

Department of Sociology
University of Toronto
SOC201H1F
Classical Sociological Theory I: Community and Religion
Summer (May-June) 2016
University College (UC), Room 161
Mondays & Wednesdays 6:00-8:00pm

Instructor Information

Instructor: Dr. David Toews, PhD

Office location: Sociology Dept., Room 389, 3rd floor, 725 Spadina Avenue

Email address: david.toews@utoronto.ca

Office hours: Monday 8-9pm or by Appointment

Blackboard/Course web site: Portal

Teaching Assistant(s):

Melissa Godbout (melissa.godbout@mail.utoronto.ca)

Course Description

Theory is a spirit of critical outlook upon the world and its medium is the creation and understanding of concepts in which are entrusted many different human ways of acting and being. Our goal is to survey some of the major approaches to sociological theory by engaging with readings and essay writing assignments. Our focus is on classical theory. With their new concepts Marx, Durkheim, Weber, and others contested Enlightenment doctrines, challenged social assumptions, and valiantly shaped a new kind of theoretical enterprise. Our target is to learn *what is at stake* in this 'classical' narrative by reflecting on its styles of thought, its pathos, arguments, methods, and contemporary influence. In three Units we investigate three aspects of this story: Solidarity (Unit 1), Communication (Unit 2), and Religion (Unit 3). We will examine how classical theorists conceived the relation of these phenomena to actors' experiences, and follow up by examining the theoretical problems that resulted from their theories.

Prerequisites

SOC101Y1 or SOC102H1 & SOC103H1

Goals and Learning Outcomes

1. to gain an understanding and critical perspective on major sociological theories
2. become familiar with basic sociological concepts (for example: social structure, agency, social change, idealism, materialism, class, gender, race, status, power, ideology, bureaucracy, capitalism, alienation, rationalization, anomie, deviance, positivism, symbolic interaction)
3. to learn the skills of analysing and applying concepts, using everyday examples
4. to build scholarly reading and writing skills
5. to acquire experience in discussing and presenting theoretical ideas with others

COURSE AND GRADING POLICIES:

Textbook

Edles and Appelrouth, Sociological Theory in the Classical Era, 3rd edition

The textbook will be available at the U of T Bookstore.

Evaluation Components

Summer (May-June) Term Requirements:	Date:	Course Value:
Quiz 1 – in class	May 18	15%
Essay 1 – due in class	May 25	20%
Quiz 2 – in class	June 1	15%
Essay 2 – due in class	June 13	35%
Quiz 2 – in class	June 15	15%

Note: there will be no final exam in the final exam period.

Submission of assignments:

Quizzes take place in class. Essays are due in person, in class, at the end of class.

Missed quizzes and assignments:

Telling the professor or TA why you missed a deadline or a test will not be considered. If you miss a test or a paper deadline, do not contact the instructor or a TA unless you have followed the steps described as follows:

- In case of illness, you must supply a duly completed Verification of Student Illness or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is not acceptable. The form must be placed in a sealed envelope, addressed to the instructor, and submitted to Dr. Toews in person at the next class you attend. If it is an essay due date that you missed, include your completed essay in the envelope. If you missed a quiz, see policies regarding make-ups below.
- If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). The letter must be placed in a sealed envelope, addressed to the instructor, and submitted to Dr. Toews in person at the next class you attend. If it is an essay due date that you missed, include your completed essay in the envelope. If you missed a quiz, see policies regarding make-ups below.

Make-ups for quizzes:

If you miss a quiz you will receive a mark of zero UNLESS within two class periods of the missed quiz you see Dr. Toews in person and give him a written request for a make-up. Your written request for a make-up must be written or typed legibly and a) state that you are requesting a make-up and clearly identify which quiz was missed on what date, b) explain why

the quiz was missed, and c) be accompanied by proper documentation from a physician or college registrar (see above). Include your contact information (ie. email address). Dr. Toews will contact you to let you know his decision and any further instructions that you may need to complete a make-up.

