SOCIOLOGY 2240E: Survey of Sociological Theory
2015-2016
Dr Scott Schaffer
Course Meetings: Tues 230pm to 430pm, SSC 3022
Office Hours: Tues 445pm to 545pm, W 1245pm to 230pm, or by Skype
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FORMALITIES

Short Course Description: A survey of sociological theory from the historical roots of social science to the present. 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 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 three books that are required for the course—two for everyone, and one for those who wish to understand the historical and sociological changes that compelled the theorists we will be reading this term. Most, if not all, can be purchased through Amazon.ca, Chapters/Indigo, or other online booksellers, and will be available through the UWO Bookstore.


There will also be a number of required readings on OWL.

Finally, 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 30% of course mark

There are two midterm examinations for this course—one in the Fall term and one in the Winter term. Each of them will be a take-home examination consisting of concept identification and short-answer essay questions. The 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. Your responses will be submitted through Turnitin.

Fall Term Examination 20% of course mark

We will have an in-class examination during the Fall term examination period. This examination will be an essay examination, and questions 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.

Course Paper 40% of course mark

This course is an essay course, and as such you are required to write a significant paper for the course. In lieu of a final examination, you will be writing an integrative course paper dealing with a number of the readings from both Fall and Winter terms and engaging with one of the major themes we will be discussing throughout the course. The assignment for this paper will be distributed in the class session after the Winter term midterm examination is due. I would invite and encourage you to prepare for this assignment by tracking the themes we develop during the entire course.

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 with you in the first tutorial session.

Lecture Attendance and Engagement +0-5% of course mark

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.”

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 papers 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, due to medical illness, you cannot submit an assignment by the due date, it is your responsibility to follow the University’s “Policy on Accommodation for Medical Illness,” accessible at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf. I also request that you inform me as soon as possible via email that you are seeking accommodation. This policy also applies to accommodations sought for compassionate circumstances.

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 66% and 70%, and there are to be more Bs than As.

Evaluation guidelines for written work 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 me a one-page statement of how it is that you think your work as submitted was wrongly evaluated no sooner than 24 hours after I 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 workshops 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 about 20-30 pages a 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.

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. In no case will the readings stand in for being in lecture, so your attendance is expected and invited.

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** – the 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.

Readings that are marked with an asterisk (*) are available on OWL.
FALL TERM

Week 1: Tues Sep 15
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 Classical, pp. 1-16

Week 2: Tues Sep 22
Skills Day: Critical Thinking, Critical Reading, and Argumentation

* C. Wright Mills, “On Intellectual Craftsmanship”
* Steve D’Arcy, “The Rise of the Post-New-Left Political Vocabulary”

Week 3: Tues Sep 29
Humanism, Materialism, and Idealism
Mary Wollstonecraft, John Stuart Mill, Friedrich Hegel, Immanuel Kant, René Descartes

No readings. Pre-read the materials for the next two weeks.

Week 4: Tues Oct 6
The Idea of the Modern and the Enlightenment as Social Formation
Harriet Martineau, Auguste Comte

Modernity, Introduction (pp. 1-18)
* David Harvey, excerpt from The Conditions of Postmodernity
* Harriet Martineau, selections from How to Observe Morals and Manners
* Auguste Comte, selections from Course in Positive Philosophy

Week 5: Tues Oct 13
The Enlightenment and the Individual
Adam Smith, Immanuel Kant

Tier I: Classical, pp. 19-29; Modernity, Chapter 1 (pp. 19-54)
Tier II: Classical, pp. 50-82
Tier III: Modernity, Chapter 2 (pp. 55-90)
Week 6: Tues Oct 20
Marx, the Radical Humanist
Karl Marx

Tier I: Classical, pp. 133-141
Tier II: Classical, pp. 142-155, 182-192
Tier III: Modernity, Chapter 3 (pp. 90-121)

