SOCl 210: Classical Social Theorizing

Spring 2019, Classical Social Theorizing – 22795 - SOCl 210 - A01
Instructor: Peyman Vahabzadeh

Monday and Thursday, 11:30-13:50  Cornett B112
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Office Hours: Monday and Thursday 2:15-3:15 PM

We acknowledge that we meet one another and hold our learning experience on the ancestral land of the Lekwungen family group, Checkonien, and Sungayka. University of Victoria operates on the unceded territory of the Coast and Strait Salish people.

Course Description:
This course takes a historical-sociological approach to the foundational social theories, while it also offers a social history of the theorists and an account of the historical changes of mostly European humanity that originally launched social thought and sociological theory as a response to the changing Europe. Sociology is born out of the response of Europeans to their endemic social and political crises that were concomitant with the birth of modernity. The course situates modernity in relation to the impact of colonization of the rest of the world which launched Europe as an unrivaled capitalist core that globalized itself into current day neoliberal order. The course also examines the philosophical backgrounds and the intellectual predecessors of sociological theories. It covers the period between the late eighteenth century and mid-twentieth century. The course focuses on the revolutionary trends in the West, the events whose impacts changed the world forever.

The instructor’s lectures include Power Point presentations. The slides will be posted, in PDF format, on Course Space at the end of each week.

Course Outcomes/Objectives:
The course intends to introduce the foundational gestures and figures of sociological theory. By the end of this course, the students will have a clear idea of how sociology came about and what influences classical sociological theorizing has left for present-day sociology.

Course Pre/Co-requisites:
Soci-100A and Soci-100B

Required Resources:

There are also a number of supplementary short readings. The majority of these are available online. One article is posted in PDF format on Course Space. It is the student’s responsibility to retrieve these materials.
Evaluation:
In-Class Midterm Exam, February 25 30%
Critical Response Paper (5 pages), due March 25 in class 30%
Final Exam, during Final Exam Period TBA 30%
Participation 10%
NOTE: the above dates are non-negotiable except through documented medical circumstances.

Course Assignments in Detail:
There will be an in-class mid-term and one final exam for this course (30% each), as well as a Critical Response paper (30%). The exams entail short-answer questions and definitions of the main concepts. They are mostly based on readings but also on the lectures to a lesser extent. Each exam only covers the materials presented in the weeks prior to it (see Reading List below). The exams are not cumulative.

The Critical Response paper (30%) needs to be six (6) pages in length in addition to a title page and a Reference page. This means that the title page and Reference page are not counted as the main body of the paper—which is 6 pages. The paper is due in Week 11, on Monday March 25, in the beginning of the class. In this paper, you will critically respond to one theory of your choice from the list below. Your response will be based on sufficient library research on the subject and your bibliography must include at least three (3) sources in addition to the textbook (which you should also use) and lectures. Avoid opinionated polemics and instead focus on the problem/issue that you perceive to exist within the theory you choose. Please note that a theoretical critique does not rely on facts to challenge theoretical postulates. The time of the classics is long gone, and as such it is too easy to fault them based on their level of knowledge, predictions, or prejudices. The first half of the paper will offer a synopsis of the theory in an impartial way, which will lead to your perceived issue or problem in the selected theory. Then, in the second half, the paper will establish the problem with respect to the theory in question and it will argue why there is a conceptual problem. Lastly, the paper will criticize the aspect (or problem) in question, in order not to reject the theory (that’s too easy!) but to improve on it. To repeat, the criticism must be theoretical and conceptual, not historical or factual. I am looking for persuasive discussions and logical patterns of argumentation. We will discuss the paper in the class after the second midterm.

The papers should include a title page, a Reference page, and written using font Times New Roman size 12, double-spaced, with one-inch margins. The pages must be numbered.

It is absolutely essential to cite any idea or knowledge that is not your own, whether it involves a direct quote or a paraphrase. You must use the ASA citation format (available at: https://essayclick.net/blog/asa-format).

You may choose one of the following theorists to critically respond to: Thomas Hobbes, John Locke, Adam Smith, Thomas Malthus, Jean-Jacques Rousseau, Mary Wollstonecraft, Alexis de Tocqueville, John Stuart Mill, Henri Saint-Simon, August Comte, Ludwig Feuerbach, Karl Marx, Charlotte Gilman, Emma Goldman, Jane Addams, Emile Durkheim, or Max Weber.
Your Response Papers will be graded as follows: (a) proper citation, clarity of expression, correct syntax: 5%, (b) impartial summary; logical pattern of argument; sharpness of criticism; avoiding of unfounded opinion: 25%

The in-class exams (midterm and final) will consist of 30-40 (to be determined) definitions and short answer questions that directly come from the textbook, the assigned weekly supplementary readings, and the lectures. The questions are straightforward and will have unambiguous answers.

