Department of Sociology
University of Toronto
SOC201H – CLASSICAL SOCIOLOGICAL THEORY I: COMMUNITY AND RELIGION
Fall 2016 (Mondays 6 to 8 p.m.); Sidney Smith, Room 2117
Professor J. Veugelers *(jack.veugelers@utoronto.ca)*
Office: Room 360, 725 Spadina Avenue (Tuesdays 1:30 to 2:30 p.m.)

SCOPE AND AIMS

Having taken a first-year course in Sociology, you know it is a divided discipline. Sociology contains diverse sub-areas (such as inequality, family, gender, immigration and formal organizations). The contrast between quantitative and qualitative methods only begins to capture the range of approaches used. There is no consensus over the appropriate role of the sociologist: detached analyst or committed advocate? Sociologists disagree on which questions are important as well as the kinds of evidence needed to address them properly. Other academic disciplines also display fragmentation and tension, however, and sociology itself is not totally chaotic (because clusters of sociologists tend to work along similar lines). Further, classical theory provides a tool kit from which all draw for inspiration. In this course we examine a set of thinkers -- Alexis de Tocqueville, Karl Marx, Max Weber, Emile Durkheim, Georg Simmel – who responded to two great crises of modernity, the Industrial Revolution and the Democratic Revolution. Along with careful reading of primary texts and analysis of assumptions, concepts and arguments, the historical context in which these thinkers lived and worked will be considered. Although there can be no substitute for empirical evidence, our assumption is that without theory the nature and purpose of empirical inquiry remain insufficiently scrutinized. We will evaluate the strengths and weaknesses of theories by comparing and contrasting them, thereby paying attention to tensions, inconsistencies and omissions. Challenging ideological bias in sociology's classical tradition will be an ongoing task. More generally, through a critical reading of theorists' works we will form judgements about ***how*** arguments are made.

PREREQUISITES

The prerequisite for this course is SOC101Y1 or SOC102H1 & SOC103H1. Students without this prerequisite may be removed from the class list at any time.

READINGS

The **Course reader** is available at the U of T Bookstore. It includes:

1. Two comment and mark sheets (one for each position paper to be submitted)
2. "Some Tools for Better Writing"
3. "Writing as Communication"
4. "Glossary of Concepts" (by Ken Morrison)
5. Weekly readings for this course

EVALUATION

Position paper 1 (due Oct. 17, 2016)…….....	25 percent
Test 1 (Oct. 24, 2016) …..….....	25 percent
Position paper 2 (due Nov. 28, 2016)…….……	25 percent
Test 2 (Dec. 5, 2016) ….....	25 percent
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	100 percent (final grade)

➔ Test grades posted on Blackboard within two weeks of test date.

THEMES, THINKERS AND READINGS

September 12. Introduction to the course

COMMUNITY

September 19. Tocqueville

■ *Democracy in America* (1835-1840), pp. 503-17 (read chapters 1 to 5)

September 26. Marx

■ "Alienated Labour" (1844) (from *Economic and Philosophic Manuscripts)*

October 3. Durkheim

■ "Practical Consequences" (from *Suicide* (1897), read pages 361 to 384)

October 17. Weber

■ Excerpt from "Science as a Vocation" (1918) (read pages 138 to 156)

Optional reading: Simmel, "the Web of Group-Affiliations" (1922)

➔ **Position paper 1 on Community due (with Comment & Mark sheet attached)**

October 24.

➔ **Test 1 on Community**

RELIGION

October 31. Tocqueville

■ *Democracy in America* (1835-1840), pp. 429-49 (read chapters 1 to 5)

November 14. Marx

■ "Theses on Feuerbach" (1845)

November 21. Durkheim

■ Excerpt from *The Elementary Forms of Religious Life* (1912)

November 28. Weber

■ Excerpt (including Endnotes) from *The Protestant Ethic and the Spirit of Capitalism* (1904-1905)

➔ **Position paper 2 on Religion due (with Comment & Mark sheet attached)**

December 5.

➔ **Test 2 on Religion**

Attendance: responsibility for being aware of what the professor says in lectures (including administrative announcements) rests with students. As a precaution in case they miss a lecture, students should have a "buddy" who is willing to share their lecture notes.

Electronic devices in the classroom: laptops are permitted, but only for taking notes. Using laptops for other purposes will be treated as a breach of courtesy toward others. Texting, photography, cellphone use and audio or video recording are also forbidden. Offenders will be asked to leave the classroom immediately.

