



# Classical Traditions in Theory W2019

## Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

## About Classical Traditions in Theory

Social theory has a reputation of being one of the most difficult courses for majors. It also has a reputation of being one of the most difficult courses to teach. Students are confronted by their own limitations to read and digest challenging texts, are intimidated by the prospect of "thinking theoretically," and struggle to find a writing voice that is "theoretical." As an instructor, it is difficult to identify exactly what aspect of each theory to focus on, and challenging to present a unified vision of social theory. I have worked to design a course that, if you stick to it and do the work, will help you develop your ability to read challenging texts, write confidently in a theoretical voice, and to engage with the robust tradition of predominantly western intellectual discourse. I hope, by the end, you will feel comfortable with social theory and understand how essential it is for sociology.

## Course Information

SOCI 371 101 (3 credits): Classical Traditions in Theory

Class Meeting: M & W 4-5:30 in LASR 104 (Term 1)

Class Format: Lecture, discussion, in-class activities (occasionally working in pairs/small groups to master course material). All grading is done individually.

## Contact

Dr. Kerry Greer

Office: ANSO 124

Email: [kerry.greer@ubc.ca](mailto:kerry.greer@ubc.ca)

Office Hours: In-person and on-line Tues 2-4 and Wed 1:30-2:30; Walking Office Hours, as announced.

## Course Prerequisites

Students are required to have completed 3-credits of 100-level Sociology. This course fulfills the 3-credits of theory that is required for Sociology Minors, and partially fulfills the 6-credits of sociological theory that is required of Sociology Majors.

## Learning Objectives

This course is designed to provide students with an overview of classical social theory, and to depart the core sociological traditions that define our discipline. By the end of this course students will be able to:

1. Identify and discuss core theoretical traditions in sociology;
2. Link theoretical ideas to social changes in the structure of society, particularly the Industrial Revolution;
3. Become fluent in the language of theory and capable of following complex arguments, both in relation to historical events and preceding philosophical discourse;
4. Write with a theoretical and reflective voice;
5. Link theoretical traditions to methodological strategies;
6. Develop the ability to "theorize" about society and to write about these theories in relation to established social theories; and

7. Develop a critical stance regarding the limitations of particular theories.

### **Course Texts**

All required texts for this course are available on the UBC Library LOCR site, which can be accessed via the course CANVAS site.

### **Canvas**

I post grades on Canvas, send announcements to students via Canvas, and use Canvas to hold virtual office hours. Please note that Canvas collects information about student use and this material may be used by UBC. I do not use this data.

### **Assessments of Learning with Descriptions**

#### **Quizzes (300 points - 30%)**

Regular attendance is essential for doing well on quizzes. Class time will be spent reviewing key sociological concepts and clarifying the meaning of the assigned texts. Through a variety of in-class exercises, formative assessments, discussions, media, and lecture, students will practice engaging with social theory, and their proficiency will be assessed on three quizzes.

Each quiz will assess students understanding of the assigned theorists from the preceding section (non-cumulative), their ability to compare and contrast concepts from one theorist to those of another, and to engage in a discussion about one theoretical area. Quizzes will be composed of approximately ten multiple choice questions, and up to 3 short answer (paragraph) questions, and/or one essay question.

Quizzes will be given at the start of class, so arriving late will result in having less time to work on the quiz. Quizzes will last for 45 minutes, after which we will have a short break and then resume our learning with new material. Students will not be allowed to leave during the quiz.

#### **Take Home Essay Exams (450 points – 45%)**

There will be two take home exams during the term. The first one is worth 200 points (20%) and the second is worth 250 points (25%). Students will be given a writing prompt and then will have a set amount of time (see syllabus) to complete and submit their essay. More details about the take home essay exams will be provided during the term.