**SOC 210 Social Movements Spring 2019 READING LIST**

**Week 1 (January 7, 10): Emergence of Modern Europe**

**Week 2 (January 14, 17): The European Enlightenment**
Thomson, Chapter 1, pp. 34-61.
J.J. Rousseau, “A Dissertation on the Origin and Foundation of the Inequality of Mankind” (pp. 9-10) and “Part Two” (pp. 23-30). Available at: [https://aub.edu.lb/fas/cvsp/Documents/DiscourseonInequality.pdf879500092.pdf](https://aub.edu.lb/fas/cvsp/Documents/DiscourseonInequality.pdf879500092.pdf)
Mary Wollstonecraft, “Introduction” to *A Vindication of the Rights of Women*. Available at: [https://www.bartleby.com/144/103.html](https://www.bartleby.com/144/103.html)

**Week 3 (January 21, 24): Romanticism and Social Conservatism**
Thomson, Chapter 2, pp. 75-84; Chapter 3, pp. 85-106.

**Week 4 (January 28, 31): French and English Liberalisms**
Thomson, Chapter 3, pp. 85-106.

**Week 5 (February 4, 7): French Positivism and German Idealism**
Thomson, Chapter 4, pp. 111-143.
G.W.F Hegel, “Introduction” to *Philosophy of Right*, sections 7 & 8 only. Available at:
https://www.marxists.org/reference/archive/hegel/works/pr/printrod.htm

**Week 6 (February 11, 14):** Karl Marx
Marx, “Preface to Contribution the Critique of Political Economy.” Available at: 
https://msuweb.montclair.edu/~furrg/gned/marx_pref2contrib.pdf
Marx, “Estranged Labour.” Available at: 
https://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm

**NOTE:** Week of February 18-22 Reading Break Week! NO CLASS ENJOY!

**Week 7 (February 25, 28):** *Fin de Siècle*
Thomson, Chapter 6, pp. 175-206
“Declaration of Sentiments and Resolutions, Seneca Falls, 1848.” Available at: 
http://www.scholastic.com/browse/article.jsp?id=4932
Emma Goldman, “The Traffic in Women” (1910). Available at: 
https://www.marxists.org/reference/archive/goldman/works/1910/traffic-women.htm

**NOTE:** Thursday February 25, In-Class Midterm Exam covering Weeks 1-6 inclusive. No class.

**Week 8 (March 4, 7):** Émile Durkheim
Thomson, Chapter 7, pp. 207-236.
Emile Durkheim, “What Is a Social Fact?” Available at: 
http://generation-online.org/p/fpdurkheim1.htm

**Week 9 (March 11, 14):** Max Weber
Thomson, Chapter 8, pp. 237-267.
Max Weber, “Class, Status, Party,” available at: 

**Week 10 (March 18, 21):** Anti-Racial Thought, George H. Mead, Karl Mannheim
Thomson, Chapter 9, pp. 279-291; 297-305; Chapter 12, pp. 377-399.
Booker T. Washington, “A Slave Among Slaves.” Available at: 
http://btwsociety.org/library/books/Up_From_Slavery/01.php
W.E.B du Bois, “Negroes and the Crisis of Capitalism in the U.S.” Available at: 

**Week 11 (March 25, 28):** Individual and Society
Thomson, Chapter 10, pp. 306-333.

NOTE: Monday March 25, Critical Response Paper Due in Class. The Guideline to writing this paper is included in this syllabus.

Week 12 (April 1, 4): Revolutionary Socialism
Thomson, Chapter 11, pp. 334-363

NOTE: Final Exam, covering Weeks 7-12 inclusive, during final exam period. Date: TBA
Legal Blurb:

**Examination and Assignment Policy**
As per university policy, absence is only permitted in cases of illness, accident, family affliction, or religious obligations. Missing an exam for other reasons will result in an “F.” Students are responsible for providing official documentation to justify their absence, e.g. a doctor’s note. In cases of justified absences, the student has the right to request a make-up exam. Please note that exams will not be rescheduled to accommodate students’ personal circumstances, including travelling plans. There are no exceptions to this policy.

**Grading**
In accordance with Senate Regulations, grading on the curve is not permitted. The grades students receive in this course reflect their performance in relation to specified academic expectations. Students should retain a copy of all submitted assignments (in case of loss) and should retain all their marked assignments in case they wish to apply for a Review of Assigned Standings. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. All exams remain the property of the University of Victoria.

**Attendance**
As per university policy, attendance to all classes is mandatory. Students who are unavoidably absent because of illness, accident or family affliction should report to the instructor as soon as possible. Absences that cannot be justified in accordance with university policies will be subject to penalty at the discretion of the instructor. If you are absent for reasons other than those specified under university policies, then it is not the responsibility of the instructor or the TA to help you catch up with missed lecture material.