Accessibility accommodations:

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility>. **If you require accessibility accommodations for quizzes, essays, or other reasons, contact Dr. Toews as soon as possible to discuss your needs.** I will give you instructions that meet your needs and work to our mutual benefit.

Communication

Never submit your work by fax or to the receptionist at the Department of Sociology. You should not submit your work by email unless otherwise instructed by Dr. Toews. If you have any questions regarding the course, you may email either Dr. Toews or Melissa Godbout.

Class Attendance

Attendance is very very important in a compressed summer course such as this. It is expected that you will be able to attend every lecture and tutorial and you will have no conflict between your class schedule and your work schedule if you are working during term.

Classroom Policies

The seatbelt sign is ON during the entire class period: you are expected to concentrate on the class discussion, not on your devices, so turn them off. ***Never, ever wear headphones or earpieces in class. Making Video and Audio Recordings in Classes is Strictly Prohibited.***

INFORMATION ABOUT ASSIGNMENTS:

Quizzes

In this course there will be a series of in-class quizzes designed to give you a measure of your comprehension and ability to critically evaluate the course materials, ie. particularly the daily readings and material covered in the Lectures. The Quizzes are non-cumulative.

Essay 1 – Case Study

Early in the term, you will write a case study essay. The concept of a **case study essay** is to apply classical theory to a current real world event, problem, or situation. There are two main steps to accomplish as you prepare to write this essay: 1) discovering and identifying an interesting and appropriate topic and 2) researching and applying relevant and appropriate primary sources from among the classical sociological theory readings in your textbook. These two steps, some tips for success, and the complete guidelines and submission requirements, are described in detail below.

Step one – discovering your topic for your case study (complete soon, eg. by May 16 at latest):

Brainstorm for current events, problems or situations you are interested in and that you think are relevant to the course. Examples of sociologically relevant phenomena are endless, such as crimes or justice issues; health matters; inequality issues; aboriginal issues; race and ethnicity; gender; education; transportation; community, culture, or arts events; globalization; war; the politics of fear and terrorism; technologies; forms of media such as TV, social media or film; the arts; the sciences, etc. – it is totally up to you; you can run your topic by me if you are unsure about it. From this brainstorming identify a topic that you would like to use as your key ‘case study’ in your paper (ie. you should eventually be able to say “this current phenomenon will be my case study and this is how I think the classical theories are relevant to it”). Be as specific as possible in identifying your topic for your case study; narrow it down, then narrow it down again. Find information about your topic via newspapers, blogs, other sources, and/or your own observations. I recommend you develop your topic by describing it in your notes and *be sure to also reflect on why this subject matters*. In terms of sources for gathering information about your topic, you are not required to employ scholarly sources (eg. articles in scholarly journals or scholarly books). You are only gathering information so that you can describe a fairly clear cut event, problem or situation as a case study and develop some of your own ideas about it. This step should only take you a day or two. Do not spend all or most of your time researching your topic; get it done quickly so that you can turn to your main task: applying the theories.

Step two – applying primary theoretical sources and writing your essay

Your main job in turning your notes and reflections into a case study essay is to imagine how one or more of the classical theories you are learning can be applied to illuminate this event, problem, or situation that you have chosen as your topic. In terms of how I will grade this assignment, I will place most of my emphasis on examining how accurately and convincingly you are applying primary sources to your topic. So you ought to spend most of your time and your focus on researching, reading, and critical reflecting on what primary sources are relevant to your topic, and how they can be applied. You will select your primary sources from the reading selections in the textbook. Only the selections by the original authors (eg. Marx, Communist Manifesto) can count as primary sources. You must employ 3-4 of these primary source selections (readings) from your textbook. In your essay cite them consistently according to a citation method of your choice, and include a separate works cited page at the end of your paper.

