical Sociological Theory*, available at the university bookstore. The textbook should cost about $62.


Where noted in the schedule below, supplemental scheduled readings for this course are on reserve in the Elizabeth Dafoe Library, under the keyword “SOC 2220”. Two copies of each week’s readings have been put on reserve. You are best advised to copy all readings for the course as early as possible, so that you are sure to have each week’s readings when you need them.
Unless I explicitly announce an exception in class, all scheduled readings, including from *Classical Sociological Theory*, are required for this course.

### Course Format

**A. Lectures**

Sessions will include a mix of lectures and student group work. You are encouraged to make the lectures interactive by asking questions and offering your own insights or interpretations regarding the course material.

**B. Group Work**

You will form into small groups and work on discussion questions, assigned by me, that address specific aspects of the readings. Part-way through the group-work session the class will re-form as a whole, and review the findings of the group discussions, so as to work through key concepts from the texts in some detail.

You may miss one group work session without penalty; additional absences will require a doctor’s note, or equivalent documentation at the discretion of the instructor.

### Assessment

**A. Class Participation**

Class participation is evaluated based on a range of factors, including: attendance, participation in group work, participation in general class discussions, regular attendance, and achievement on written assignments. Perfect attendance does not guarantee a perfect score in class participation, which is also heavily weighted by the quantity and quality of your active, sociological participation (eg. having prepared questions and comments for the class to discuss).

**B. Written Assignments**

The largest part of the evaluation for this course consists of two written take-home assignments that ask the students to apply the course material in some way. Each assignment will take the form of a small research essay, 1800-2400 words in length (approx. 6-8 pages), plus an attached bibliography. Essays must be cited appropriately. You may collaborate on the preparation of these assignments, but each student must write their own papers.

The assignments are scheduled as follows:

- **Assignment #1 – My Self My Society**
  - Due: In class May 20 - June 1
  - Value: 35% of final grade
• Assignment #2 – In Capitalist Society
  Due: In class June 17
  Value: 50% of final grade

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

D. LATE PENALTY

Please be advised that a late penalty of 2% per day, including days on weekends, will be applied to all papers that are handed in after the specified deadlines. Medical documentation, or other documentation of comparable seriousness, will normally be required to waive this penalty.

However, if you know before the due date that a paper will be late for any reason, you should contact me immediately. In some cases, entirely at my discretion, it may be possible to arrange an extension.

It is your responsibility to approach me as early as possible to make arrangements for an extension. I will not grant extensions that are requested after the due date of the assignment, unless you have a binding and documented reason, such as medically documented illness. No extension will be given under any conditions more than two weeks after the due date.

E. GRADING

Generally speaking, the following letter/percentage/GPA/descriptive scale will be used.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>GPA</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
<td>4.5</td>
<td>Exceptional</td>
</tr>
<tr>
<td>A</td>
<td>80-89%</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>75-79%</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>70-74%</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>65-69%</td>
<td>2.5</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>60-64%</td>
<td>2.0</td>
<td>Adequate</td>
</tr>
<tr>
<td>D</td>
<td>50-59%</td>
<td>1.0</td>
<td>Marginal</td>
</tr>
<tr>
<td>F</td>
<td>49% or less</td>
<td>0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

All assignments will be graded within two weeks of their submission.

Getting your assignments back: Assignment #1 will be returned in class.

To have Assignment #2 returned to you, you must provide me with a self-addressed stamped envelope when you hand in the assignment. Make sure that the envelope is large enough and the postage is sufficient for the size and weight of the paper you are handing in. Assignments not picked up in class or returned by SASE will be kept in the instructor’s office until September 15, after which time they will be shredded.
**SPECIAL NEEDS**

**DISABILITY**

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

**ATHLETIC CHAMPIONSHIPS & RELIGIOUS HOLIDAYS**

The university recognizes the right of all students to observe recognized holidays of their faith which fall within the academic year. If you will have to miss any classes or will require an extension for an assignment due to an athletic championship or religious holiday, please notify me at the beginning of the term or at least three weeks in advance of the relevant date.

**ACADEMIC INTEGRITY**

**UNIVERSITY POLICY**

Academic dishonesty is a serious offense, with grave consequences. You should acquaint yourself with the University of Manitoba’s policy on ‘Plagiarism and Cheating’ (Section 7.1) in the General Academic Regulations and Requirements in the Undergraduate Calendar.