Week 7: Tues Oct 27
The Reason for/and Revolt
Karl Marx, Friedrich Engels

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

Mon Nov 2, 1205am: Fall Midterm Examination DUE to Turnitin (via OWL)

Week 8: Tues Nov 3
Durkheim’s Epistemology – Toward a Scientific Sociology
Émile Durkheim

Tier I: Classical, pp. 195-200
Tier II and III: Classical, pp. 201-242

Week 9: Tues Nov 10
Durkheim, Morality, and Society
Émile Durkheim

Tier I: * Durkheim, “Individualism and the Intellectuals”
Tier II and III: Classical, pp. 243-264

Week 10: Tues Nov 17
Weber, Verstehen, and Interpretive Sociology
Max Weber

Tier I: Classical, pp. 267-272
Tier II: Classical, pp. 273-290
Tier III: Modernity, Chapter 5 (pp. 149-183)
Week 11: Tues Nov 24
The Rationalisation of Modern Life
Max Weber, Marianne Weber
Term Examination Questions Distributed

Tier I: Classical, pp. 291-309; * Marianne Weber, selections from “Authority and Autonomy in Marriage”
Tier II and III: Classical, pp. 310-338

Week 12: Tues Dec 1
“Both/And”: Georg Simmel, the Individual and the Group
Georg Simmel

Tier I: Classical, pp. 361-365
Tier II: Classical, pp. 366-395
Tier III: * Simmel, “The Metropolis and Mental Life”

Week 13: Tues Dec 8
Integration and Review: The Foundations of Modernity and Modern Social Theory

Term Examination During Examination Period (date TBD)

WINTER TERM

Week 1: Tues Jan 5
New Ideas About the Individual and the Social
George Herbert Mead, Sigmund Freud, W.E.B. DuBois

Tier I: Classical, pp. 341-346
Tier II: Classical, pp. 347-360, 396-418

Week 2: Tues Jan 12
Not the System, but the Self: Phenomenology and Symbolic Interactionism
Alfred Schutz, Erving Goffman, Herbert Blumer

Tier I: Contemporary, pp. 27-34
Tier II and III: Contemporary, pp. 35-74
Week 3: Tues Jan 19
The Frankfurt School and the Cultural Logics of Capitalism
*Max Horkheimer, Theodor Adorno, Walter Benjamin, Herbert Marcuse*

* Tier I: Classical, pp. 421-424
* Tier II: Classical, pp. 425-486
* Tier III: Modernity, Chapter 8 (pp. 280-306)

Week 4: Tues Jan 26
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*
* C. Wright Mills, “Pagan Sermon to the Christian Clergy”
* Maurice Merleau-Ponty, “The War Has Taken Place,” from *Sense and Non-Sense*

* Highly Recommended: Modernity, Chapters 6-7 (pp. 184-279)

Week 5: Tues Feb 2
Power: What Is It Good For?
*C. Wright Mills, Antonio Gramsci, Charles Tilly, Steven Lukes*

* Tier I: Contemporary, pp. 223-228
* Tier II and III: Contemporary, pp. 229-276

Week 6: Tues Feb 9
Foucault and the Person as “Text”: Discourses, Epistemes, and Power
*Micel Foucault*

* Tier I: Contemporary, pp. 289-294
* Tier III: Modernity, Chapter 11 (pp. 363-393)

Reading Week: Tues Feb 16. No class.

