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 provides 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 to 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 and thesis questions that establish:

- What is society? What is an individual?
- What are the key problems in society, and what causes them?
- How are social and natural orders constituted by human collective action? What contradictory relationships tend to change a social order over time? With what modifications and costs do decision-making elites fortify their social order in the face of inherent change? How do people redesign, tear down, and build new social orders?
- 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 further 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 pursing 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 enmeshed 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; and
- make connections between theoretical ideas, empirical facts, and personal lived experience.

**Required Texts**

*Required* readings listed in the Schedule below are from the course textbooks *Classical Sociological Theory* and *The Marx-Engels Reader*, available at the university bookstore, as well as from source documents posted under **Links** and **Files** in the course’s **Jump** site.


- Where noted, some required readings are posted in Files in the course’s Jump site.
- It is recommended that you access required on-line readings through the Links in Jump.
- For help with Marxist ideas & terms see The Encyclopedia of Marxism at: http://www.marxists.org/glossary/. The Link to this glossary provided in Jump.

### COURSE FORMAT

#### A. FORMAT

Sessions will include a mix of lectures and student individual and group work. You are encouraged to make the lectures interactive by asking questions and offering your own insights or interpretations regarding the course material. To improve your Engagement grade, write down a question or comment you have while you are reading (For example: 1) Are you sure you understand each concept the author discusses? If not, you might ask other student’s interpretations, or you might ask the prof to clarify something. 2) Or, write a note about a contemporary issue in the media that you think may be illuminated by a theoretical point you’re reading.) Then raise your hand and introduce the question or comment in class when either the prof asks for questions and comments, or during the discussion and lecture.

### ASSESSMENT

#### A. CLASS PARTICIPATION

5% OF FINAL GRADE

Class participation is evaluated based on a range of factors, including: participation in in-class individual and 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 ASSIGNMENT

35% OF FINAL GRADE

The written take-home assignment asks the students to apply the course material. The assignment will take the form of a small research essay, 6-10 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 writing assignment is scheduled as follows:

**Writing Assignment –**

Due: In class April 8. No extensions.
Value: 35% of final grade.
C. EXAMS

60% OF FINAL GRADE

On February 7 there will be a multiple choice exam worth 30% of your final grade. Please bring a pencil to class on exam day. The exam will cover material selected from readings and lectures from the beginning of the course through February 7. You may bring your course notebook with handwritten notes to the exam; but you may not bring electronic devices or books to the exam. You will receive your exam grade on February 21.

On March 7 you will be given a take-home short-answer/essay exam worth 30% of your final grade. The exam will cover material selected from readings and lectures from the last exam through March 7. Your exam responses must be typewritten and stapled, and returned in class on March 9. No extensions. You will receive your exam grade on March 18.

D. LATE PENALTY

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 Sociology Department secretary on duty at the main Sociology office, 318 Isbister, during business hours.

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.

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.

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>GPA</th>
<th>Description</th>
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<tr>
<td>A+</td>
<td>90-100%</td>
<td>4.5</td>
<td>Extraordinary</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>
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<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>65-69%</td>
<td>2.5</td>
<td>Sufficient</td>
</tr>
<tr>
<td>C</td>
<td>60-64%</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>50-59%</td>
<td>1.0</td>
<td>Insufficient</td>
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<tr>
<td>F</td>
<td>49% or less</td>
<td>0</td>
<td>Failure</td>
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</table>
**SPECIAL NEEDS**

**DISABLED**

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 & IDENTITY-GROUP 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 identity-group 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
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. (Veblen 2007: 362) or (Fridell: June 3, 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. However, please note that when quoting directly from other authors, you should not ‘correct’ their language to make it gender-inclusive.

7. Regarding non-sociological and anti-sociological definitions and theories: You may not use them as authorities or models in this course. **The point of this course is to guide students to better distinguish and understand sociological paradigms, models, and approaches.**
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 from second term courses is March 18.

Student Support Services

On-line paper writing guides include:

- Dartmouth writing guides: http://www.dartmouth.edu/~writing/materials/student/
- Purdue OWL: http://owl.english.purdue.edu/owl/

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:

<table>
<thead>
<tr>
<th>Aboriginal Student Centre</th>
<th>Disability Services</th>
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<tr>
<td>45 Curry Place</td>
<td>155 University Centre</td>
</tr>
<tr>
<td>(204) 474-8850</td>
<td>(204) 474-6213 / TTY: (204) 474-9790</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:asc@umanitoba.ca">asc@umanitoba.ca</a></td>
<td>Fax: (204) 261-7732</td>
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<tr>
<td><a href="http://www.umanitoba.ca/student/asc">http://www.umanitoba.ca/student/asc</a></td>
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<tr>
<th>Learning Assistance Centre</th>
<th>Student Counseling and Career Centre</th>
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<tbody>
<tr>
<td>201 Tier Building</td>
<td>474 University Centre</td>
</tr>
<tr>
<td>(204) 480-1481</td>
<td>(204) 474-8592</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:miriam_unruh@umanitoba.ca">miriam_unruh@umanitoba.ca</a></td>
<td>E-mail: <a href="mailto:lindenna@cc.umanitoba.ca">lindenna@cc.umanitoba.ca</a></td>
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<td><a href="http://umanitoba.ca/student/counseling">http://umanitoba.ca/student/counseling</a></td>
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<tr>
<th>U1 Student Help Centre</th>
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<tbody>
<tr>
<td>205 Tier Building</td>
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<tr>
<td>(204) 474-6209</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:university_1@umanitoba.ca">university_1@umanitoba.ca</a></td>
</tr>
<tr>
<td><a href="http://umanitoba.ca/u1">http://umanitoba.ca/u1</a></td>
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</tbody>
</table>
Schedule of Readings

This schedule is subject to revision at the professor’s discretion. Readings are due on the date they are assigned below.