Penalties for plagiarism and academic dishonesty are severe. The common penalty in Arts for plagiarism in a written assignment, test or examination is “F” on the paper and “F” for the course. For the most serious acts of plagiarism, such as the purchase of an essay or cheating on a test or examination, the penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department in Arts or from all courses taught in the Faculty. The Faculty of Arts also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism.

**AVOIDING PLAGIARISM**

Plagiarism can be defined as passing off someone else’s work as your own. Plagiarism involves taking another person’s words (written or spoken), ideas, theories, facts (that are not considered general knowledge), statistics, art work, etc. and presenting them as your own. Simply changing the wording of the information you are using still constitutes plagiarism if you do not acknowledge your source.

It is acceptable, and usually necessary, to present other people’s ideas in your work. However, to avoid plagiarizing, you must cite your sources diligently. You should provide an in-text citation in each of the following cases:

- any direct quotation of someone other than yourself
- any close paraphrases of statements by someone other than yourself
- any important ideas or points taken from another author’s work
AVOIDING PLAGIARISM (CONTINUED)

If you copy the exact words of another author you must place these words in quotation marks and provide their source. But note that you do not have to quote someone directly in order to cite them! Your papers should be littered with citations even if they do not contain a single direct quotation.

GUIDELINES FOR WRITTEN WORK

1. All written work is to be typed in 12-point print and in Times New Roman or equivalent font.

2. Your work will have one inch margins and spacing will be at space-and-one-half.

3. On the top of the first page include your name, your student number, my name, and the number of the course. No cover pages, binders or assignment covers please.

4. Please use in-text citations, e.g. (Weber 1978: 83) or (SOC 2220: 24 Sept 2009), to cite your work. Each assignment must include a bibliography that lists your references alphabetically by author. Your bibliography should follow the Chicago Style, APA, or American Sociological Association guidelines for in-text citations with a Works Cited list. Here are some examples of acceptable bibliographic formats:


5. The maximum lengths recommended for each assignment do not include the bibliography.

6. Unless directly quoting, please use gender-inclusive language in your written assignments, even if your sources do not. Tips for gender-inclusive writing can be found on the course website. However, please note that when quoting directly from other authors, you should not ‘correct’ their language to make it gender-inclusive.

FINAL DROP DATE

Although I hope that no one will want to drop out of this course, please be advised that the last day for voluntary withdrawal is June 8, 2010.
STUDENT SUPPORT SERVICES

The University of Manitoba provides a number of support services to students that can help you to write your term papers, develop your study skills, or get through a stressful situation. Many of these services are described online at:

http://www.umanitoba.ca/student

If you’re not already familiar with these services, I encourage you to spend some time getting to know about them; they can help you to improve your academic performance and to get the most out of your time at university. Some key resources include:

- **Aboriginal Student Centre**
  45 Curry Place
  (204) 474-8850
  E-mail: 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
  E-mail: disability_services@umanitoba.ca
  http://umanitoba.ca/student/resource/disability_services

- **Learning Assistance Centre**
  201 Tier Building
  (204) 480-1481
  E-mail: miriam_unruh@umanitoba.ca
  http://umanitoba.ca/u1/lac

- **Student Counseling and Career Centre**
  474 University Centre
  (204) 474-8592
  E-mail: lindenna@cc.umanitoba.ca
  http://umanitoba.ca/student/counseling

- **U1 Student Help Centre**
  205 Tier Building
  (204) 474-6209
  E-mail: university_1@umanitoba.ca
  http://umanitoba.ca/u1
SCHEDULE OF READINGS

MODULE 1: INTRODUCTION

MAY 4 TUESDAY

INTRODUCTORY LECTURE:
SCIENCE AND PROGRESS? FROM IBN KHALDUN TO THE EUROPEAN ENLIGHTENMENT TO
LATE CAPITALISM
THEORY & APPROACHES TO SOCIOLOGY
WRITING SKILLS AND THE ASSIGNMENTS

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

MAY 6 THURSDAY

IN KIMMEL:
2-20 THOMAS HOBBES, FROM LEVIATHAN
47-61 ADAM SMITH, FROM THE WEALTH OF NATIONS
62-74 EDMUND BURKE, FROM REFLECTIONS ON THE REVOLUTION IN FRANCE