*Mon Feb 22, 1205am: Winter Midterm Examination DUE to Turnitin (via OWL)*
Week 7: Tues Feb 23
Social Structure, Power, and the Construction of Individuals: Bourdieu and the *habitus*

*Pierre Bourdieu*

Tier I: *Contemporary*, pp. 325-334
Tier II: *Contemporary*, pp. 335-386
Tier III: *Modernity*, Chapters 14 and 16 (pp. 466-503, 533-563)

Week 8: Tues Mar 1
Habermas and the Reclamation of the Enlightenment Project

*Jürgen Habermas*

Tier I: *Contemporary*, pp. 437-443
Tier II: *Contemporary*, pp. 444-490
Tier III: *Modernity*, Chapter 13 (pp. 436-465)

Week 9: Tues Mar 8
Modernity/Modernism/Post(-)modernity/Post(-)modernism: The Return of the Interplay of Social Formation and Social Theory

*Norbert Elias, Zygmunt Bauman, Anthony Giddens, Bruno Latour, Jean-François Lyotard*

Tier I: *Contemporary*, pp. 493-498; finish *David Harvey*, excerpt from *The Condition of Postmodernity*
Tier II: *Contemporary*, pp. 499-560
Tier III: *Jean-François Lyotard*, selection from *The Postmodern Condition*; *Zygmunt Bauman*, selection from *Intimations of Postmodernity*

Week 10: Tues Mar 15
Reclaiming Subjectivity I: Sex, Gender, Sexuality

*Miranda Fricker, Dorothy E. Smith, Patricia Hill Collins, Steven Seidman, Adrienne Rich*

Tier I: *Contemporary*, pp. 389-397; *Miranda Fricker*, selections from *Epistemic Injustice*
Tier II: *Contemporary*, pp. 398-417; *Epstein*, “A Queer Encounter: Sociology and the Study of Sexuality”
Tier III: *Modernity*, revisit Chapter 6
Week 11: Tues Mar 22
Reclaiming Subjectivity II: Race, Ethnicity, and Anti-Racism
*Frantz Fanon, Orlando Patterson, Edward Said, Arjun Appadurai, Glenn Sean Coulthard*

**Tier I:** revisit *Contemporary*, pp. 389-397; *“Open Letter from the Ferguson Protests”*

**Tier II:** *Contemporary*, pp. 417-434; *Edward Said, “Orientalism”;* *Arjun Appadurai, “Fear of Small Numbers”;* *Glenn Sean Coulthard, selections from* *Red Skin, White Masks*

Week 12: Tues Mar 29
The Subjected Strike Back: Dissenting Epistemologies and New Conceptions of the Social
*Braulio Muñoz, Boaventura de Sousa Santos, Arjun Appadurai, Steven Seidman, Paul Gilroy, Ulrich Beck, Mahmood Mamdani*

* Braulio Muñoz, selections from *Toward a Moral Sociology*
* Boaventura De Sousa Santos, “Nuestra América: Reinventing a Subaltern Paradigm of Recognition and Redistribution”*
* Steven Seidman, “The End of Sociological Theory”*
* Paul Gilroy, “Postcolonial Melancholia”*
* Ulrich Beck, “The Cosmopolitan Perspective”*
* Mahmood Mamdani, “From Direct to Indirect Rule”*

Week 13: Tues Apr 5
The Future of Sociology: Where Do We Go From Here?
*Michael Burawoy, Ana Cristina Santos, Rose Brewer, Scott Schaffer, Erich Fromm*

* Michael Burawoy, “For Public Sociology”*
* Ana Cristina Santos, “Disclosed and Willing: Towards a Queer Public Sociology”*
* Rose Brewer, “Response to Michael Burawoy’s Commentary: ‘The Critical Turn to Public Sociology’”*
* Scott Schaffer, “L’Ouverture des bouches: The Social and Intellectual Bases for Engaged and Public Social Theory“*
* Erich Fromm, “Priests and Prophets”*

**Final Examination Date (TBD): Course Paper Due and Closure Discussion**
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.

**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)).

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.** Your attendance in class sessions is expected and constitutes part of your mark. The standard provisions regarding absences excused by the Social Science Counselling Centre on medical or compassionate grounds hold; however, those will be the only absences that will be excused. If you are unable to attend a class session for medical or compassionate reasons, you must inform me as soon as possible. Updates on attendance records will be provided on request.

**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: 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. **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 or in a location to be arranged so as not to distract others.

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