Module 1: Introduction

January 5-7
Introductory Lecture:

Assessing Social Order, Its Fortifications, and Its Immanent & Interventionary Changes. Theory & Approaches to Sociology
Writing Skills and the Assignments

January 7

In Kimmel:

Online/Jump Link:

Module 2: The Ascendance of Capitalist Society, State & Political Citizenship

January 10

In Kimmel:

January 12

In Kimmel:
30-38 Rousseau, Jean-Jacques. From The Social Contract or Principles of Political Right (1762).

January 17


January 19

In Kimmel:
47-61 Smith, Adam. From The Wealth of Nations (1776).

On-line/Jump Link:

JANUARY 21
IN KIMMEL:
62-74 BURKE, EDMUND. FROM REFLECTIONS ON THE REVOLUTION IN FRANCE (1790).

JANUARY 24
IN KIMMEL:
89-94 WOLLSTONECRAFT, MARY. FROM A VINDICATION OF THE RIGHTS OF MAN (1790).
76-85 PAINE, THOMAS. FROM THE RIGHTS OF MAN (1791).

ON-LINE / JUMP LINK:

MODULE 3: GENDER, SOCIAL REPRODUCTION & SOCIAL CITIZENSHIP

JANUARY 26
IN KIMMEL:
95-101 WOLLSTONECRAFT, MARY. FROM A VINDICATION OF THE RIGHTS OF WOMAN (1792).
118-121, 127-128 MARTINEAU, HARRIET. FROM SOCIETY IN AMERICA (1837).
400-405 PARSONS, ELSIE CLEWS. FROM WOMEN IN PUBLIC LIFE

JANUARY 28
IN KIMMEL:
111-117 MILL, JOHN STUART. FROM THE SUBJECTION OF WOMEN (1869).
86-88 PAINE, THOMAS. “AN OCCASIONAL LETTER ON THE FEMALE SEX”
333-343 WARD, LESTER. SELECTIONS FROM PURE SOCIOLOGY, AND “OUR BETTER HALVES.”
375-378 DU BOIS, WEB. “THE DAMNATION OF WOMEN” (1920).

IN TUCKER:
734-751 ENGELS, FRIEDRICH. 1884. “THE ORIGINS OF THE FAMILY.”

JANUARY 31
ON-LINE / JUMP LINK:

FEBRUARY 4
IN KIMMEL:
406, 409-420 WOOLF, VIRGINIA. FROM THREE GUINEAS
380-388 PERKINS GILMAN, CHARLOTTE. FROM WOMEN AND ECONOMICS
**ON-LINE / JUMP LINK:**

http://www.marxists.org/subject/women/authors/jones/ch22.htm.

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**FEBRUARY 7**

**MODULE 4: PRIMITIVE ACCUMULATION, TRIANGLE TRADE & RACE**

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**FEBRUARY 9**

**ON-LINE:**


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**FEBRUARY 11**

**IN KIMMEL:**

**363-379 DUBoIS, W. E. B.** FROM *The Souls of Black Folk: Essays and Sketches; from Darkwater: Voices from Within the Veil.*

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**FEBRUARY 16**

**IN TUCKER:**

**3-6 MARX, KARL.** 1859. “PREFACE” to “THE CRITIQUE OF POLITICAL-ECONOMY.”

**IN JUMP FILES:**

**ENGLES, FRIEDRICH.** 1878. ON THE DIALECTIC FROM *The Anti-Duhring.*

**FRIDELL, MARA.** 2010. “DIALECTICS V. REIFICATION,” FROM *Notes on Marxist Theory.* WINNIPEG.

**FEBRUARY 18**
**Module 7: Capitalist Alienation**

**March 2**
*In Tucker:*

**March 4**
*In Kimmel:*

**March 7**
*In Tucker:*

**March 7**
*Take Home Essay Exam*

**March 9**
*Essay Exam Due in Class*

**Module 8: Capitalist Exploitation**

**March 11**
*On-Line / Jump Link:*

**March 14**
*In Tucker:*

**Module 9: Capitalist Crises**

**March 18**
*In Tucker:*
455-459 Marx, Karl. “Forms of Crisis.”

March 21
On-line:

In Jump:


March 23
In Tucker:
339-348 Marx, Karl. “Counteracting Factors to the Law of the Tendential Fall in the Rate of Profit.” (Read in Tucker or on-line, see above.)

Module 10: Preconstructual Solidarity in Durkheim

March 25

In Kimmel:

March 28

In Kimmel:

Module 11: Rationalization and Status in Weber

April 1


April 4