#### **Blog Discussion (100 points – 10%)**

One way students will gain practice writing about social theorists is through a course blog site. During the first week of class students will be assigned to a group and each week two groups (~5 students/group) will develop a strategy for presenting their understanding of the assigned social theorist. Each student will compose Blog Entries of about 500 words that explain/clarify a concept, and then tie the concept to a contemporary social issue and show how the theory helps use make sense of social phenomena. All students in class are invited to comment on and engage with the postings (see participation below). Students are required to complete their posts by Sunday at 5pm the week the readings are assigned. Students are also required to turn in a printed copy at the start of Monday's class meeting.

#### **Participation Logs (100 points – 10%)**

Learning to apply theory requires that students develop their ability to “talk theory” as well as write and think using theoretical constructs. While I can help student dissect social theory, build their reading skills, and help guide their writing, students themselves need to engage with the material. Throughout the course, more immersive forms of participation will become increasingly expected as students gain confidence. Participation can include contributing substantively to course discussion, commenting on and engaging in theoretical discourse on the blog site, providing insights and helping classmates understand material through small group discussion. At a minimum (D grade), participation means attending class and being prepared by having read the assigned theorists and doing assigned writing prompts. At its best, participation means continuous engagement with course materials through active participation in class discussions, in online blog discussions, and small group discussions.

The primary way participation will be evaluated through two self-assessments that students will complete. These “Participation Logs” are available on Canvas. These assessments offer students the opportunity to reflect and assess their own activities in the course, and how they have participated in the classroom and online.

#### Class Activities (50 points – 5%)

During the term we will complete small in-class activities that will help students learn the course materials. These can range from in-class quizzes on the readings to writing prompts and discussion prompts. Students who attend and are prepared will do well on these, and those who are late, missing class, or unprepared can expect to do poorly.

#### Summary Table with Deadlines

	DATES	POINTS	TOTAL
Quizzes (x3)	Oct 2, Oct 23, Nov 13	100 points each	300 (30%)
Essays (x2)	Oct 16, Dec 9	200 & 250 points	450 (45%)
Blog discussion	Date Assigned	100 points	100 (10%)
Participation Log	Oct 7 and Nov 27	50 points	100 (10%)
Class Activities	Unannounced	50 points	50 (5%)

#### Assessment Policies

Final grades will be assigned in the following way (this is standard for UBC):

900-1000	A+	760-799	B+	640-679	C+	500-549	D
850-899	A	720-759	B	600-639	C	0-499	F
800-849	A-	680-719	B-	550-599	C-		

Note that students have to earn the minimum number of points for each letter grade. I do not round up a letter grade.

According to the UBC Guidelines:

An A grade is “Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.”

A B grade is “Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.”

A “D to C” grade is “Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour.”

**Posting of Grades.** Students can expect marks to be posted to Canvas. Students are asked to monitor their marks to ensure that they are correctly entered. If a mistake is suspected, students need to notify the instructor immediately and submit their original graded work with the TA/Instructors comments and grade. Students should initiate this process via email.

**Requests to Re-Mark Assignments.** Students who feel that their papers are unfairly assessed should arrange to have their work re-assessed by the Instructor with the understanding that their grade may increase OR decrease. The process for re-submitting work to be re-marked is to submit the exact same work, with comments/grades with a paragraph explaining why you think your mark should be increased.

**Late Assignments.** If you need to miss an assignment deadline due to illness or any other unforeseen reason, you must notify me as soon as possible *prior* to the due date and apply for academic accommodation via your academic advisor. Without accommodation, points (specified below) will be deducted per day that the assignment is late. Please note: I am not obligated to accept late assignments and do so solely at my own discretion.

**Missed In-Class Activities.** Except under extraordinary circumstances, in-class activities cannot be made up. These are unannounced, *and the lowest grade will be dropped*, meaning that students can effectively miss one activity without it having a negative impact on their grade.

**Missed Exams.** Students should make every effort to make it to the exams. If you are sick or have an emergency arise, please contact me as soon as possible. In some cases I will allow students to make up the exam, but I reserve this option for exceptional circumstances and may require the student to submit documentation to Arts Advising.

