



# UNIVERSITY OF CALGARY

Faculty of Arts  
Department of Sociology  
Sociology Department Home Page: <http://www.soci.ucalgary.ca>

## SOCI 331 Classical Sociological Theory Fall 2018

**Course Times:** Tuesday 2:00pm–3:15pm, Thursday 2:00pm–3:15pm  
**Course Location:** SA 245

**Instructor:** Dr. Dean Curran

**Office:** SS 918

**Email:** [dcurran@ucalgary.ca](mailto:dcurran@ucalgary.ca)

**Phone:** 403-220-6520

**Office Hours:** Tuesday 12:40pm–1:50pm, Thursday 3:25pm–4:15pm

### Course Description

This is a required course for students majoring in Sociology. This course is intended as an introduction to classical sociological theory. In addition to serving as a prerequisite for SOCI 333, Contemporary Sociological Theory, classical sociological theory provides an introduction to: research areas, issues of concern, theories, methods, and concepts that continue to significantly influence contemporary sociology more generally.

### Course Objectives

At the end of this course, students should have knowledge and understanding of:

- The dominant theoretical approaches in classical sociological theory.
- How these different approaches relate to each other and to developments in contemporary society.

This course should also enhance students' ability to:

- To theorize in a critical and analytical manner about social life.
- Write clearly and cogently about classical social theory.
- Make a contribution to existing debates in classical sociological theory by fashioning and defending their own arguments

## **Theory and Theorizing**

In this course it is essential that students engage in a theoretical manner with the course material in their participation and writing. It is essential that students not merely describe and summarize the readings. A theoretical analysis seeks to abstract certain key ideas, arguments, concepts from the specific content of a text and then reconstructs the arguments, ideas, or concepts in such a way that we are able to better grasp the relations between different ideas and concepts. This process of abstraction and reconstruction may be for the purpose of: better understanding a specific concept of a theorist (such as Weber's "rationalization" or Durkheim's "anomie"); better understanding the relation between the different concepts of a specific thinker (such as how Marx's theory of class relates to his theory of value); or better understanding the relation between two thinkers' conception of social reality (such as the connection between Marx's understanding of "alienation" and Durkheim's "social facts"). This improved understanding through the process of abstraction and reconstruction may be for such purposes such as: (1) helping to better understand the theorist's work in their own terms, (2) critiquing the work of the thinker, or (3) identifying how to apply the basic theories of a thinker to a very different context than the one for which they were originally formulated.

## **Required Textbooks, Readings, Materials**

- Craig Calhoun, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk (eds) (2012) *Classical Sociological Theory*, 3<sup>rd</sup> Edition. Malden, MA: Wiley-Blackwell. [This book is available at the UCalgary Bookstore].
- Ian Craib (1997) *Classical Social Theory: An Introduction to the Thought of Marx, Weber, Durkheim, and Simmel*. Oxford: Oxford University Press. [This book is available at the UCalgary Bookstore].
- Some Readings on D2L

Students are expected to bring the readings to the lectures to discuss the material.

## **Teaching and Learning**

### **Format of the Course**

- 13 two X a week 1 hour 15 minute lectures and discussions (with exceptions of weeks with midterm and reading days)
- 1 Mid-term (to be in-class in week 7, **Tuesday October 23rd, 2018**)
- 1 Term Paper (Due **Tuesday November 20<sup>th</sup>, 2018**)
- 1 Take-home Final Exam (Due **Tuesday December 11<sup>th</sup>, 2018 at 5pm via D2L**)

## **Course Assessment**

Participation: 5%

Mid-term: 30%

Term Paper: 35%

Final Exam: 30%

## **Course Participation (5%)**

Students are expected to regularly attend the lectures and to have completed the readings prior to the Thursday lecture. It is important that each student be prepared to contribute to the discussion of the readings, both for their own learning and for the benefit of the class as a whole.

### **Mid-Term (30%) (in-class)**

The mid-term will take place in week 7 during class and will be on the readings and lectures of the first six weeks of the course.

### **Theory Paper (35%)**

The final term paper is a core component of assessment for this course. The term paper assignment is intended to enable students to develop a substantive theoretical paper and to further develop the skills associated with this task. The readings in this course are intended to provide an in-depth introduction to many of the key debates in classical sociological theory. The final term paper involves a comparison or contrast of the key ideas of two key thinkers in this course. This paper is due in the eleventh week of class. Students are heavily encouraged to plan ahead and consult with the instructor regarding their proposed essay topic. The paper involves a comparison or contrast of the key ideas of two key thinkers in the course). This paper should be 2000 words with 10% (i.e. 200 words allowance) on either side. In comparing the two thinkers students are encouraged not just find differences in terms of focus, but in particular points of agreement and disagreement which in turn generate similarity or differences in the respective theorists.

