

Instructor: **Dr. Ariel Ducey**

Office hours: Thursdays 12:30-2 and by appointment, SS938, [aducey@ucalgary.ca](mailto:aducey@ucalgary.ca), 220-5054

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### Course Description and Goals

This course surveys classical sociological theory in the modern West, focusing on the period between the revolutions of 1848 and the First World War. In this course, we will seek to understand the concepts and arguments of major classical theorists in two ways: how those concepts were situated in their particular historical times and discourses; and how those concepts may be useful for understanding our own particular times and discourses.

As Calhoun and coauthors discuss in their introduction, sociology is the study of how social life is organized, while sociological *theory* is a guide to how to go about studying social life and making sense of observations and events in social life. Sociological theory, therefore, is the infrastructure that holds together ways of asking questions, methods for study, and explanations or interpretations that follow. Sociological theory is what organizes our study of social life; without it, sociology would be a collection of observations and facts, not a science. Sociological theory develops concepts and languages for identifying and describing tendencies, patterns, and laws in social life, which contributes to knowledge but also to efforts at changing or improving social life.

The science of sociology, however, contains multiple competing paradigms, or theoretical frameworks, for ordering knowledge. Therefore, in our discipline we can readily see how “facts” and knowledge are intertwined with theoretical concepts, preferred practices and styles of research, and moral and normative views. In this class, we will examine these competing paradigms, as articulated by major classical theorists, and consider the possibilities these paradigms offer for the kinds of sociology we can do, and the kinds of sociologists we can be.

The goals for this course are as follows:

- To learn the fundamental concepts of major classical social theorists
- To be able to identify and articulate theorists’ major arguments
- To recognize major themes/issues that form core debates in classical social theory
- To be able to compare and contrast social theorists in terms of their positions on those majors themes/issues
- To gain confidence in reading social theory
- To recognize the implications of social theories for doing sociology and understanding social life, in our own times

### Skills to be developed or enhanced:

- *Reading skills:* Students will read primary texts written by theorists living in different times and contexts than ours, and deploying sophisticated forms of argument that may not be familiar. Students will learn to piece together the conversations the theorists are participating in and to identify the strategies theorists use to persuade their readers, by careful reading of primary texts. These skills will be developed through in-class exercises and writing assignments.
- *Writing skills:* Students will begin to learn how to turn effective reading into effective writing; how to recognize arguments and the elements that make up a good argument, and how to make their own arguments.
- *Sociological Imagination:* The theorists covered in the course disagree about the definition and focus of sociology, but by the end of the course students should nevertheless be able to recognize, if not fully define, what makes sociology distinct as a way attending to and understanding the world.
- *Substantive knowledge:* Students will learn foundational concepts in sociology, the major contours of individual theorists' work, and something about the historical and intellectual contexts in which their work was produced.
- *Critical thinking:* students will examine the ways in which social theorists refuse to accept taken-for-granted assumptions about the world and begin to apply their own critical thinking to the theorists' work. Critical thinking pays particular attention to social structures and relations of power that make it difficult to imagine the world in another way. Critical means recognizing that things could be otherwise.

### Required Readings

- 1) There is one book to purchase for this course, available at the UofC bookstore:

Calhoun, Craig, Joseph Gerteis, James Moody, Steven Pfaff, Indermohan Virk, eds. *Classical Sociological Theory: Third Edition*. Wiley-Blackwell.

- 2) Other required course readings are available for access on D2L, either as .pdfs or through UofC library links. Students are responsible for downloading and, if they wish, printing the articles.

### Recommended Secondary Sources

- Giddens, Anthony. *Capitalism and Modern Social Theory*. Cambridge University Press, 1971.
- Ritzer, George. *The Blackwell Companion to Major Social Theorists*. Blackwell, 2003.
- Collins, Randall. *Four Sociological Traditions*. New York: Oxford University Press, 1994.

Readings must be completed *before* the class for which they are assigned. We will be reading about 50 pages per week for this course. Students must bring to class the readings we will be

discussing. I may add, omit, or change some readings during the semester as needed. Any changes in the course schedule will be announced in class and on D2L. Students are responsible for attending class and checking the D2L site regularly.

### Graded course components

- 1) Four reading notes – 15% each
- 2) Compare/contrast paper (final essay) – 20%
- 3) In-class quizzes, writing, group activities – 20%

### Due dates:

- Reading notes will be due at the beginning of the class on the day we begin the reading(s) to be covered in the notes (dates marked with \* in course schedule). Students will be randomly assigned the readings/theorists for their notes (schedule will be posted on D2L).
  - All four assignments must be completed with a passing grade in order to pass the course
  - Revision of the first two notes assignments will be allowed, with a new grade no higher than a C. Revised notes will be due by the third class after the assignment is returned to students.
- Final essay will be due Monday, December 14, no later than 4:00 p.m.
  - Papers can be slid under the instructor's door, SS938
  - Included a self-addressed mailing envelope larger enough for the final essay if you would like it returned.
  - The deadlines are firm.

