

University of Toronto - Sociology
Summer 2019
SOC201H1F – Classical Sociological Theory

Tuesdays and Thursdays 6:10.m. – 9:00p.m.
Location: Sidney Smith Hall – 100 St. George Street, Room 1088

Instructor: Melissa Godbout

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Office Hours: TBA

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Teaching Assistant: Cinthya Guzman

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Course Description

What is “theory” and why it is important? Who were the ‘big thinkers’ in classical sociological theory, and what were their main contributions? Under what social conditions did the ideas of classical sociological theory emerge? Why does classical sociological theory matter for contemporary society?

This class aims to address these questions by providing students with an overview of the field of classical sociological theory. Theory can be viewed as a toolkit from which sociologists use ideas and concepts to try to make sense of the world around them. Classical thinkers approached the important issues of their time (inequality, industrialization, power, revolution, social stability, religion, institutions, civic engagement, democratization, etc.) in many different ways and in this class we will begin to unpack what these theories mean and how they might be useful to us in a modern context.

Course Objectives

This course is organized in a way which encourages students to build and develop skills focused around critical reading, critical writing, critical discussion, active thinking and collaborative learning. Students will be encouraged to approach issues discussed in a way that examines underlying assumptions, evaluates evidence, and interprets conclusions

By the end of the course, students will be able to:

- Evaluate and discuss a number of approaches central to classical sociological theory.
- Identify and assess key classical theoretical concepts and arguments.
- Write analytically and critically about classical sociological theory.
- Make and support an academic argument through use of evidence, both in discussion and writing.

Prerequisite:

The prerequisite for this course is 1.0 SOC FCE at the 100-level. Students without this prerequisite will be removed from the class at any time discovered and without notice.

Accessibility Needs:

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

Readings:

Available at the UofT Bookstore:

Zeitlin, I.M. *Classical Sociological Theory*. Canadians Scholars Press 2019.

Other required and supplementary readings will be available as .pdf on Quercus.

Description of Evaluation Components

| Evaluation Component | Grade Weight | Due Date |
|-----------------------------|---------------------|-------------------------|
| Test 1: In-Class | 20% | May 23, 2019 |
| Test 2: In-Class | 25% | June 13, 2019 |
| Theory Assignment | 20% | June 6, 2019 |
| Reading Memos | 15% | Ongoing throughout term |
| Collaborative Activities | 20% | Ongoing throughout term |

In-Class Tests (2)

There will be two in-class tests over the term. These will be comprised of content from lecture, class discussions and activities, and readings. Both tests will take place in our regular classroom during regular class time.

In-Class Test 1 (20%): Two-hour test on May 23, 2019. Test will be comprised of short-answer questions

In-Class Test 2 (25%): Three-hour test on June 13, 2019. Test will be comprised of short-answer questions and an essay question. Test 2 may be cumulative.

Theory Representation Assignment (20%)

Due: June 6, 2019 to Quercus

Students will select a media piece (video, song, art piece, movie/tv clip, etc.) and evaluate this piece as a representation of a key theoretical idea discussed in the course. The goal of this assignment will be to demonstrate a strong grasp of course material through critical analysis. More assignment details will be provided to students in class and a Guidelines document will be available on Quercus by May 14.

Reading Memos (15%)

DUE: 4:00pm Tuesdays and Thursdays, submitted to Quercus

Before every class, students will complete a brief online memo about the reading for that class. Each memo will be worth 1.5% and will be entered directly into Quercus. This will help students to extract key ideas they think are worth remembering, ask questions, and prepare for the collaborative activities. More details about the Reading Memos will be provided to students in the first class and a guidelines document will be posted to Quercus.

There is no make-up opportunity for missed reading memos and late submissions will not be accepted for any reason.

Collaborative Activities (20%)

A key aspect of strong learning is engaging material consistently and actively. In class we will be working through questions and problems based on the readings and lecture. In short, we'll be using class time to put into practice the material you're learning about. This means that each class is designed based on the assumption that students have completed the assigned reading and the online memo beforehand. Collaborative activities will be worth 2% each (a total of 10) and may take place in the beginning, middle, or end of class on Tuesday or Thursdays, or extend to short online collaborations outside of class. More details will be provided in the first class.

There is no make-up opportunity for missed collaborative activities for any reason.

