Caveat: My motto for teaching: *If I accept you as you are, I will make you worse; however, if I treat you as though you are what you are capable of becoming, I will help you become that.* (Goethe) You will find that this course will challenge you to what you think are the limits of your abilities. If you “take the ride,” you will surpass those limits. But I will not back away from this principle in the event that you do not choose to do what this course asks of you.

### Formalities

**Short Course Description:** A comprehensive survey of the founding theories and theorists (among others, Marx, Weber and Durkheim) of sociology, and of the social and historical contexts out of which their theories grew. Students will be introduced to the principal philosophical and epistemological questions concerning the nature of sociological knowledge.

**Prerequisite(s):** At least 60% in Sociology 1020 or Sociology 1021E.

**Antirequisite(s):** The former Sociology 230 or the current Sociology 2240E.

**Note:** Unless you have either the requisites for this course or written special permission from your Dean to enroll 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 since 1800. 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 semester.

There are a number of tasks you will be asked to engage in this semester. 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 semester 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 semester 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 are two required books for this course. Both will also be used next term in SOC 2271b. Additional readings will be posted on OWL as listed in the reading schedule below.


**Assignments**

There will be a total of three types of assignments that you will be asked to complete this term. In order to pass the course, you must complete all assignments in a timely manner.

**Examinations:** There will be two in-class examinations for this course. The midterm examination will take place in week nine, and will consist of multiple choice and short answer questions. The final examination will ask you to interpret and discuss a number of passages from the term’s readings, and will be cumulative. Preparation tools will be provided to you in advance.
Paper: There will be a five-page (minimum 1250 words) paper due on Sun Nov 24/2013 at 1159pm EST. This assignment, which will be distributed with the midterm examination prep sheet, will ask you to pursue additional reading by one theorist we will discuss this term and address a number of questions regarding that theorist’s work.

Course Participation and Discussion: There are tutorials for this course, which are required and designed to enable you to more fully and completely understand the readings, lectures, and conceptual issues in the course. The teaching assistants for this course will be discussing their assignments for the course with you in the first tutorial session.

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.”

Grade Breakdown

In order to pass this course, you must submit all assigned work in a timely manner and in accordance with the guidelines listed later in the course outline; failure to submit all assigned work will result in failure in the course.

Department of Sociology guidelines require a particular course grade distribution, which may require curving or otherwise adjusting your course grade in order to meet this requirement. As much as possible, your earned course grade will be the grade you receive. For 2200-level courses, the course mean is to be between a 66-70%, and there are to be more Bs than As.

Evaluation guidelines for the written work are in the “Schaffer Survival Guide” handout, available on OWL. You should read them thoroughly at the start of the term and before beginning and submitting assignments.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Task Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Examination</td>
<td>20%</td>
<td>Examinations = 55% of course mark</td>
</tr>
<tr>
<td>Paper Assignment</td>
<td>25%</td>
<td>Writing = 80% of course mark</td>
</tr>
<tr>
<td>Final Examination</td>
<td>35%</td>
<td>Participation = 20% of course mark</td>
</tr>
<tr>
<td>Tutorial Attendance and Participation</td>
<td>20%</td>
<td>up to +5% added to calculated course mark</td>
</tr>
<tr>
<td>Lecture Attendance and Participation</td>
<td></td>
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</tbody>
</table>

Reading and Class Discussion Schedule

Please note that you are expected to have completed the readings listed for each week by the first class session of the week. That will ensure that you have ample time to reread the materials in the light of our discussions – and trust me, you will need to reread them. All readings need to be read, thought about, noted, and questioned prior to coming into class; they should be re-read and considered after that session as well.
I would recommend that you commit a fair amount of time to preparing for this course. You cannot simply skim through these works once and expect to have “the answers”; rather, you need to read carefully, think about, annotate, jot ideas, sketch maps, doodle, and otherwise ponder them. Keep a separate notebook for your reading notes, listed by page and paragraph, and write your thoughts on interesting passages. Use sticky note flags to identify passages you like, don’t like, or don’t understand.

You should not expect that this course will provide you with “the answers.” The study of sociological theory yields different answers for different people – or even for me, as I find new things and ideas in the readings each time I read them. Instead, this course will be dedicated to enabling you to deal with the questions posed by the theorists and by me, to develop your ability to pose sociological questions, and to develop the skills to construct your own thoughtful, well-supported responses to them.

The readings listed below are broken out by degree of engagement with the texts. How much you read is entirely dependent on you and the mark that you would like to earn in this course. Some readings are absolutely fundamental for just keeping up with what’s going on, so if you’re not concerned with the mark that you earn or are looking to just pass the course, be sure to read these. If you’re striving for a B in the course, there are additional readings to do, and students who are working to earn an A in the course need to do all of the readings.