### **Additional Policies and Support**

**UBC's Statement on Accessibility and Support.** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here](https://senate.ubc.ca/policies-resources-support-student-success). (<https://senate.ubc.ca/policies-resources-support-student-success>)

**Early Alert Program.** I participate in the Early Alert Program which helps me support students who are facing difficulties that are interfering with school. **If you are feeling stressed, please notify the TA or me** and indicate that you would like assistance. While we are not trained to help with personal problems, we can get you help from people who can assist you. Any information that they receive from you or us is strictly confidential and is in the interest of your academic success and wellbeing. For more information, please visit [earlyalert.ubc.ca](http://earlyalert.ubc.ca).

**Mental Health.** UBC has contracted with Empower Me, which is a 24/7 phone service that provides immediate access to a trained mental health professional over the phone. The therapist will then provide help, assess your situation, and if you want, make an appointment with a local therapist for a follow up appointment. Each UBC student is entitled to up to seven counseling sessions through this program as part of their student fees. 1-848-741-6389.

**Crisis Support.** If you or a friend are in need of immediate help and don't know who to turn to, please call this 24/7 service. 1-800-784-2433.

**Academic Integrity.** Sociologists have a code of professional ethics that they abide by, and these are reflected in our expectations of our students in Sociology. What this means in the context of any particular course may differ in terms of what ethical actions are being emphasized, but one area of that is common to all sociological work and is standard for all students at UBC is our commitment to academic integrity. Students who fail to uphold the standards of academic integrity, can be charged with academic misconduct, which can be severely punishable (i.e. expulsion). Academic misconduct includes cheating, plagiarism, and falsifying information. If you are unfamiliar with the range of behaviours that are included in UBC's definition of academic misconduct, please read through the description available on UBC's calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0>)

**Academic Resources.** If you are citing papers and need a quick guide, the Harvard ASA style guide is helpful (<https://sociology.fas.harvard.edu/files/sociology/files/asastyleguide.pdf>). The Purdue Owl Writing Lab also has fantastic resources for helping students: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html). The UBC Library has an entire section devoted to helping students succeed in Sociology courses: <http://guides.library.ubc.ca/sociology>. If you want help with your writing, please check out the UBC Centre for Writing and Scholarly Communications (<https://learningcommons.ubc.ca/improve-your-writing/>). And finally, if you are making a poster for a presentation, here is a great UBC template to get you started <https://it.ubc.ca/services/desktop-print-services/printing-services/poster-templates>.

**Attendance and Lateness.** Attendance for the entire class period is required. Repeated absences in any of these areas will negatively impact your final grade. You are requested to arrive on time. Repeated tardiness will be penalized. **I will**

**not excuse absences**, so please do NOT email me to tell me you will not be in class. **If you miss class**, it is your responsibility to find out what you missed from a classmate, and if you need clarification, to come to office hours. While I sympathize with ill students (I really do!), I do not wish to see doctor notes—I consider this to be your business. Arts Students must contact Arts Advising as soon as you are aware you may need an [in-term concession](#). Please review [their website](#) for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction.

**I will not distribute my lecture notes**, nor will I give permission to students to photograph or record any part of the lecture. I am MORE THAN HAPPY to slow down or to return to a slide/point. Please do not hesitate to ask!

**Electronic devices** can be useful tools; however, they are also very distracting. For this reason, **I do not want to see or hear** cell phones, cameras, laptops, or other electronic equipment in the classroom. All electronic devices must be stowed away in a backpack or bag and **not** brought out during class time.

**Office Hours** are times that I have set aside to meet with students. I hold in-person (traditional), walking, and virtual office hours most weeks. Walking Office Hours will be announced on Canvas. Generally, I meet students at Flagpole Plaza on Tuesdays at 1, and then walk the length of Main Mall. Students can come and go as they like. Virtual Office Hours are designed for students who might not live close to campus and are held in a virtual room via Canvas. Directions for accessing these are in a document on the Canvas site. Regardless of how you access office hours, I encourage you to come and visit. Come individually, or with friends. It's a chance to talk about the course, assignments, exams, study strategies, or whatever you would like to discuss. You don't have to have a *problem* to visit. If you find yourself having difficulty with the readings, or if you do not do well on an exam, I definitely want to see you.