MAY 11 TUESDAY

IN KIMMEL:
30-38 JEAN-JACQUES ROUSSEAU, FROM THE SOCIAL CONTRACT OR PRINCIPLES OF
POLITICAL RIGHT
102-110 JOHN STUART MILL, FROM ON LIBERTY
39-46 THOMAS JEFFERSON, “THE DECLARATION OF INDEPENDENCE,” “LETTER TO
JOHN ADAMS”
76-85 THOMAS PAINE, FROM THE RIGHTS OF MAN
89-94 MARY WOLLSTONECRAFT, FROM A VINDICATION OF THE RIGHTS OF MAN

MODULE 3: SOCIAL REPRODUCTION & CITIZENSHIP

MAY 13 THURSDAY

READINGS ON RESERVE IN DAFOE:
“FOREMOTHERS/FATHERS”
FRANCOIS-MARIE-CHARLES FOURIER, “THE CONDITION OF WOMEN”

IN KIMMEL:
86-88 THOMAS PAINE, “AN OCCASIONAL LETTER ON THE FEMALE SEX"
95-101 Mary Wollstonecraft, from A Vindication of the Rights of Woman
111-117 John Stuart Mill, from The Subjection of Women
118-121, 127-128 Harriet Martineau, from Society in America

May 18 Tuesday

Readings on Reserve in Dafoe:
Friedrich Engels, “The Monogamous Family” Section II.4 in Origins of the Family, Private Property and the State
Alexandra Kollontai, “Preface to Society and Motherhood”
Roberto Michels, “Conflict between Profession and Motherhood”

In Kimmel:
380-388 Charlotte Perkins Gilman, from Women and Economics
400-405 Elsie Clews Parsons, from Women in Public Life
406, 409-420 Virginia Woolf, from Three Guineas

Module 4: Liberal Anxieties & Hopes Under Hegemonic Capitalism

May 20 Thursday

In Kimmel:
249-286 Émile Durkheim, “The Division of Labour in Society,” “The Elementary Forms of Religious Life”

May 25 Tuesday

Readings on Reserve in Dafoe:
Friedrich Nietzsche, “In Relations with Others”
Immanuel Kant from The Contest of Faculties

In Kimmel:

Module 5: Self in Society

May 27 Thursday

Readings on Reserve in Dafoe:
Jack Haas, “Learning Real Feelings”
George Herbert Mead, “The I and the Me”
Charles Horton Cooley, “The Looking-Glass Self”
Module 6: Aufhebung

For help with Marxist ideas & terms see The Encyclopedia of Marxism at: http://www.marxists.org/glossary/

June 1 Tuesday

Readings on Reserve in Dafoe:
Karl Marx, “Primitive Accumulation” ch. 26 in Capital V. I

In Kimmel:
363-379 W. E. B. DuBois, from The Souls of Black Folk: Essays and Sketches, from Darkwater: Voices from Within the Veil

June 3 Thursday

Readings on Reserve in Dafoe:
Friedrich Engels, “The Dialectic” from The Anti-Duhring
Karl Marx, “Preface to the Critique of Political Economy”

June 8 Tuesday

Readings on Reserve in Dafoe:
Antonio Gramsci “Hegemony,” from Prison Notebooks
Gyorgy Lukacs, “Reification and the Consciousness of the Proletariat” from History and Class Consciousness
Karl Marx, “Estranged Labour” from Economic & Philosophic Manuscripts of 1844, “The Ruling Class and Ruling Ideas” from The German Ideology, chapter 7 of “The 18th Brumaire of Napoleon Bonaparte”

June 10 Thursday

Readings on Reserve in Dafoe:

Module 7: Bearing the Enlightenment into the Early 20th Century

June 15 Tuesday
Readings on Reserve in Dafoe:
Theodor Adorno, “Model of Virtue,” “Free Time”
Frantz Fanon, “Conclusion” from The Wretched of the Earth
Erich Fromm, from Escape from Freedom, “Consumerism versus the Joy of Life”
Mother Jones, “You Don’t Need a Vote to Raise Hell”
C. Wright Mills “The Rhetoric of Competition,” “Work”
Thorstein Veblen, “Conspicuous Consumption” from The Theory of the Leisure Class

June 17 Thursday

Readings on Reserve in Dafoe:
Mohandas K. Gandhi, “Gandhi’s Message to All Men” & “How to Enjoy Jail”
Emma Goldman, “Anarchism: What It Really Stands For”
Antonio Gramsci, “What is Man?”

In Kimmel:
389-399 John Dewey, from Democracy and Education