The readings for each engagement level are listed as follows. Note that those doing Tier II engagement also need to read Tier I, and Tier III requires Tiers I and II:

- Tier I – minimal readings required to have a sense of what’s going on;
- Tier II – works by the theorists discussed in the course that will enable you to develop your own perspective on their ideas;
- Tier III – sociological readings designed to help you understand the context in which each author developed their theoretical ideas.

Note that all readings listed as (OWL) are linked on OWL in the Articles section.

**Weeks 1-4 – The Development of Sociology, Sociological Reasoning, and the Modern**

**T Sep 10**

**Introduction to the Course; or, What You’ve Gotten Yourself Into**

**Readings:**  
*Modernity*, Introduction (pp. 1-18)  
*CST*, pp. 1-16

**T Sep 17**

**Dealing with Social Theory: Critical Reasoning, Critical Reading, and Argumentation**

**Readings:** None - enjoy it while you can...

**T Sep 24**

**The Development of the Modern: The Enlightenment and the Question of the Primacy of the Individual**

**Readings:**  
Tier I: *CST*, pp. 19-29 (Introduction to Part I); *Modernity*, Chapter 1 (pp. 19-54)  
Tier II: *CST*, pp. 50-82 (Adam Smith, Immanuel Kant)  
Tier III: *Modernity*, Chapter 2 (pp. 55-90)
T Oct 1  The Development of the Modern: The Enlightenment as Social Formation and Foundation for Sociology

Readings: Martineau, selections from *How to Observe Morals and Manners* (OWL); Comte, selections from *Course in Positive Philosophy* (OWL)

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Weeks 5-6 – Marx and the Radical Critique of Modernity

T Oct 8  Historical Materialism, Capitalism, and the Conception of the Subject

Readings: Tier I: *CST*, pp. 133-141 (Introduction to Part II)
Tier II: *CST*, pp. 142-155, 182-192
Tier III: *Modernity*, Chapter 3 (pp. 90-121)

T Oct 15  The Reason for the Revolution: Capitalism, Exploitation, and the Ethical Call for Socialism

Readings: Tier I: *CST*, pp. 156-171
Tier II: *CST*, pp. 172-181; *Critique of the Gotha Programme* (OWL)
Tier III: *Modernity*, Chapter 4 (pp. 122-148)

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Weeks 7-9 – Durkheim and the Failings of the Social Organism

T Oct 22  Durkheim’s Epistemology: The Sum Is More Than the Parts

Readings: Tier I: *CST*, pp. 195-200 (Introduction to Part III)
Tier II and III: *CST*, pp. 201-242

T Oct 29  Morality, Society, and Functionalist Approaches to Studying Social Life

Readings: Tier I: Durkheim, “Individualism and the Intellectuals” (OWL)
Tier II and III: *CST*, pp. 243-264

T Nov 5  MIDTERM EXAMINATION IN CLASS

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Weeks 10-11 – Weber and the Rationalization of Social Life

T Nov 12  Max Weber, *Verstehen*, and the Understanding of Social Change

Readings: Tier I: *CST*, pp. 267-272 (Introduction to Part IV)
Tier II: *CST*, pp. 273-290
Tier III: *Modernity*, Chapter 5 (pp. 149-183)

T Nov 19  The Rationalisation of Modern Life: Economy, Polity, and Society

Readings: Tier I: *CST*, pp. 291-309
Tiers II and III: *CST*, pp. 310-338
Su Nov 24, 1159pm  Paper Due to Turnitin.com

Weeks 12-13 – Developing the Idea of the “Social Self”

T Nov 26  “Both/And”: Georg Simmel, the Individual, and the Group

Readings:  Tier I: CST, pp. 361-365
           Tier II: CST, pp. 366-395
           Tier III: Simmel, “The Metropolis and Mental Life” (OWL)

T Dec 3  Rethinking the Relationship Between the Individual and the Social: George Herbert Mead, Sigmund Freud, and WEB DuBois

Readings:  Tier I: CST, pp. 341-346 (Introduction to Part V)
           Tier II: CST, pp. 347-360, 396-418
           Tier III: WEB DuBois, “The Souls of White Folk” (OWL)