**Communication Preferences.** I will send out announcements via Canvas. It is expected that students check their email account daily and have it set up to receive emails from Canvas, or alternatively, check Canvas daily. Please note: **I DO NOT RESPOND TO EMAILS SENT TO ME VIA CANVAS.** If you want to email me, please send it from your personal email account and put "SOCl 380" in the subject line. I generally respond to emails quickly during the work week between 9-5, but do not respond to emails over the weekend or after working hours. If you do not hear back from me within 24 hours, consider that your email might have ended up in my Spam folder. For this reason, I strongly suggest students use a UBC email account.

**Peer Contact.** It will be helpful for you to have the contact information of a classmate. Please take a moment to introduce yourself to your neighbor, and share your contact information.

Name: \_\_\_\_\_ email/phone: \_\_\_\_\_

PLEASE ALSO WRITE YOUR GROUP NUMBER AND THE CONTACT INFORMATION OF YOUR GROUP MEMBERS:

GROUP NUMBER:

NAME	EMAIL	TEXT

## Course Schedule

Tues 9/3	No class	Imagine Day	
Wed 9/4	Introduction to the Course		
<b>Why Study Theory?</b>			
Mon 9/9	Ritzer	"The Paradigmatic Status of Sociology" (pgs 1-34) from <i>Sociology: A Multiple Paradigm Science</i> by George Ritzer	
Wed 9/11	Kant	"An Answer to the Question: What is Enlightenment?" by Immanuel Kant, Translated by James Schmidt (pgs 1-7) (pdf)	
<b>The Marxist Tradition</b> Groups 1 and 2			
Mon 9/16	Marx	excerpt from the <i>Economic and Philosophical Manuscripts of 1844</i> : "Estranged Labour" pgs 70-81 in <i>The Marx-Engels Reader, 2nd Edition</i> edited by Robert C. Tucker.	
Wed 9/18	Marx (and Engles)	Preface to <i>A contribution to the Critique of Political Economy (1859)</i> ( <a href="https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/preface.htm">https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/preface.htm</a> ) and an expert from the <i>Communist Manifesto</i> pgs 14-21 ( <a href="https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/preface.htm">https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/preface.htm</a> )	
	Groups 3 and 4		
Mon 9/23	Marx	excerpt from <i>The German Ideology</i> pgs 40-47 in <i>Classical and Contemporary Sociological Theory</i> edited by Appelrouth and Edles (Sage)	
Wed 9/25	Marx	excerpt from <i>Wage Labour and Capital</i> (1849) pgs 207-217 in <i>The Marx-Engels Reader, 2nd Edition</i> edited by Robert C. Tucker.	
<b>The Durkheimian Traditions</b> Groups 5			
Mon 9/30	Marx	excerpt from <i>Capital Chapter 4 The General Formula for Capital</i> ( <a href="https://www.marxists.org/archive/marx/works/1867-c1/ch04.htm">https://www.marxists.org/archive/marx/works/1867-c1/ch04.htm</a> ) and watch: David Harvey's lecture on Capital: <a href="https://www.youtube.com/watch?v=gBazR59SZXk">https://www.youtube.com/watch?v=gBazR59SZXk</a>	
Wed 10/2	Durkheim	excerpt from <i>The Division of Labour in Society</i> , Translated by W.D. Halls (Free Press 1984) pgs. 31-44	Quiz 1 (Marx)
	Groups 6 and 7		
Mon 10/7	Durkheim	excerpt from <i>The Division of Labour in Society</i> , Translated by W.D. Halls (Free Press 1984) pgs 68-87	Participation Log 1 due
Wed 10/9	Durkheim	excerpt from <i>The Rules of Sociological Method</i> (1895) pgs 201-219 in <i>Classical Sociological Theory</i> , 3rd edition, edited by Craig Calhoun, et al. 2012 Wiley and Sons.	Take Home Released
	No Groups		
Mon 10/14	No class	Thanksgiving/Indigenous Peoples Day	
Wed 10/16	Durkheim	excerpt from <i>Suicide</i> (1897) "Anomic Suicide," pgs 246-258 ed by Simpson, Translated by Spaulding and Simpson, Macmillan Publishing, The Free Press, 1951	<b>Take Home Exam Due Sunday by 10 pm</b>
	Group 8		
Mon 10/21	Durkheim	excerpt from <i>The Elementary Forms of the Religious Life</i> (1912) "The Cultural Logic of Collective Representation" pgs 75-80 in <i>Social Theory The Multicultural, Global and Classic Readings</i> edited by Lemert. Westview Press.	
Wed 10/23	Durkheim	No Additional Readings	Quiz 2 (Durkheim)
<b>The Weberian Traditions</b> Groups 9 and 10			
Mon 10/28	Weber	excerpt from <i>Economy and Society</i> , "The Types of Legitimate Domination" pgs 212-220 edited by Roth and Wittich 1978 UofC Press.	
Wed 10/30	Weber	excerpt from <i>The Methodology of the Social Sciences</i> , "Objectivity in Social Science," pg 89-99 and 110-112 ed and translated by Shils and Finch, Simon and Schuster, The Free Press 1949.	
	Groups 11 and 12		

