## Course Information

|  |  |  |
| --- | --- | --- |
| **Course Title** | **Course Code Number** | **Credit Value** |
| Classical Traditions in Theory | SOCI 371 – 101 | 3 |
| **Class Location** | **Days** | **Time** |
| Virtual | Mondays & Wednesdays | 12:30-13:50 |

### course calendar description

An examination of selected traditions, conceptual problems and topics in the foundational theories of sociology.

Pre-reqs: One of [SOCI 100](https://courses.students.ubc.ca/cs/courseschedule?pname=subjarea&tname=subj-course&dept=SOCI&course=100), [SOCI 101](https://courses.students.ubc.ca/cs/courseschedule?pname=subjarea&tname=subj-course&dept=SOCI&course=101), [SOCI 102](https://courses.students.ubc.ca/cs/courseschedule?pname=subjarea&tname=subj-course&dept=SOCI&course=102).

## Contacts

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Instructor** | **Contact Details** | **Office**  | **Office Hours** |
| Craig Meadows (he/him) | craig.meadows@ubc.ca |  | Fridays 10:00-11:00, or by appointment |

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Assistants** | **Contact Details** | **Office**  | **Office Hours** |
| Kelsea Perry (she/her) | khperry@alumni.ubc.ca | NA | Mondays, 14:00-15:00, or by appointment |

## Course overview

The aim of the course is to familiarize students with some key texts in the “classical” period of sociological theory, spanning roughly from the middle of the nineteenth century to the early 1960s. Major schools of inquiry include functionalism, anti-positivism, conflict theory, and colonialism. The so-called “fathers of sociology” (Marx, Durkheim, Weber) are featured, as well as voices speaking most particularly to questions of imperialism, colonialism, and race (W.E.B. Du Bois, Frantz Fanon, and others). A fundamental interest of the course is the establishment of order-based discourses and the role of (re)design and institutions in shaping social life and the self, and the attendant conflicts that arise from order-based discourses. Given recent shifts in political cultures across the globe, we will also assess the transformations in class identities and politics that enabled the rise of totalitarianism and fascist ideologies, and the range of effects they have had both in the colonial “periphery” and the metropole.

## Course Structure

Classes are a combination of lectures (no PowerPoint slides), a few videos, and small group discussions. Discussion questions will be used in group work to orient you to key sections of the readings.

The overall purpose of the lectures is to produce understandings of the texts, to understand the foundation of sociology as a discipline, and to engage in critique of the sociological canon through reading authors against each other.

## Learning Outcomes

You should come away from the course with the following:

1. An ability to question assumptions underlying sociological methods.
2. An ability to critically read contemporary structures and discourses of the state, modernity, and everyday life.
3. An ability to articulate theoretical frameworks in your own work.

## Required Materials

1. All readings will be posted to Canvas.

## Assessments of Learning

|  |  |  |
| --- | --- | --- |
| **Description** | **Weight** | **Due Date** |
| 3 readings responses of 500 words @ 10 marks each | 30 | 1 February, 22 February, 12 April |
| Marx Essay – 5 pages | 20 | 22 March |
| Final Essay – 8 pages | 35 | 16 April |
| Participation | 15 | (Asynchronous students will complete two additional responses for 7.5 marks each, and these are both due by 1 April. One response should be from the first half of the course and the other from the second half. Follow the instructions for the reading responses) |
|  | 100 |  |

**Last Days to Drop:**

Without a “W”: January 22

With a “W”: March 12

**Late Submissions:**

Late papers will be docked at a rate of 5% per day. Accommodations are made for students registered with the Centre for Accessibility and those who have university recognized absences with supporting documentation. **Students are encouraged to contact their TA as soon as they realize they are falling behind. It is much easier to make accommodations when we know ahead of time.**

* Please do not just “disappear”
* Please do not think that you have to tell us your personal issues. We are not counselors. We are here to facilitate your successful completion of the course.