### **Submission and Late Policy**

The term paper is to be handed in as a hard copy in class to the course instructor the day of class that it is due. The paper will receive a late penalty of FIVE (5) MARKS PER FULL OR PART DAY (a weekend counts as two full days). Any paper more than one (1) week late without a valid extension will receive a mark of zero (0). Accommodations are unlikely to be allowed for late entry other than illness or another serious and documented situation – talk to me prior to the deadline. Take-home exams that are late will receive a mark of F

### **Final Exam (30%)**

The final exam will be a take-home. It will cover the entire course material, both readings and lectures. Proper citation practice must be used in the take-home essays. The questions will be placed on D2L on December 4<sup>th</sup> by 5pm and will be due one week later on D2L, **Tuesday December 11<sup>th</sup>, 2018 at 5pm via D2L**. Take-home exams that are late will receive an F grade. . **Students are responsible for checking that they have uploaded the correct file – there will be no exceptions for incorrectly uploaded submissions.**

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### **Class Etiquette**

Use of cell phones or internet on laptops distracts other students and the instructor and hence is not permitted. Based on previous feedback from students, the policy for this class will be that laptops without the use of internet is permitted, but that if laptops are used for other than taking notes, permission to use a laptop will be withdrawn.

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### **General Referencing Guidelines**

Always include page numbers of the source you are referencing - just using a date is not enough. Harvard style (in text citations with date and page e.g. (Marx 1848: 139) is recommended).

## Learning and Discussion

While many truths that we hold may appear self-evident to ourselves, rather than remaining in our silos, a core part of the task of universities and of critical social theory is to critically engage with other viewpoints and to learn to further articulate the reasons for one's views. It is particularly important that we engage in respectful conversation in classroom discussions; likewise, it is important to emphasize that disagreement does not in itself automatically constitute disrespect of other viewpoints. In challenging dominant views in society and our own views, we can further our ability to better understand society as well better enable ourselves to engage in critical debates ongoing in contemporary society.

**Office Hours:** During office hours you are free to drop by without an appointment at any time. If you are unable to make that time, please contact me in advance so that we can try to arrange an appointment. Office hours are a very effective and efficient way of providing help and I encourage all students to make use of my office hours.

## Departmental Standard Policies

### Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent-superior performance
A-	85 – 89.99%	3.7	
B+	80 – 84.99%	3.3	
B	75 – 79.99%	3.0	Good – clearly above average performance
B-	70 – 74.99%	2.7	
C+	67 – 69.99%	2.3	
C	63 – 66.99%	2.0	Satisfactory - basic understanding
C-	59 – 62.99%	1.7	
D+	55 – 58.99%	1.3	
D	50 – 54.99%	1.0	Minimal pass - marginal performance
F	<50%	0	unsatisfactory performance

The grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.

### Instructor Contact Policy

**Email:** Feel free to contact me over email at any time. Please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails violating customary email conventions will be ignored. It may take up to 48 hours (not including weekends) for me to respond to you. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something

you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.

### **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 re-assessed grade may be raised, lowered, or remain the same.

### **Emergency Evacuations**

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at Social Science - Food Court

### **Handing in Papers, Assignments**

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **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.
3. Final grades are not posted by the Sociology Department. They are only available online.

### **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. There should not however be any research with human subjects in this class as it is a theory course.

### **Academic Misconduct**

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-5.html>

### **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:

<https://www.ucalgary.ca/registrar/student-forms>

**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

[https://www.ucalgary.ca/registrar/files/registrar/deferred\\_termwork15\\_0.pdf](https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.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).

### **Student Representation**

The 2018-19 Students’ Union VP Academic is Jessica Revington ([suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)).

For more information, and to contact other elected officials with the Student’s Union, please visit this link: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>

You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/ombuds/contact>

### **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.

### **Academic Accommodation**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

### **Student Resources**

[SU Wellness Centre](#)

[Campus Mental Health Strategy](#)

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# Course Readings

## Week One: Introduction to course and precursors to Classical Sociological Theory

Sept 11 & 13, 2018

- Hobbes, T. (1651) “Of the Natural Condition and the Commonwealth” in Calhoun et al. (eds) (2012) *Classical Sociological Theory*, 3<sup>rd</sup> Edition, pp. 30–7.
- Pickering, Mary “Auguste Comte” in G. Ritzer (eds) *The Blackwell Companion to Major Classical Social Theorists*. Malden: Blackwell, pp. 13–25 [on D2L].