Communication: students cannot submit their work by fax, email or to the receptionist at the Department of Sociology. Emails about position papers should be sent to your TA, not the professor. Emails with questions pertaining to matters already set forth in the syllabus will not receive a response.

Deadlines: work is due at the start of class on the due date. **Late work will never be accepted without proper documentation from a student's physician or college registrar, or Accessibility Services (see below).**

Accessibility needs: If you require accommodations or have any accessibility concerns, please visit ***http://studentlife.utoronto.ca/accessibility*** as soon as possible.

Make-up tests: students who miss a test will receive a mark of zero for that test unless reasons beyond their control prevent them from taking it. **Within three days** of the missed test, students who wish to write the make-up test must give their TA or the Undergraduate Advisor in the Sociology Department a written request for special consideration which explains why the test was missed, accompanied by **proper documentation from a physician or college registrar** (see below). A request should be accompanied by contact information (the student's telephone number and email address) so the date, time and place of the make-up test can be communicated to the student. A student who misses a test and the subsequent make-up test for a valid reason will not have a third chance to take the test. Instead, the grade assigned for the missed test will be the same as the grade the student earns for the other test in this course.

DOCUMENTATION FROM YOUR PHYSICIAN, COLLEGE REGISTRAR OR ACCESSIBILITY SERVICES

If you miss a test or a paper deadline, **do not** contact the instructor or a TA unless you have followed the steps described here. Telling the professor or TA why you missed a deadline or a test probably will not suffice.

- 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.
- 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). This letter must specify the length of the extension that is justified under the circumstances.

Place your supporting documentation in a sealed envelope addressed to Professor Veugelers. Submit this envelope along with your work at a class lecture, to your TA during their office hours, or using the drop box for second-year courses in room 225 at 725 Spadina Avenue (if using the drop box, please send your TA an email message to notify them).

If documentation is provided by Accessibility Services, have that office send an email message to the professor, and then submit your work using the drop box in room 225 at 725 Spadina Avenue (when using the drop box, please send your TA an email message to notify them as soon as your work has been submitted).

HELP FROM YOUR TEACHING ASSISTANT

Once class enrolment has stabilized in late September you will be assigned a T.A. He/she will hold scheduled office hours and respond to your emails. Please be judicious in your use of email. Use it only for questions that are brief and specific. Before sending a question by email, be sure to check the course outline to see if an answer is already available. Emails should not be seen as an alternative to doing the assigned reading or attending lectures. Expect to receive a response from your T.A. within three working days. For more in-depth discussions of the lectures, readings, tests and position papers, take advantage of your T.A.'s office hours.

POSITION PAPERS: LENGTH, BREADTH, PLAGIARISM AND HOW TO SUBMIT

Position paper length: 2 to 3 pages (excluding references/bibliography) in 12-point font, double-spaced.

Breadth rule: a student whose two position papers fail to examine in reasonable detail a total of at least two thinkers will receive a penalty of 50% on their second position paper. If in doubt, check first with your TA.

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. A first rule of thumb: each time you use a sequence of three or more words written by someone else, use quotation marks and give the source. But more than this is involved in citing properly -- read "HOW NOT TO PLAGIARIZE" below.

Submitting the same work for more than one course: Section B.I.1.(e) of the Code of Behaviour on Academic Matters says it is an offence *"to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."*

Each position paper **must be submitted twice**:

(1) as hard copy, at the start of class on the due date;
(2) online at ***http://www.turnitin.com,*** by the start of class on the due date.

Assignments not submitted through *Turnitin* will receive a grade of zero (0 %) **unless a student instead provides, along with their position paper,** sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin)* is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

Go to ***http://www.turnitin.com*** to submit your paper online. For access, enter the **class ID** and **enrolment password** (you will receive these before your first position paper is due). Normally, students will be required to submit their course essays to *Turnitin.com* for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the *Turnitin.com* service are described on the *Turnitin.com* web site. If you cannot submit your paper in class, go to room 225 at 725 Spadina Avenue by 5 p.m. on the due date, put a date/time stamp on the top page of your paper, put it into the drop box for 200-level courses, **then notify your TA that your paper is there**.