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| <h3>Late Work and Missed Test Policies</h3> |
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Handing in Work: All coursework will be submitted electronically on Quercus by the due date/time (outlined above). Tests will be written our classroom during regular class time.

Turnitin Submission Policy: *“Normally, students will be required to submit their course essays to Turnitin for 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 website.”*

Assignments not submitted through Turnitin will receive a grade of zero (0%) unless a student instead provides, along with their paper, sufficient secondary material (e.g. reading notes, outlines of 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.

Work submitted to Quercus will automatically be scanned by Turnitin.com so you do not require a course enrollment key, password, or Turnitin account.

Late Work: All requests for consideration of late work must be submitted directly to the Instructor, not to the Teaching Assistant.

- Online Memos & Collaborative Activities: There is no make-up opportunity for missed collaborative activities or online memos. Late work will not be accepted for any reason.
- Theory Representation Assignment: Late work will never be accepted without proper documentation from a student's physician, college registrar, or Accessibility Services (see below). This must be provided within 3 days of the assignment due date. As such, there are no per day penalties for late work. Work must be submitted on time, or appropriate documentation provided for acceptance of late submission.
- Missed Tests: Students who miss a test will receive a mark of zero unless reasons beyond their control prevent them from taking it. Within 3 days of the test date, students who wish to write the make-up test must provide the Instructor with a written request for consideration accompanied by appropriate documentation (see below). If approved, the make-up test time and location will be communicated to the student. A student who misses the subsequent make-up test for a valid reason (additional documentation required) will not have a third opportunity to take the test. Instead, the grade assigned for the missed test will be the same as the student earns for the other test in this course.

You are expected to keep backup copies of your work in case it is lost, or you experience computer malfunction. Technical difficulties or lost work are insufficient reasons for requesting to submit work late.

Documentation from Your Physician, College Registrar, or Accessibility Services

If you do miss the final paper deadline or a test, do not contact the Instructor or Teaching Assistant unless you have followed the steps described here within 3 days of the due date/test date.

In case of **illness**, you must supply a duly completed Verification of Student Illness Form (available at www.illnessverification.utoronto.ca). A doctor's note is also acceptable and while it does not need to specify the illness, it **MUST** state the start and anticipated end date of the illness. The Verification of Student Illness form or doctor's note **MUST** also state that you were ill on the due date of the assignment for a one day extension. For a longer extension, you must prove you were sick during a longer period.

If a **personal or family crisis** prevents you from meeting a deadline, you must obtain 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.

If you are registered with **Accessibility Services**, your counselor will send an email to the Instructor on your behalf if you ask them to (with a one week extension the norm).

Supporting documentation must be provided to Melissa Godbout by email or in a sealed envelope addressed to Melissa Godbout. When your paper is ready, submit to Quercus by the revised due

date/time. Email your Teaching Assistant right away to notify them that your paper has been submitted.

Course Policies and Expectations

Attendance: Responsibility for being aware of what the Instructor says in Lectures (including administrative announcements) rests solely with the student. If a student is unable to attend a class, they are responsible for obtaining the information presented and should not contact the Instructor or Teaching Assistant for this information. For this reason, it is strongly encouraged that students have a “buddy” in the class who is willing to share lecture notes.

Classroom Etiquette: It is extremely important to foster a learning environment that is courteous and respectful to all in the class. Part of this involves ensuring that we are not causing unnecessary distractions for all those present in the class. These are some basic rules that will help everyone have the best learning experience possible:

- Arrive on Time: Coming into class late can cause a disruption and distract your peers and the Instructor. Please do your best to always arrive on time to class.
- Laptop Use: Laptop use in class is restricted to note-taking. Using laptops for other activities (e.g., emailing, browsing the web, social media, watching videos, etc.) will result in the student being required to turn the laptop off and not bring it to future classes.
- Cellphones - Turn them Off: Please ensure cell phones are turned off for the duration of the class. This includes ensuring the ringers are off as well as not using cell phones for non-class related activities (e.g., texting, social media, etc.).
- Recordings - Video/Audio/Photo: Videotaping, audio recording, or taking photos in class (or of things written on the board) is strictly forbidden without the Instructor's consent.