**Academic Integrity**
The Department of Sociology fully and rigorously enforces the Senate Policy on Academic integrity. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation. Students caught cheating in the course will be expelled and reported to the Chair of the Department of Sociology and the Dean of Social Sciences for disciplinary action.
Plagiarism and Cheating
Students must note the statement on “Plagiarism” in the UVic Calendar, and all regulations under the “Policy on Academic Integrity.” Quotes and citations must be used for any material longer than 5 words in succession that is not the student’s original work.

Harassment
The Department of Sociology supports the University’s policies on harassment, and is committed to ensuring that all students, staff, and faculty are able to exercise fully their rights to participate in activities at the University without fear of harassment.

Accommodations
The University of Victoria accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. As per university policy, students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

Classroom Etiquette
Distractions can easily hinder the difficult process of conveying knowledge. Please observe standard classroom etiquette. Entering the classroom after the instructor’s presentation has started can be distracting both to the instructor as well as to other students. While occasional lateness may be unavoidable, your dedication to being on time is greatly appreciated. The use of electronic communication devices is also a distraction to both the instructor and classmates. This includes texting and surfing the internet. Please turn off your electronic communication devices before entering the classroom and refrain from using them during class. If there is a justifiable reason for using your device during class (e.g., expecting an urgent call related to health or illness), please notify the instructor ahead of time, keep the device on vibrate, and exit the room if you must receive a message.

Commitment to Inclusiveness and Diversity
The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. The Department of Sociology is committed to inclusiveness and to a welcoming, friendly learning and working environment. We condemn sexism, ageism, racism, ethnocentrism, homophobia and inappropriate behaviour toward people with a disability.
Course Experience Survey (CES)
I value your feedback about this course. Towards the term’s end, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information near the time but please keep thinking about this important activity during the course.

Sexualized Violence Prevention and Response at UVic
UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:
Where: Sexualized violence resource office in EQHR, Sedgewick C119
Phone: 250.721.8021
Email: svpcoordinator@uvic.ca
Web: www.uvic.ca/svp

Bringing in the Bystander – Bystander Intervention Training at UVic
Offered by the Office of Student Life, “Bringing in the Bystander” is a free in-person workshop on campus that teaches students how to overcome resistance to checking in and intervening when they observe harmful situations and the potential for sexualized violence to occur. By empowering students to become active bystanders, we hope to create a compassionate community response to preventing sexualized violence and fostering a safer environment on campus.
Email: svptraining@uvic.ca
Web: www.uvic.ca/bystander
Grading

A primary purpose of evaluation and grading is to further effective teaching and learning. Any practices which assign a predetermined percentage of students a specific grade, that is, a certain percentage get A, another percentage get B and so on, without regard to individual achievement are prohibited.

The table on the next page shows the official grading system used by instructors in arriving at final assessments of student performance. For letter grades authorized for use in the Faculty of Law, see the entry under that faculty.

### Undergraduate Grading Scale

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage *</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student’s full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.</td>
</tr>
<tr>
<td>COM</td>
<td>Excluded Grade</td>
<td>N/A</td>
<td>Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.</td>
</tr>
<tr>
<td>CTN</td>
<td>Excluded Grade</td>
<td>N/A</td>
<td>Continuing. Denotes the first half of a full-year course.</td>
</tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failing Grades</td>
<td>Grade Point Value</td>
<td>Percentage *</td>
<td>Description</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>0 – 49</td>
<td>Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0 – 49</td>
<td>F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0 – 49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
<tr>
<td>N/X</td>
<td>Excluded Grade</td>
<td>N/A</td>
<td>Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
</tr>
<tr>
<td>F/X</td>
<td>Excluded Grade</td>
<td>N/A</td>
<td>Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
</tr>
<tr>
<td>Temporary</td>
<td>Grade Point Value</td>
<td>Percentage *</td>
<td>Description</td>
</tr>
<tr>
<td>INC</td>
<td>N/A</td>
<td>N/A</td>
<td>Incomplete. Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.</td>
</tr>
<tr>
<td>DEF</td>
<td>N/A</td>
<td>N/A</td>
<td>Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See Deferred Status.</td>
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<tr>
<td>INP</td>
<td>N/A</td>
<td>N/A</td>
<td>In Progress. Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit, intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.</td>
</tr>
<tr>
<td>CIC</td>
<td>N/A</td>
<td>N/A</td>
<td>Co-op Interrupted Course. See General Regulations: Undergraduate Co-op.</td>
</tr>
<tr>
<td>Grade Note</td>
<td></td>
<td></td>
<td>Note</td>
</tr>
<tr>
<td>AEG</td>
<td>N/A</td>
<td>N/A</td>
<td>Aegrotat. Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student’s performance or prevented completion of all course work.</td>
</tr>
<tr>
<td>WE</td>
<td>N/A</td>
<td>N/A</td>
<td>Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.</td>
</tr>
</tbody>
</table>

* The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.