ONLINE WRITING RESOURCES

Go to **http://iwrite.utoronto.ca** for an interactive program *(iWRITE)* developed by Writing Support at U of T. Choose **SOC201H** from the drop-down list of courses. Next use your student number as login and again as password (you can change the password once you're in by using the Preferences link at the bottom of the screen). You will find samples of past position papers, with TA comments and grades. The samples represent a variety of approaches to the assignment. Additionally, *iWRITE* offers a step-by-step exercise for generating ideas and organizing your own paper.

Visit ***http://homes.chass.utoronto.ca/~nscharer/plagmain.htm*** for "Plagiarism & How to Avoid It."

Visit ***www.writing.utoronto.ca*** for tips on:

- writing (style, research, organization, grammar, punctuation)
- citing and how to avoid plagiarism
- writing when English is a second language
- reading
- writing instruction and support at the University of Toronto

POSITION PAPER GUIDELINES

A good position paper takes a position while engaging with classical theory. It uses logic and evidence to persuade the reader of the validity of a distinctive interpretation advanced by YOU. Thus your task is to **make an argument -- not to summarize the course material.** Your paper should build on a sound understanding of the lectures and readings. It might be structured as follows:

- Introduction: state the question you are addressing, the argument you will make and how your position paper will make this argument
- Exposition: briefly but clearly set forth the ideas you are analysing
- Analysis: present your argument as it pertains to these ideas – this is the body of the paper, where success in persuading your reader is most likely to be realized
- Conclusion: summarize your paper's argument and say what it implies for: (1) the ideas that provide the focus for your paper (as stated in your earlier Introduction and Exposition); and (2) a general theme in sociology (e.g., race, ethnicity, class, gender, industrialization, democracy, social change, feudalism, capitalism, globalization, progress) -- "if my argument is valid, then a broader implication for sociology is that …"

For more on how to organize your paper, see "Some Tools for Better Writing" (page 19 especially).

Your paper may raise new questions, point out logical gaps or hidden contradictions, or draw connections with other issues, theoretical approaches or developments in society. Here are some questions that might stimulate thinking at the early stage when you are trying to find and formulate an argument:

- What are the main questions or issues? What is their significance? Who (or what intellectual school) is a thinker arguing against? Is a thinker addressing a controversy and taking sides? Is a thinker identifying a problem previously unseen? Is a thinker offering a solution to an already-recognized problem, or simply criticizing earlier solutions?
- What is the logic of a thinker's argument? What assumptions does a thinker make? Are these assumptions tacit or explicit? Do the conclusions flow logically from the assumptions? What kind of evidence, first principle, or other understanding is marshalled to make the argument persuasive?

- What are the important concepts? How are they defined? What biases are built into them?
- Relate a text to others by thinkers studied in this course. Do you detect a polemic, even a hidden one? Does a common theme run between texts, and if so, how does a text you are discussing fit in?
- What is a thinker's vision of historical change? Does a text seem anachronistic, or does it say something important that transcends its time and place?
- What are the implications for research? What kinds of study would test a thinker's assertions? Indeed, are a thinker's assertions at all verifiable through research?

If stuck, read a secondary source (some are listed at the end of this syllabus). Try the prompter on *iWRITE.* Ask yourself: Are the ideas of _____ outdated, or have they stood the test of time? For example, are Tocqueville's ideas about inequality still valid today? Why or why not?
Whatever direction you take, make sure your paper is well-written. **The Comment and Mark sheet lists some of the criteria for good writing. When writing about sociological theory it is always best to use both primary and secondary sources. And when drawing on these sources for words and ideas, cite them using a standard academic style.**

COMMENT AND MARK SHEET
When you hand in written work it should be accompanied by a Comment and Mark Sheet (found in the course package) which will be completed by your TA. The Comment and Mark Sheet makes explicit the qualities associated with good writing. Thus it gives you sure guidelines for self-assessment and targets for achievement.

Some students may fear that a standard form like the Comment and Mark Sheet cannot be tailored to particular strengths and weaknesses. However, experienced graders find much of what they scribble in the margins when reading student work is not new: they have written the same notes before for other students. With the Comment and Mark Sheet, comments pertinent to a particular piece of work but not unusual given undergraduate writing are easily made. After checking off such items, the TA is free to focus on personalized commentary. Our goal, then, is to respond in an efficient way to both the common **and** the unique aspects of your writing.