**Grade Revisions and Petitions:**

There are no re-writes in this course. All submissions are final. Students are welcome to seek additional explanation for their grades from their grader two days after they are returned. If you are unsatisfied with the explanation, a grade petition can be submitted to the course instructor. Your petition is an assessment of the strengths and weaknesses of your work with the grade you think it should have received. Your petition can outline any of the following: how you met the requirements of the assignment; how the critique of your work was in error; or, what you think was missed in the initial assessment. There are three potential outcomes of a grade revision:

1. The grade remains the same
2. The grade is adjusted to your assessment
3. The grade is adjusted to somewhere in between the two assessments

***Participation*:** Active engagement with course materials, peers, and the course director are essential to a successful seminar. To this end, the following factors will be taken into consideration when calculating your grade:

* *Attendance*: It is not possible to participate if not in attendance. Please contact your TA in advance if you are unable to attend more than one class due to health or family issues.
* *Verbal/Text Contributions in Lecture & Groups*: Direct contributions that are related to course materials that engage peers and/or the course director.
* *Active Listening*: Allowing space for the contributions of other students and paying attention to/engaging with their comments. Domination of the class, refusal to allow others to speak, active disrespect shown to peers or the course director, or a pattern of refusal to stick to course materials will all negatively impact your grade.
* *Group participation:* Much of your participation will come from small group discussions and will be calculated from peer and self-evaluations. Groups will discuss readings and films, and submit summaries of their discussions. A copy of the form and expectations for group discussions is attached to the end of the syllabus.

At the end of the course, *STANDING DEFERRED* standing will be granted where necessary (such as serious illness or bereavement) – at which time documentation will be required.

**Grading System:**

This course will be graded as follows:

**Percentage Grade Letter Grade Grade Point Score Descriptive Term**

A+ 90 and above 4.33 Excellent

A 85-89 3.95-4.30 Excellent

A- 80-84 3.70-3.90 Very Good

B+ 76-79 3.30-3.60 Very Good

B 72-75 2.95-3.20 Good

B- 68-71 2.65-2.90 Good

C+ 64-67 2.40-2.60 Satisfactory

C 60-63 2.00-2.30 Satisfactory

C- 55-59 1.50-1.90 Satisfactory

D 50-54 1.00-1.40 Marginal

F(Fail) 49 and below Unsatisfactory

## Schedule of Topics

Note: The course director reserves the right to change the weekly schedule. Students will be advised in advance, and a new outline will be issued.

**Week 1: Introduction/Sociological Method**

11 & 13 January

* Introduction & Course Outline
* Alexis de Tocqueville. 1840. “Tyranny of the Majority.” From *Democracy in America*. In Craig Calhoun, et al., eds. *Classical Sociological Theory.* 3rd edition. Malden, MA: Wiley-Blackwell. Pgs. 122-131.

**Week 2: Functionalism I: Sociological Methods**

18 & 20 January

* Emile Durkheim. 1895. “Chapter I: What is a Social Fact?” & “Chapter II: Rules for the Observation of Social Facts” & “Chapter III: Ruels for the Distinction of the Normal from the Pathological.” *The Rules of Sociological Method*. Trans. W.D. Halls. New York: Free Press. Pgs. 20-68.

**Week 3: Functionalism II: Integration, Adaptation and the Social System**

25 & 27 January

* Emile Durkheim. 1912. “Elementary Forms of Religious Life.” Craig Calhoun, et al., eds. *Classical Sociological Theory.* 3rd edition. Malden, MA: Wiley-Blackwell. Pgs. 243-53.
* Max Weber. 1904. ““Objectivity” in Social Science.” From *The Methodology of the Social Sciences*. In Calhoun, 273-79.

**Week 4: Values & Interpretation: The Sociology of Max Weber**

1 & 3 February

* Max Weber. 1905. “The Spirit of Capitalism.” In Calhoun, 291-309.

**Week 5: Marx I: Political Economy**

8 & 10 February

* Karl Marx. 1859. “Introduction to the Critique of Political Economy.” *The German Ideology*. Amherst, NY: Prometheus Books. Pgs. 1-23.
* Karl Marx & Friedrich Engels. 1845. “The German Ideology.” In Calhoun, Pgs. 142-45.

**Week 6: Marx II: The Original Sin of Capital**

22 & 24 February

* Karl Marx. 1867. Chapter 26: “The Secret of Primitive Accumulation” and Chapter 27: “The Expropriation of the Agricultural Population from the Land.” *Capital Vol. 1*. Pgs. 873-895.