<b>Mon 11/4</b>	Weber	<i>The Protestant Ethic and the Spirit of Capitalism Third Roxbury Edition</i> , 2002, translated by Stephen Kalberg chapters 1 and 2 (pgs 3-38)	
<b>Wed 11/6</b>	Weber	<i>The Protestant Ethic and the Spirit of Capitalism Third Roxbury Edition</i> , 2002, translated by Stephen Kalberg Chapter 3 (pgs 39-50)	
	No Groups		
<b>Mon 11/11</b>	No Class	Remembrance Day	
<b>Wed 11/13</b>	Weber	excerpt from <i>Max Weber: Essays in Sociology</i> , chapter "Bureaucracy" pgs 196-204 Taylor and Francis	Quiz 3 (Weber)
<b>Expanding the Canon</b> Group 13, 14, and 15			
<b>Mon 11/18</b>	Wollstonecraft and Luxemburg	excerpt from "A Vindication of the Rights of Women" by Wollstonecraft (1792), chapter 1 pg 7-12 ( <a href="https://www.earlymoderntexts.com/assets/pdfs/wollstonecraft1792.pdf">https://www.earlymoderntexts.com/assets/pdfs/wollstonecraft1792.pdf</a> ) and chapter 1 "The Object of Our Investigation" from <i>The Accumulation of Capital</i> by Luxemburg ( <a href="https://www.marxists.org/archive/luxemburg/1913/accumulation-capital/ch01.htm">https://www.marxists.org/archive/luxemburg/1913/accumulation-capital/ch01.htm</a> )	
<b>Wed 11/20</b>	Gilman	excerpt from "Women and Economics" by Gilman (1898) pgs 136-139 in <i>Social theory The Multicultural, Global and Classical Readings</i> , six edition, Westview Press, edited by Charles Lemert.	
	No Groups		
<b>Mon 11/25</b>	W.E.B. Du Bois	"The Souls of Black Folk" (1903), Chapter one, pgs 1-8 in <i>The Souls of Black Folk</i> , Bantam Books 1989. ( <a href="http://sites.middlebury.edu/soan105tiger/files/2014/08/Du-Bois-The-Souls-of-Black-Folks.pdf">http://sites.middlebury.edu/soan105tiger/files/2014/08/Du-Bois-The-Souls-of-Black-Folks.pdf</a> )	
<b>Wed 11/27</b>	W.E.B. Du Bois	"The Black Worker" Chapter 1 from <i>Black Reconstruction in America 1860-1880</i> (1935) ( <a href="http://ouleft.org/wp-content/uploads/2012/blackreconstruction.pdf">http://ouleft.org/wp-content/uploads/2012/blackreconstruction.pdf</a> )	Participation Log 2 due
<b>12/3-12/18 EXAMS</b>	December 9	Take Home Exam 2 due by noon	