The main criteria of good writing for this course are:

- originality of argument
- adequacy of evidence used to support argument
- appropriate use of primary and secondary sources
- coherence of ideas (concise expression, smooth transitions, logical organization)
- engaging style (tone, stance toward audience, level of formality)
- correct grammar, punctuation, citation form

The order of these criteria does not reflect their importance for good writing or their weight in calculating your grade: each of them matters. For guidance on how to improve, refer to "Some Tools for Better Writing" and "Writing as Communication" in the course package, or go to ***www.utoronto.ca/writing/***. And use the *iWRITE* program!

RE-MARKING POSITION PAPERS

Step 1: Students who believe their work has been unfairly marked should see the TA who graded their work for a re-evaluation. Students can do this up to two weeks after the work in question is returned to them.

Step 2: Up to three weeks after the work in question was first returned to them, students who still are not satisfied may ask the instructor to have their work re-graded by another TA for this course. After lecture, give the professor the original copy of your position paper along with a clean copy. The professor will compare the two to ensure they are identical in every way and then give only the clean copy to another TA. Without knowing the original mark, this TA will assign a definitive mark to the position paper. The new mark may be higher than the original mark, but it could also be the same or even lower.

HOW NOT TO PLAGIARIZE

By Margaret Procter, former Coordinator of Writing Support, University of Toronto

> *From the Code of Behaviour on Academic Matters*:
> It shall be an offence for a student knowingly:
>
> (d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. Wherever in the Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

You've already heard the warnings about plagiarism. Obviously it's against the rules to buy essays or copy from your friends' homework, and it's also plagiarism to borrow passages from books or articles or websites without identifying them. You know that the purpose of any paper is to show your own thinking, not create a patchwork of borrowed ideas. But you may still be wondering how you're supposed to give proper references to all the reading you've done and all the ideas you've encountered.

The point of documenting sources in academic papers is not just to avoid unpleasant visits to the Dean's office, but to demonstrate that you know what is going on in your field of study. It's also a courtesy to your readers because it helps them consult the material you've found.

The different systems for typing up references are admittedly a nuisance. But the real challenge is establishing the relationship of your thinking to the reading you've done (yes, that includes the Internet). Here are some common questions and basic answers.

1. ***Can't I avoid problems just by listing every source in the reference list?*** No, you need to integrate your acknowledgements into your own writing. Give the reference as soon as you've mentioned the idea you're using, not just at the end of the paragraph. It's often a good idea to name the authors ("X states" and "Y argues against X") and then indicate your own stand ("A more inclusive perspective, however . . . "). Have a look at journal articles in your discipline to see how experts refer to their sources.

2. ***If I put the ideas into my own words, do I still have to clog up my pages with all those names and numbers?*** Sorry—yes, you do. In academic papers, you need to keep mentioning authors and pages and dates to show how your ideas are related to those of the experts. It's sensible to use your own words because that saves space and lets you connect ideas smoothly. But whether you quote a passage directly in quotation marks, paraphrase it closely in your own words, or just summarize it rapidly, you need to identify the source then and there. (That applies to Internet sources too: you still need author and date as well as title and URL.)

3. ***But I didn't know anything about the subject until I started this paper. Do I have to give an***

acknowledgement for every point I make? You're safer to over-reference than to skimp. But you can cut down the clutter by recognizing that some ideas are "common knowledge" in the field—that is, taken for granted by people knowledgeable about the topic. Facts easily found in standard reference books are considered common knowledge: the date of the Armistice for World War I, for example, or the present population of Canada. You don't need to name a specific source for them, even if you learned them only when doing your research. They're easily verified and not likely to be controversial. In some disciplines, information covered in class lectures doesn't need acknowledgement. Some interpretive ideas may also be so well accepted that you don't need to name a specific source: that Picasso is a distinguished modernist painter, for instance, or that smoking is harmful to health. Check with your TA if you're in doubt whether a specific point is considered common knowledge in your field.

4. ***How can I tell what's my own idea and what has come from somebody else?*** Careful record-keeping helps. Always write down the author, title and publication information (including the URL and other identifying information for web pages) so you can attach names and dates to specific ideas. Taking good notes is also essential. Don't paste passages from web pages into your draft: that's asking for trouble. As you read any text—online or on the page—summarize useful points in your own words. If you record a phrase or sentence you might want to quote, put quotation marks around it in your notes to remind yourself that you're copying the author's exact words. And make a deliberate effort as you read to notice connections among ideas, especially contrasts and disagreements, and also to jot down questions or thoughts of your own. If you find as you write that you're following one or two of your sources too closely, deliberately look back in your notes for other sources that take different views; then write about the differences and why they exist.