Tips for success: each week in the lectures we will be adding to our knowledge of classical theories, but you should not limit yourself to the pace of the lectures. A well organized student will be able to show how organized and prepared she or he is by reading ahead in the required readings in the textbook (consult the class schedule) to identify any theories that may be relevant to your case that we have not covered in class yet. Indeed, it is very possible, even likely, that you will find that your topic is relevant to more than one theorist. Thus, you may choose to discuss several theorists in your paper (I suggest no more than three). Or, you may choose to concentrate on only one theorist in your paper. That is perfectly fine, but if you choose the latter, you should briefly explain and justify in the introduction of your essay why you are choosing to focus on only this one particular theorist’s work despite the fact (and state this) that x, y, z other theories in the textbook might also be relevant. You may consult with the Instructor or the TA as you go about doing this aspect of your research. The textbook simplifies the process: to find the appropriate and relevant primary sources for this assignment you need not go outside of the

textbook. Note also that the best student papers will show some evidence of having considered the relevance of the classical theories and also any aspects in which they may *not* be relevant. Do not imagine that because the Instructor teaches this course that he automatically believes that one will always be able to find classical theories to be of relevance to any current topic; on the contrary, certainly there are aspects of the classical theories that do not apply to today's world. Your goal should be to demonstrate that you can discern the extent to which they apply and the extent to which they do not apply and that you can discuss this in a critical manner. See also "*THE WRITING PROCESS: Tips for achieving excellent essay form*" below.

Case Study Essay Submission requirements: Doing a thorough and accurate job in Step 2 is the key to getting a good grade. Write an essay that shows to its reader that you have accomplished both steps and that you have emphasized step two. Your essay must include 5-6 pages of text, double-spaced, in Times New Roman 12 point font, with standard (2.5cm) margins. In addition, you should have a cover page that includes your Name, the Course number, the Title of your essay, and the Date of submission. Use a method of citation of your choice. You must include a Works Cited page at the end of your paper (list your topic sources; also include a broken down list of your primary sources, with each entry as follows: Marx, Karl, Communist Manifesto, pages 123-234 in Edles and Appelrouth (eds.), Sociological Theory in the Classical Era, 3rd edition, etc.). Please note: the cover page and the works cited page, and/or any pages that include tables or illustrations, should all be included in your submission but *are not counted in your requirement of 5-6 pages of double-spaced text.*

Essay 2 – Comparative Essay

Your final paper will be an essay in which you choose two (2) of the following classical authors: Marx; Durkheim; Weber; Gilman; Simmel; Du Bois; Mead. In your preparation for your paper you will be required to research the theoretical orientations and key concepts of your two authors, identify what you believe are the main contributions they make to an understanding of the social world, and compare and contrast these contributions with a view to giving a reader a sense of the comparative advantages and disadvantages of their theories. Based on your research, develop an essay thesis in which you introduce what you believe is one (1) key and interesting point of comparison or relationship between their theories (though of course this one feature will certainly have several distinct aspects that you will deal with in the body of the paper – and you can state this if you wish in the intro). Each paragraph in your essay will have a unique point that will a) develop your thesis in some way and b) follow from or connect in some stated way with the point of the previous paragraph. See also "*THE WRITING PROCESS: Tips for achieving excellent essay form*" below.

Submission requirements: Your essay must include 7-8 pages of text, double-spaced, in Times New Roman 12 point font, with standard (2.5cm) margins. In addition, you should have a cover page that includes your Name, the Course number, the Title of your essay, and the Date of submission. Use a method of citation of your choice. You must include a Works Cited page at the end of your paper (list your primary sources, with each entry as follows: Marx, Karl, Communist Manifesto, pages 123-234 in Edles and Appelrouth (eds.), Sociological Theory in the Classical Era, 3rd edition, etc.) Please note: the cover page and the works cited page, and/or any pages that include tables or illustrations, should all be included in your submission but *are not counted in your requirement of 7-8 pages of double-spaced text.*

THE WRITING PROCESS: Tips for achieving excellent essay form:

“Essay” comes from the French word which means “to try”. An essay is a piece of writing in which qualified individuals who are interested in expanding their horizons “try out” a specific idea that they have – their thesis. Think of university essay assignments such as these as an invitation to expand your own horizons and participate in this dialogical tradition. You **are** qualified to try out your informed, critical idea about the author(s) you have chosen to write about by virtue of having completed the prerequisites for this course and by having by this point accomplished a significant amount of work in it.