## Week Two: Marx I: Early Marx

Sept 18 & 20, 2018

- Marx, K. “The Economic and Philosophic Manuscripts of 1844” in Calhoun et al. (eds) (2012) *Classical Sociological Theory*, 3<sup>rd</sup> Edition, pp. 146–155.
- Karl Marx ([1843] 1983) From “The Kreuznach Manuscripts: Critique of Hegel’s Philosophy of Right” in E. Kamenka (ed.) *The Portable Karl Marx*, London: Penguin, pp. 87–90 [on D2L].
- Ian Craib (1997) “Human Powers 1: the theory of alienation” *Classical Social Theory: An Introduction to the Thought of Marx, Weber, Durkheim, and Simmel*. Oxford: Oxford University Press, pp. 88–91.

## Week 3: Marx II: Historical Materialism

Sept 25 & 27, 2018

- Marx, K. “The German Ideology” and “Manifesto of the Communist Party” in Calhoun et al. (eds) (2012) *Classical Sociological Theory*, 3<sup>rd</sup> Edition, pp. 142–45, 156–171.
- Ian Craib (1997) “Marx and the Meaning of History” *Classical Social Theory: An Introduction to the Thought of Marx, Weber, Durkheim, and Simmel*. Oxford: Oxford University Press, pp. 204–229.

## Week 4: Marx III: On Production and Class

Oct 2 & Oct. 4, 2018

- Marx, K. “Wage Labour and Capital” and “Classes” in Calhoun et al. (eds) (2012) *Classical Sociological Theory*, 3<sup>rd</sup> Edition, pp. 182–191.
- Ian Craib (1997) “Was Marx a Marxist?” *Classical Social Theory: An Introduction to the Thought of Marx, Weber, Durkheim, and Simmel*. Oxford: Oxford University Press, pp. 92–112.

## Week 5: Durkheim I: the Rules of Sociological Method

Oct 9 & 11, 2018

- Durkheim, E. “The Rules of Sociological Method” in Calhoun et al. (eds) (2012) *Classical Sociological Theory*, 3<sup>rd</sup> Edition, pp. 201–19.
- Ian Craib (1997) “Durkheim: The Discovery of Social Facts?” and “Karl Marx: the primacy of production”, *Classical Social Theory: An Introduction to the Thought of Marx, Weber, Durkheim, and Simmel*. Oxford: Oxford University Press, pp. 25–41.

## **Week 6: Durkheim II: the Division of Labour**

**Oct 16 & 18, 2018**

- Durkheim, E. “The Division of Labour in Society” in Calhoun et al. (eds) (2012) *Classical Sociological Theory*, 3<sup>rd</sup> Edition, **pp. 220-242.**
- Ian Craib (1997) “Durkheim: drunk and orderly” and “Durkheim’s organic analogy”, *Classical Social Theory: An Introduction to the Thought of Marx, Weber, Durkheim, and Simmel*. Oxford: Oxford University Press, **pp. 63–69, 187–203.**

## **Week 7: Midterm and Durkheim III: On Religion (Midterm October 23rd, 2018)**

**Oct 25, 2018**

- Durkheim, E. “The Elementary Forms of the Religious Life”, in Calhoun et al. (eds) (2012) *Classical Sociological Theory*, 3<sup>rd</sup> Edition, **pp. 243–252.**
- Ian Craib (1997) “Durkheim: drunk and orderly” *Classical Social Theory: An Introduction to the Thought of Marx, Weber, Durkheim, and Simmel*. Oxford: Oxford University Press, **pp. 70–82.**

## **Week 8: Weber I: Social Science and Methodology**

**Oct 30 & Nov 1, 2018**

- Weber, M. “Objectivity in Social Science” and “Types of Social Action”, in Calhoun et al. (eds) (2012) *Classical Sociological Theory*, 3<sup>rd</sup> Edition, **pp. 273–279, 289–290.**
- Ian Craib (1997) “Max Weber: the primacy of social action” and “The liberal Weber” *Classical Social Theory: An Introduction to the Thought of Marx, Weber, Durkheim, and Simmel*. Oxford: Oxford University Press, **pp. 43–52, 119–123.**