5. ***So what exactly do I have to document?*** With experience reading academic prose, you'll soon get used to the ways writers in your field refer to their sources. Here are the main times you should give acknowledgements.

a. Quotations, paraphrases, or summaries: If you use the author's exact words, enclose them in quotation marks, or indent passages of more than four lines. But it's seldom worthwhile to use long quotations. Quote only when the original words are especially memorable. In most cases, use your own words to summarize the idea you want to discuss, emphasizing the points relevant to your argument. But be sure to name sources even when you are not using the exact original words. As in the examples below, it's often a good idea to mention the author's name. That gains you some reflected authority and indicates where the borrowing starts and stops.

☞As Zeitlin (2001:194-196) argues, it would be wrong to see Weber as a thinker who set out to refute the ideas of Marx.
☞As Zeitlin (2001:195) argues, "Weber and Marx are compatible and complementary".

And give the following entry in the <u>References</u> section of your paper:

☞Zeitlin, Irving. *Ideology and the Rise of Sociological Theory,* 7th edition. Upper Saddle River, NJ: Prentice-Hall, 2001.

b. Specific ideas used as evidence for your argument or interpretation: First consider whether the ideas you're mentioning are "common knowledge" according to the definition in point 3 above; if so, you may not need to give a reference. But when you're relying on ideas that might be disputed by people in your discipline, establish that they're trustworthy by referring to authoritative sources.

☞European revolutionaries of the period were united by a common enemy: absolutism.[1]

Or:

☞"One accidental factor which reinforced the internationalism of 1830-48 was exile. Most political militants of the Continental left were expatriates for some time, many for decades".[2]

And include the following in your footnotes or endnotes:

☞ [1] Eric J. Hobsbawm (1962). *The Age of Revolution 1789-1848 (*New York: New American Library), p. 161.
☞ [2] Hobsbawm, *Age of Revolution*, p. 160.

c. Distinctive or authoritative ideas, whether you agree with them or not: The way you introduce the reference can indicate your attitude and lead into your own argument.

☞Consistent with Zeitlin's interpretation, Lewis Coser (1977) writes that for Weber an ideal type is "an analytical construct".

And include the following entry in the References section of your paper:

☞Coser, L. (1977). "The Ideal Type." Retrieved May 20, 2011 from *http://www.bolenderinitiatives.com*

Among the referencing systems used by academics, English-Canadian sociologists usually use the system found in the Zeitlin and Coser examples above. However, footnote or endnote systems are also common (see the Hobsbawm example above). For more guidance, go to **www.utoronto.ca/writing/** or refer to a guide such as Margot Northey, Lorne Tepperman and Patrizia Albanese (2009), *Making Sense: A Student's Guide to Research and Writing – Social Sciences (4th edition).* Sociology journals like the *Canadian Journal of Sociology* also provide good examples of referencing style.

SOME SUGGESTIONS FOR FURTHER READING

Ashley, David, and David Michael Orenstein. *Sociological Theory: Classical Statements*, 6th edition (Boston: Pearson, 2005).

Bendix, Reinhard. *Max Weber: An Intellectual Portrait* (Berkeley and Los Angeles: University of California Press, 1962).

Coser, Lewis A. *Masters of Sociological Thought: Ideas in Historical and Sociological Context*, 2nd edition (Fort Worth, Texas: Harcourt Brace, 1977).

Giddens, Anthony. *Capitalism and modern social theory: An analysis of the writings of Marx, Durkheim and Max Weber* (Cambridge: Cambridge University Press, 1971).

Hughes, H. Stuart. *Consciousness and Society: The Reorientation of European Social Thought 1890-1930* (New York: Vintage, 1977).

Lichtheim, George. *Marxism: An Historical and Critical Study* (London: Routledge and Kegan Paul, 1961).

Lukes, Stephen M. *Emile Durkheim: His Life and Work* (New York: Harper & Row, 1972).

Sydie, R.A. *Natural Women, Cultured Men: A Feminist Perspective on Sociological Theory* (Vancouver: University of British Columbia Press, 1994).

Welch, Cheryl B. *The Cambridge Companion to Tocqueville* (Cambridge: Cambridge University Press, 2006).

Zeitlin, Irving M. *Ideology and the Development of Sociological Theory*, 7th edition (Upper Saddle River, New Jersey: Prentice-Hall, 2001).

Also: *Journal of Classical Sociology*.