This is your assignment not some impersonal report: own it. In addition to being your own, an essay that has excellent form depends wholly upon the skills of conceiving and communicating a thesis that is *relevant and effective*. Your idea, your thesis, is not some unfounded conjecture but rather needs to be formulated in a way that respects the fact that you are writing in the context of a scholarly tradition. Your readers are expecting to receive some potentially useful or illuminating idea that is relevant to and shows a good knowledge and awareness of a set of common sources (eg. the readings for this course). A **relevant** thesis is an informed opinion that is directly related to the theories you are comparing. You show the relevance of your thesis by writing in a way that acknowledges that your reader is familiar with the same theories and wants to see you compare them from your own critical point of view. As well as being relevant, you want your thesis to be effective. An **effective thesis** for your essay should: **a)** be expressed as one (1) (really, just one, not more than one) specific idea or insight, ie. your informed opinion which is specific to your own understanding and interests, and is located in the introductory paragraph; **b)** be clearly related in some significant way to primary classical sources that you identify in your opening paragraph (eg. one or more of the writings of the classical authors); and **c)** be expressed in a scholarly tone (generally, a scholarly tone is achieved by phrasing your thesis as a promise that it will be supported with evidence and/or illustrations in the subsequent paragraphs of the essay). It is an excellent idea to discuss your ideas with others, particularly to check your thesis to see if it is clear enough, specific enough, and appropriate for this essay with fellow students, your Professor and/or your TA. The body of your essay should support your thesis with significant textual evidence and page references. **Always read your essay out loud in order to eliminate awkward or bad grammar.** Do a spell check. Make sure you have a logical sequence of paragraphs, each of which demonstrates some unique point in support of your thesis.

Research Tip: Attending the lectures, connecting the content of the course with your lives and the world around you, as well as making use of my office hours to clarify any queries you have will help in the production of good papers! I will also look for opportunities during the lectures to discuss the paper and how to go about it during the lectures. Please bring all your questions and queries to the lecture theatre.

Grading Rubric

A: Your assignment shows a vigorous effort and good strengths in all of the key criteria. Consultation with the grader and/or the instructor on future assignments is always welcome if you want to further excel in the course.

Key criteria = Comprehension of the course readings and lectures. Effective use of primary sources. Evidence of critical, analytical and writing skills appropriate to a second year University course.

B. Your assignment is a satisfactory effort. It shows some unevenness but is more or less effective in all of the key criteria. Consultation with the grader and/or the instructor is not required but is welcome if you are interested in maintaining or improving your work in future assignments.

Key criteria = Comprehension of the course readings and lectures. Effective use of primary sources. Evidence of critical, analytical and writing skills appropriate to a second year University course.

C. Your assignment is a satisfactory effort and has some strengths in the key criteria. However, it is uneven and/or incomplete due to the presence of some significant weak points in the key criteria. Consultation with the grader and/or the instructor is not required but is welcome if you are interested in improving your work in future assignments.

Key criteria = Comprehension of the course readings and lectures. Effective use of primary sources. Evidence of critical, analytical and writing skills appropriate to a second year University course.

D. Your assignment indicates some effort to complete the assignment and address the key criteria. However, there are many weak points. Significant elevation of your work in the areas of the key criteria needs to be accomplished to achieve a higher grade on future assignments. Consultation with the grader and/or the instructor is not required but is recommended.

Key criteria = Comprehension of the course readings and lectures. Effective use of primary sources. Evidence of critical, analytical and writing skills appropriate to a second year University course.

F. Your assignment shows little evidence of meaningful effort in the assignment. The key criteria are not adequately met. Consultation with the grader and/or the instructor is not required but is recommended.

Key criteria = Comprehension of the course readings and lectures. Effective use of primary sources. Evidence of critical, analytical and writing skills appropriate to a second year University course.

Plagiarism

Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the “Code of Behaviour on Academic Matters” in the Calendar of the Faculty of Arts and Science.

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto’s *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for

academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In essays:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including online sources such as Wikipedia or other online articles, or lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
 - working in groups on assignments that are supposed to be individual work;
 - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the U of T Writing Website. If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Course Schedule

You are responsible for ALL readings in brackets.