Posted Final Examination Time: Final Examination

Summary: Reading Assignments and Due Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activity/Due Date</th>
<th>Tier I (Minimal Readings)</th>
<th>Tier II (Theorists’ Original Works)</th>
<th>Tier III (Social Formation or Additional Theorist Readings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 10</td>
<td>All Read</td>
<td>Modernity, 1-18</td>
<td>CST, 1-16</td>
<td></td>
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<tr>
<td>Sep 17</td>
<td></td>
<td></td>
<td>None</td>
<td></td>
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<tr>
<td>Sep 24</td>
<td>Modernity, 19-54; CST, 19-29</td>
<td>CST, 50-82</td>
<td>Modernity, 55-90</td>
<td></td>
</tr>
<tr>
<td>Oct 1</td>
<td>All Read</td>
<td>Martineau, Comte (OWL)</td>
<td>CST, 133-141</td>
<td>Modernity, 90-121</td>
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<tr>
<td>Oct 8</td>
<td>CST, 133-141</td>
<td>CST, 142-155, 182-192</td>
<td>Modernity, 90-121</td>
<td></td>
</tr>
<tr>
<td>Oct 15</td>
<td>CST, 156-171</td>
<td>CST, 171-181; Critique (OWL)</td>
<td>Modernity, 122-148</td>
<td></td>
</tr>
<tr>
<td>Oct 22</td>
<td>Midterm Prep Sheet and Paper Assignment Out</td>
<td>CST, 195-200</td>
<td>CST, 201-242</td>
<td></td>
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<tr>
<td>Oct 29</td>
<td>“Individualism” (OWL)</td>
<td>CST, 243-264</td>
<td>CST, 243-264</td>
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<tr>
<td>Nov 5</td>
<td>MIDTERM EXAMINATION</td>
<td></td>
<td>CST, 243-264</td>
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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.

**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](http://www.turnitin.com)). Computer-marked multiple-choice tests will be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

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.

**Attendance:** Your attendance, attention, and participation in lecture and scheduled tutorial sessions is expected and constitutes part of your mark as discussed above in the Course Participation section of the assignments.

**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” or Twitter format. They should account for the highest degree the person has
(hence, I am “Dr 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. You can generally expect a response to your emails within 24 hours of sending it during the week, and on the first business day of the week if you send it on the weekend.

**Evaluations:** We do our best to ensure that our evaluation of your work is as impartial as possible and reflects the quality of what you submit at the due date and time. If you have issues with our evaluation of your work, you may submit to Dr Schaffer a one-page statement of how it is you think we misunderstood what you presented in your work (and only what appears in the work submitted) no sooner than 24 hours after we return the work to you. We will then meet to discuss the issue. Please note that we reserve the right to elevate your grade, maintain the grade applied, or to lower the grade depending on that re-evaluation. This policy also pertains to the final examination.

**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.) **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 so as not to distract others.

**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 hospitalisation, 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.**

**Timeliness of Work Submissions and Missed Exams:** As you know, the tempo of the term does not allow one to fall behind, and everything in this course is additive and builds to the final assignments. For this course, work is never an acceptable excuse for missing class. All deadlines and due dates are listed in the course outline; ensure that your employer is aware of them and will respect them.

Make-up exams and extensions on assignments will be granted with approved documentation only. If you have a **conflict with one of the exam dates,** it is your responsibility to discuss it with the Academic Counselling office **at least one week before the regularly scheduled examination** and provide documentation of the conflict. If approved, you will be allowed to schedule a make-up exam. If you **miss an exam or a due date for an assignment due to illness or for any other unforeseen reason,** you must provide notification of and documentation of the reason for missing the exam to your Academic Counsellor **within 48 hours of the regularly scheduled exam.** If your problem is medical in nature, you should see your doctor on the exam date or due date for the assignment. If your Academic Counsellor agrees that your reason for missing the exam is legitimate and is supported by your medical doctor’s documentation, you will be allowed to write a makeup exam. In the event of other circumstances that cause you to miss an exam or an assignment due date, such as the serious illness or death of a family member, you must inform me as soon as possible, and appropriate documentation (medical certificate from family member’s physician, newspaper notice, death certificate, notification from funeral director) must be submitted to your home faculty Counselling Office as soon as possible.

**Frequently Asked Questions (FAQ):** A list of frequently asked questions (FAQs) as well as the official responses to them are available on OWL, and can usually address most things that come up in class.

**Other Issues:** My task is to provide you with the tools to enable your own education, and I will do that to the best of my abilities during the term. I will 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 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 Evaluation Criteria and Learning Objectives**

Below are the expectations I have of you during this term:

- Consistent attendance in class sessions, with you having read the materials, come prepared to discuss the materials, and come prepared to pose any questions that you have;
- 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, and thoughtful discussion of these materials and issues during class sessions;
- The diligent pursuit of all assignments, with you committed to doing your best work on each one;
- And, overall, your commitment to doing your best work in every class session and on every assignment.

If you do attend to your responsibilities in this course, you can expect that by the end of this term, you will be able to do the following (among other things):

- 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.

*With a good attitude, dedication to your success, and a willingness to take responsibility for your learning in this course, you will succeed. Good luck this term.*
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 661-2111 x 82147 for any specific question regarding an accommodation.