## **Week 9 Weber II: Protestant Ethic and Capitalism**

**Nov 6 & 8, 2018**

- Weber, M. “The Protestant Ethic and the Spirit of Capitalism” in Calhoun et al. (eds) (2012) *Classical Sociological Theory*, 3<sup>rd</sup> Edition, **pp. 291-309.**
- Weber, M. “The Distribution of Power within the Political Community” and “The Types of Legitimate Domination” in Calhoun et al. (eds) (2012) *Classical Sociological Theory*, 3<sup>rd</sup> Edition, **pp. 310-327.**
- Ian Craib (1997) “Weber as a tragic liberal: the rise of the West” *Classical Social Theory: An Introduction to the Thought of Marx, Weber, Durkheim, and Simmel*. Oxford: Oxford University Press, **pp. 233–56.**

## **Week 10**

**Nov 13 & 15, 2018**

No class, Fall Break

## **Week 11: Simmel (Paper due on Tuesday November 20<sup>th</sup>, 2018)**

**Nov 20 & 22, 2018**

- Simmel “The Stranger” in Calhoun et al. (eds) (2012) *Classical Sociological Theory*, 3<sup>rd</sup> Edition, **pp. 361–365.**



- Simmel “Group Expansion and the Development of Individuality” in Calhoun et al. (eds) (2012) *Classical Sociological Theory*, 3<sup>rd</sup> Edition, **pp. 366–81.**
- Simmel, G. “The Dyad and Triad” in Calhoun et al. (eds) (2012) *Classical Sociological Theory*, 3<sup>rd</sup> Edition, **pp. 382–95.**
- Ian Craib (1997) “Simmel: the social and the personal” *Classical Social Theory: An Introduction to the Thought of Marx, Weber, Durkheim, and Simmel*. Oxford: Oxford University Press, **pp. 147–71, 177–9.**

### **Week 12: The Excluded**

**Nov 27 & 29, 2018**

- Du Bois “The Souls of Black Folks” in Calhoun et al. (eds) (2012) *Classical Sociological Theory*, 3<sup>rd</sup> Edition, **pp. 404-409.**
- Wollstonecraft, M. “Section I” *A Vindication of the Rights of Woman*. New York: G. Vale, **pp. 82–98.** [on D2L]

### **Week 13: Mead**

**Dec 6, 2018 is an individual study day**

**Dec 4, 2018**

- Mead, G.H. “The Self” in Calhoun et al. (eds) (2012) *Classical Sociological Theory*, 3<sup>rd</sup> Edition, **pp. 347–360.**

## **Criteria for Papers:**

This is a checklist to help evaluate a paper submitted in this course. The greater degree to which each question can be answered positively to a high level, the better the paper.

### **Thesis Statement**

Is it identifiable and clear?

Is it manageable rather than being too broad for a short paper?

Is it something substantive and does it provide the key argument(s) of the paper?

Does the paper actually then closely follow the thesis?

### **Theoretical Understandings**

Does the paper identify the key elements of the concepts that it is discussing?

Does it explain these concepts clearly and accurately and in sufficient depth?

Does its further discussion of the concepts demonstrate an overall understanding of the theorists involved in the paper, as well as integrating other literatures into the paper well?

Does it move beyond simply describing or summarizing the readings to analyze them and their underlying reasons and understandings?

Can it apply these concepts to new contexts and arguments in an insightful way?

Does the paper manifest a critical understanding of the subject matter of the paper?

Does the paper manifest a certain level of originality or creativity in understanding and critically analyzing the theorists discussed?

### **Writing Quality**

Is the grammar and spelling correct?

Is it clear what the meaning of the sentences and paragraphs is?

Does it follow a clear structure, and provide the reader with an understanding of where the argument is proceeding, rather than being disorganized or disjointed?

### **Evidence**

Does the paper provide reasons for the arguments and conclusions that it makes?

Are the reasons provided clear and persuasive?

In making claims about a certain thinker's ideas does it provide proper evidence of these claims through proper citation (book and page number) and argumentation?

### **A Paper**

The paper will be very good in all these dimensions.

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### **B Paper**

The paper will be good on all of these dimensions, or adequate on some dimensions and very good on other dimensions.

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### **C Paper**

The paper will be satisfactory on all of these dimensions, or poor on some and good (or very good) on others.

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### **D Paper**

The paper is poor on many of these dimensions.

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### **F Paper**

The paper will be inadequate on several of these dimensions.