	Class	Date	Day	Class Description:
Introduction	1	May 9	M	Lecture: Welcome and Introduction to the Course; How to write an effective Case Study Essay Group discussion: What is 'Theory'? (1-19) Charlotte Perkins Gilman: Theory as "the story of the story." (258) (Readings in Class 1 are recommended, but not required)
				Primary source readings: Gilman, Why I Wrote 'The Yellow Wallpaper' (258); Gilman, The Yellow Wallpaper (250-257) (Primary source readings in Class 1 are recommended, not required)
Unit 1: Solidarity and its Problems	2	My 11	W	Group discussion: What is 'Social'? What is obligation? (101-9) Close reading: If we are social, why are we divided? The Division of Labour in Society (110-119) Lecture/discussion: Modernity & Anomie
				Primary source readings: Durkheim, The Division of Labour in Society (110-119); Durkheim, The Rules of Sociological Method (119-129); Durkheim, Suicide (129-144)
	3	My 16	M	Group discussion: Deeper division: class conflict Lecture/discussion: 'What is to be done?' Marx and the Socialist conception of Solidarity (20-35; 36-47; 57-71) Lecture: Young & Mature Marx (20-100); Alienation (47-54); Commodity Fetishism (79-83); Labour Theory of Value (71-79) Brief review for Quiz 1
				Primary source readings: Marx and Engels, The Communist Manifesto (57-71); Marx, The German Ideology (36-47); Marx, Economic and Philosophic Manuscripts of 1844 (47-54); Marx, Capital (71-87)
	4	My 18	W	QUIZ 1 Group disc: Final tips on writing an effective Case Study Essay Discussion: introduction to Unit 2
		My 23	M	Victoria Day – University closed
Unit 2: Communication and its Problems	5	My 25	W	Lecture/discussion: Mead: The Symbolic Animal (392-438) Lecture/discussion: Dubois: 'How does it feel to be a problem?' (345-391) Discussion: How to write an effective Comparative Essay CASE STUDY ESSAY Due – in class, at the end of class.
				Primary source readings: Mead, Self (411-427); Mead, Society (428-438); Dubois, The Philadelphia Negro (358-365); Dubois, The Souls of Black Folk (365-379); Dubois, The Souls of White Folk (385-391)
	6	My 30	M	Lecture/discussion: Simmel: The 'Tragedy' of Modern Culture (B&D: 297-318) Lecture/discussion: Gilman: The problems created by gender inequality for communication (235-285) Brief review for Quiz 2

Unit 3: Religion and its Problems

Primary source readings: Simmel, Exchange (298-308); Simmel; Conflict (308-313); Simmel, Sociability (313-320); Gilman, Women and Economics (258-285); Gilman, The Yellow Wallpaper (250-257)			
7	Jun 1	W	Lecture and review: Communication as a problem: Mead, Dubois; Simmel, Gilman QUIZ 2
8	Jun 6	M	Lecture/discussion: Durkheim: Religion and Society (145-163) Close reading: Durkheim, The Elementary Forms of the Religious Life (145-163)
Primary source readings: Durkheim, Elementary Forms of the Religious Life (145-163)			
9	Jun 8	W	Lecture/discussion: Weber: Modernity and the 'Death of God' (164-204) Lecture/discussion: Marx & Dubois: Religion, Slavery, and Freedom
Primary source readings: Weber, The Protestant Ethic and the Spirit of Capitalism (178-192); Weber, The Social Psychology of the World Religions (193-204); Marx, Economic and Philosophic Manuscripts of 1844 (48-49); Dubois, The Souls of Black Folk (379-385)			
10	Jun 13	M	Close reading: Durkheim, What is a social fact? (119-129) Lecture: Weber's Theories of Method (164-177) Brief review for Quiz 3 COMPARATIVE ESSAY DUE
Primary source readings: Durkheim, What is a Social Fact? (119-129)			
11	Jun 15	W	Review/discussion: A comparative discussion of Marx, Durkheim, and Weber QUIZ 3