Course Communication with the Instructor and TA: Students will receive a response to emails within two business days (except for weekends and holidays). Following the below guidelines on every communication will ensure you receive a prompt response (emails which do not, may not receive a response):

- Course Code in Subject Line: All email communications **must** include SOC201H1F in the subject line.
- UTORONTO Email Account: All emails must be sent from students' utoronto email account.
- Signature: All emails must be signed with students' full names and student number.
- Professional Etiquette: Treat emails to the Instructor and TA as you would any other professional correspondence. Avoid the use of emoticons, slang, inappropriate language, or acronyms.

Getting Help From Your Teaching Assistant: Your TA will hold scheduled office hours throughout the term and respond to your emails and questions about course material. 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 carefully check the syllabus, course announcements, or guidelines documents (all available on Quercus) to see if an answer is already available. Emails should not be seen as an alternative to doing the assigned readings, attending lectures, or familiarizing yourself with

course documents. Expect to receive a response from your TA within two business days (except for weekends or holidays). For more in-depth discussions of the lectures, readings, or work completed, see your TA during office hours.

Grade Appeals: Instructors and Teaching Assistants take the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, please follow the below guidelines:

- **Step 1: Wait 24 hours:** Before contacting the TA with inquiries about your grade, students should wait 24 hours. This allows the student to take time to review the work and carefully consider the grader's comments. In addition, this will allow you to review the guidelines and expectations for the assignment within the context of the comments you have received.
- **Step 2: Contact your TA:** After 24 hours, contact your TA with questions you might have. We strongly encourage you to see your TA during office hours for in-depth discussions of your grade. If you are still unsatisfied, within one week of receiving your grade, submit a written explanation to your TA of why you think the mark should be changed. Please note that statements such as “I need a higher grade to go to X or to keep my average GPA”, “It is not fair”, or “I got a higher grade on a different assignment/in a different class, so I deserve one on this assignment” are not compelling arguments. Instead, you want to make a clear and strong substantive case for why you perceive your grade should be changed. The TA will review your work, the original comments, and respond to you with their re-assessment within two business days.
- **Step 3: Contact the Instructor:** Should you still be unsatisfied with your mark after the TA's re-assessment, you can submit a written explanation via email to the Instructor. As in Step 2, you will want to make a strong substantive case for why the grade should be changed. This written request must be submitted within 3 business days of receiving the TA's re-assessment of your work. Once received, the Instructor will complete a re-marking of your work and provide feedback within two business days. *Please note that with the Instructor's re-grade your mark may go up, stay the same, or go down.* The grade provided by the Instructor will be final.

Academic Integrity

Cheating and misrepresentation of work will not be tolerated. Students who commit an academic offense face serious penalties. Claiming you didn't realize referencing had to be done in a certain way, didn't know the rules, or didn't “intend” to do it, are not a sufficient rationales for lenience in academic offenses.

Avoid plagiarism by citing properly. Practices acceptable in high school may prove unacceptable in University. Students are expected to appropriately cite sources in all written work. 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 with page number. Whenever paraphrasing or discussing someone else's specific ideas, even if these are not direct quotes, you must provide appropriate citations.

You are expected to have read and understood the on-line document: “How Not to Plagiarize” (<http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize>).

By enrolling in this course, students agree to abide by the University's rules regarding academic conduct, as outlined in the Calendar.

You are expected to be familiar with the “Code of Behavior on Academic Matters” (www.governingcouncil.utoronto.ca/policies/behavac.htm) and the “Code of Student Conduct” (www.governingcouncil.utoronto.ca/policies/studentc.htm) which spell out your rights, your duties, and provide all the details on grading regulations and academic offenses at the University of Toronto.

Weekly Topics and Assigned Readings

*Students are expected to complete all readings before each lecture.

May 7: Introduction to the Course

- No readings.

May 9: The Early Sociological Tradition

- Chapter 1 & 3

May 14: Alexis de Tocqueville

- *The Old Regime & Democracy in America*

May 16: Karl Marx I

- Chapter 5 & 6

May 21: Karl Marx II

- Chapter 7

May 23: * In-Class Test 1 *****

May 28: Max Weber I

- Chapter 8

May 30: Max Weber II

- Chapter 8

June 4: Emile Durkheim I

- Chapter 12

June 6: *Karl Mannheim*

- Chapter 13

June 11: *George Herbert Mead*

- Chapter 14

June 13: ** In-Class Test 2 ******

Note: Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the Instructor.