Late submission of the notes or final essay will have *one* grade/day deducted (e.g., C+ to C). See University policy for acceptable excuses for lateness.

### Notes Assignment

Students will write 1-3 pages of analytic notes on four occasions during the term. Notes must be typed with a 12-point font, and can be single-spaced but must be neatly formatted. The notes must contain the following five sections:

1. Provide, in your words but with references to specific pages in the text as needed, a concise statement of the author's argument. This statement should be no more than two or three sentences. Students may benefit from doing items 2-4 first.
2. Three to five most important concepts, each defined by a quotation from the reading (with citations to assigned-reading page numbers) or the student's composite definition (also requiring citation);
3. One or two most significant and most memorable quotations (reproduced in full), following each with a paragraph stating why you choose this quotation (e.g., for its importance in understanding modernity, or its significance in the conversation of social theory, or its relevance of current sociological issues); grades based on *specificity* of argument;
4. Give one or two examples of how the theorist displays critical thinking; what does the theorist refuse to accept? How does s/he imagine an alternative?

5. Conclude with a couple of paragraphs addressing the significance of the theorist's work and ideas, in their own time and/or in ours. For instance, what did the theorist view as the core issues sociology must explain? How did this view contribute to social theory at the time? How does this view continue to be relevant? What would be missing from sociology without this theorist? Be specific and use citations to the reading(s), and be selective. The primary grading criteria will be how well your notes display insightful reading of the theorist.

Note: All quotations and citations must be from assigned readings and lecture notes (cited by date) only. Read whatever is useful for understanding the material, for the written assignments, non-assigned sources are not to be included.

### Final essay

The final essay should compare two theorists, exploring their similarity or divergence on a single issue; that issue might be empirical (how the world works) or theoretical (how theory should address the world). The essay will be about 1,250 words long. Details on format and writing will be circulated in the next few weeks.

### In-class quizzes, writing, group activities

The course will include regular in-class activities – quizzes, reflective writing, and group exercises. Some of these activities may require at-home preparation. Good performance on these activities will require consistent class attendance, timely completion of course readings, and engagement with course materials. Quizzes will be graded by points (number correct) and may include the following types of questions: true/false, short answer, fill-in-the-blank. Other activities will be graded on a 5-point scale (5=100%; 4=80%; 3=60%; 2=40%; 1=20%).

### Course website on D2L

*You should plan to log on to the course site several times a week.* The course instructor will use the site to post slides from lecture, deadlines, changes to the course schedule (which will also be announced in class), optional readings, helpful links, and anything else that you might find interesting.

### Grading Scale

The following scale converts percentage grades to letter grades for this class.

A+ = 95-100	B+ = 80-84	C+ = 65-69	D+ = 50-54
A = 90-94	B = 75-79	C = 60-64	D = 45-49
A- = 85-89	B- = 70-74	C- = 55-59	F = below 45

The following description of letter grades comes from the U of Calgary Calendar:

- A indicates superior performance, excellent mastery of the material.
- B indicates above average performance, good mastery of the material.
- C indicates satisfactory performance, a basic understanding of the material.

D indicates marginal performance, minimal understanding of the material.  
F indicates unsatisfactory performance.

### Contacting the Instructor

I am available during office hours and at other times by appointment. I am happy to meet with students, but please observe the following norms:

- 1) Except for cases in which you have been instructed to email something, **contact the instructor by email for administrative purposes only**. For instance, you may email to schedule an appointment outside of office hours.
- 2) Students with substantive questions should come to office hours or schedule an appointment. Students with questions related to grading, readings, or who simply wish to discuss the course in greater depth, should attend office hours or make an appointment.

### Additional Course Notes:

1. **Grade Reappraisal:** Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a reconsidered mark may be raised, lowered, or remain the same.
2. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
3. Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:  
<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>
4. **Technology Use:** The use of laptops or tablets for the purposes of taking notes is permitted during lectures. Please turn off sounds and dim screens of such devices to minimize disruption to fellow classmates. The use of cellphones or other electronic devices for purposes unrelated to the course is NOT permitted. Please be sure to turn off your cell phone during class.
5. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

6. Ethics Research: Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.
7. Deferrals: When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

**Deferred Final Exam Form:** Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

[http://www.ucalgary.ca/registrar/files/registrar/Sp\\_Su\\_DFE\\_App.pdf](http://www.ucalgary.ca/registrar/files/registrar/Sp_Su_DFE_App.pdf)

**Deferred Term Work Form:** Deferral of term work past the end of a term also requires a form to be filled out. It’s available at

<http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

8. The 2015-16 Students’ Union VP Academic is Stephan Guscott: email: [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca). The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: [arts1@ucalgary.ca](mailto:arts1@ucalgary.ca), [arts2@ucalgary.ca](mailto:arts2@ucalgary.ca), [arts3@ucalgary.ca](mailto:arts3@ucalgary.ca), and [arts4@ucalgary.ca](mailto:arts4@ucalgary.ca). You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>
9. Emergency Evacuation: In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at [\*location\*]. Please check these assembly point locations for your other classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>
10. Safewalk: The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus

Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.