**Week 7: Marx III: Hegemony and the State**

1 & 3 March

* Antonio Gramsci. 1947/1971. “State and Civil Society.” *Selections from the Prison Notebooks*. Quintin Hoare & Geoggrey Nowell Smith, trans. New York: International Publishers. Pgs. Tbd.
* Recommended Reading: Max Weber. 1922. “Bureaucracy.” From *Max Weber: Essays in* Sociology. In Calhoun, 328-38.

**Week 8: Marx IV: Re-reading Durkheim after Marx**

8 & 10 March

* Theodor Adorno. 1968. “Lectures 6-9.” *Introduction to Sociology*. Edmund Jephcott, trans. Stanford, CA: Stanford University Press. Pgs. 44-79.

**Week 9: Marx V: The Subject and Social Action, A Critique of Marx**

15 & 17 March

* Simone de Beauvoir. 1947. “Ambiguity and Freedom.” *The Ethics of Ambiguity*. Bernard Frechtman, trans. New York: Open Road Media. Pgs. 5-37.

**Week 10: Imperialism: Solving Problems of Capital Accumulation after the Crises of the 1870s/Resistance Movements**

22 & 24 March

* Recommended Reading: Hannah Arendt. 1948. “The Political Emancipation of the Bourgeoisie.” *The Origins of Totalitarianism*. New York: Harcourt, Inc. Pgs. 123-57.
* Aimé Césaire. 1955. *Discourse on Colonialism*. New York: Monthly Review Press. Pgs. 31-53.

**Week 11: Colonialism and Decolonization**

29 & 31 March

* Frantz Fanon. 1963. “On Violence.” *The Wretched of the Earth*. Trans. Richard Philcox. New York: Grove Press. Pgs. tbd.

**Week 12:**

7 April

* Second Reading Break: No Class

**Week 13: Race II: Racialized Bodies in White Supremacist Structures**

12 & 14 April

* W.E.B. Du Bois. 1903. “Of Our Spiritual Strivings” & “Of Mr. Booker T. Washington and Others.” *The Souls of Black Folk*. Oxford: Oxford University Press. Pgs. 7-14 & 32-44.
* Frantz Fanon. 1952. “The Black Man and Language.” *Black Skin, White Masks*. Richard Philcox, trans. New York: Grove Press. Pgs. 1-23.

## University Policies

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 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 availableon[**the UBC Senate website**](https://senate.ubc.ca/policies-resources-support-student-success)**.**

### Learning Analytics

Will not be used. Online materials are provided to help you succeed in the course. I will not use analytics to surveil students. You are thus free to learn or not learn.

### Copyright

All materials included in the course pack and any links or readings on Canvas are coprighted materials and must be cited when used.

You are welcome to record lectures, but these are for personal use only. Under no circumstances can you share lectures with others or post them to the internet.

All lecture slide materials and lectures/discussions are public domain and do not need to be cited.

*Version: March 11, 2019*

**Group Participation Evaluation Form Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Contributions** | **Active Listening** | **Total** | **Attendance** | **Comments (use back for more space)** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  | **Average Score:** |  |  | **(Sum of each score divided by number of students)** |

Note: You must evaluate yourself and your peers. Comments should be more detailed than “great listener.” Explain how each group member contributed to the discussions, or why their presence was detrimental to group success.

**Evaluation Rubric**

**Attendance (Note: Attendance establishes the starting point of your participation grade).**

Missed 0-1 discussions 10

Missed 2 discussions 8

Missed 3 discussions 6

Missed 4 discussions 4

Missed 5 or more discussions 0

**Contributions**

Excellent: Always contributes with references to text and course materials, stays on topic 9

Very Good: Regular contributions with readings done most of the time, stays on topic 8

Good: Contributes sometimes, makes occasional reference to readings, might stray 7

Satisfactory: Occasional contributions, some reference to readings, might stray from topic 6

Poor: Rarely contributes, never references readings, strays from topic 0-5

**Active Listening**

Excellent: Listens and responds to peers, integrates ideas, does not dominate group 8-9

Good: Might get distracted on occasion, might dominate at times, but generally good 7

Fair: Disregards ideas from others, might be distracted or uninterested, might dominate 5-6

Poor: Does not allow space for others to talk or very uninterested, too cool for school 0-5