11. Academic Accommodation: Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services ; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf)

## COURSE SCHEDULE

### Sept 9 – Introduction to the Course

- Calhoun et al., “Introduction” (pp. 1-18)

### Sept 14 – Imagining Modernity, Imagining Society

- Calhoun et al., “Introduction to Part I” (pp. 21-29) [optional]
- Immanuel Kant, “What is Enlightenment?” (1784) (Chapter 3 in Calhoun et al.)
- Adam Smith, “The Wealth of Nations” (1776) (Chapter 4 in Calhoun et al.) [optional]
- Calhoun, “Introduction to part II” (pp. 85-93) [optional]
- Tocqueville, “The Old Régime and the French Revolution” (1856) (pp. 94-102) [optional]

### Sept 16\*, 18 Karl Marx (1818-1883) and Friedrich Engels (1820-1895)

- Calhoun et al., “Introduction to part III” (pp. 135-141)
- Karl Marx and Friedrich Engels, “The German Ideology” (1845) (Ch. 9 in Calhoun et al.)
- Karl Marx, “Economic and Philosophic Manuscripts of 1844” (Ch. 10 in Calhoun et al.)
- Karl Marx and Friedrich Engels, “Manifesto of the Communist Party” (1848) (Ch. 11 in Calhoun et al.)

### Sept 23\*, 28 Karl Marx II

- Karl Marx, “The Eighteenth Brumaire of Louise Bonaparte” (1852) (Ch. 12 in Calhoun et al.)
- Karl Marx, “Wage Labor and Capital” (1847) (Ch. 13 in Calhoun et al.)
- Selections from: Aronowitz, Stanley, Dawn Esposito, William DiFazio, Margaret Yard. “The post-work manifesto,” Ch. 1 in *Post-Work*. Routledge, 1997.

### Sept 30\* – Harriet Martineau (1802-1876)

- Selections from *Society in America* (1837) (D2L)

### October 5\*, 7 Emile Durkheim (1858-1917)

- Calhoun et al., “Introduction to Part IV” (pp. 195-200)
- Emile Durkheim, “The Rules of Sociological Method” (1895) (Ch. 15 in Calhoun et al.)
- Emile Durkheim, “The Division of Labor in Society” (1893) (Ch. 16 in Calhoun et al.)

### October 14, 19\*, 21 Emile Durkheim

- Emile Durkheim, “The Elementary Forms of Religious Life” (1912) (Ch. 17 in Calhoun et al.)
- Emile Durkheim, “Suicide” (1897) (Ch. 18 in Calhoun et al.)



- Robert Merton, “Manifest and Latent Functions” (Ch. 38 in Calhoun et al.)

**October 26\* Charlotte Perkins Gilman (1860-1935)**

- Selections from *Women and Economics* and *The Yellow Wallpaper* (D2L)

**October 28\*, Nov 2 Max Weber (1864-1920)**

- Max Weber, “‘Objectivity’ in Social Science” (1904) (Ch. 19 in Calhoun et al.)
- Max Weber, “Basic Sociological Terms” (1914) (Ch. 20 in Calhoun et al.)
- Max Weber, “The Protestant Ethic and the Spirit of Capitalism” (1930) (Ch. 21 in Calhoun et al.)

**November 4\*, 9 Max Weber**

- Max Weber, “The Distribution of Power within the Political Community” (1914) (Ch. 22 in Calhoun et al.)
- Max Weber, “The Types of Legitimate Domination” (1914) (Ch. 23 in Calhoun et al.)
- Max Weber, “Bureaucracy” (1922) (Ch. 24 in Calhoun et al.)
- Excerpt from: Biggart, Nicole, *Charismatic Capitalism*, University of Chicago Press, 1989

**Nov 16\*, 18 Georg Simmel (1858-1918)**

- Georg Simmel, “The Stranger” (1908) (Ch. 26 in Calhoun et al.)
- Georg Simmel, “Group Expansion and the Development of Individuality” (1908) (Ch. 27 in Calhoun et al.)
- Georg Simmel, “The Dyad and the Triad” (1908) (Ch. 28 in Calhoun et al.)

**Nov 23\* W.E.B. Du Bois (1868-1963)**

- W.E.B. Du Bois, “The Souls of Black Folk” (1903) (Ch. 30 in Calhoun et al.)

**Nov 30\* Walter Benjamin (1892-1940)**

- Walter Benjamin, (1936) “The Work of Art in the Age of Mechanical Reproduction” (Ch. 33 in Calhoun et al.)

**Dec 2\*, 7 Herbert Marcuse (1898-1979), Max Horkheimer (1895-1973)**

- Max Horkheimer, “Traditional and Critical Theory” (1937) (Ch. 32 in Calhoun et al.)
- Herbert Marcuse, “One-Dimensional Man” (1964) (Ch. 35 in in Calhoun et al.)