

SOC201H1S-L5101

Classical Sociological Theory

University of Toronto
Class hours: Tuesdays, 18:10-21:00
Location: SS1073

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Statement of Acknowledgement

We acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for 15,000 years. This land is the territory of the Huron Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory. [*Council of Aboriginal Initiatives, 2014*]

Course Description

This course provides students with a foundation of classical theories in sociology. There are three objectives. The first is to demonstrate what theory is, and how it is important to sociology. The second is to help you read, make sense of, and use theory. The third is to explore ways in which modern sociology is shaped by the theoretical assumptions and preoccupations of its founders, and how historical circumstances set sociological agendas. As you will come to learn, the classical sociological theorists tried to understand the impact of two great crises of modernity, the Industrial Revolution and the Democratic Revolution. In doing so, the theorists we will cover aimed to answer diverse questions like: what holds society together? What is the relationship between individuals and the communities? How does the physical and social world shape who we are? How do people and ideas shape society? What are the implications of increasing individualism and a division of labor on social relations, morality and governance? How does power shape social relations and action? These questions, and the theories offered by the classical sociological theorists to answer them, are still of great relevance today.

The course will be organized around three key themes that are raised in the classical works covered. The three themes will be: 1) Freedom, Community and the Public Good; 2) Power and Domination; 3) the Self and Society.

Prerequisite:

The prerequisite for this course are: SOC100H1 + SOC150H1. Students without one of these combinations will be removed from the class at any time discovered and without notice.

Learning Objectives

The course is organized in a way that encourages students to build and develop skills focused around collaborative learning, critical reading, writing, and the formation of arguments. By the end of the course, students will be able to:

1. Evaluate and discuss a number of approaches central to classical sociological theory.
2. Identify and assess key classical theoretical concepts and arguments.
3. Write analytically and critically about classical sociological theory.
4. Make and support an academic argument through use of evidence.

Evaluation Components

Type	Due Dates	Weight
Defining Concepts	Jan 31; Feb 28; Mar 28	5 * 3= 15%
Position Paper 1	Feb 7	15%
In-class Test 1	Mar 7	20%
Position Paper 2	Mar 28	20%
Class Debate 2	Feb 28; Mar 28	5%
In-class Test 2	Apr 4	25%

Grading Descriptions**Defining Concepts, Worth 5% each.**

At the end of each theme of the course, students have to define two key concepts and provide examples for each, in their own words. No quotes are permitted. The word min/max is 500 words. Students must write on a key concept from each thinker from that theme. If there are more than two thinkers in a theme, you are asked only to focus on two thinkers.

The definitions will be posted to our classroom's online discussion board. The discussion board posts are meant to favor collaborative learning. In writing them, we will form a bank of key concepts that can help you better understand the material and extract key ideas. Please note, however, that copying another student's post and submitting it as your own will result in a 0 for this evaluative component.

Position Paper 1 & 2Worth 15% and 20%. 3-4 pages, (excluding references) in 12-point font, double-spaced.

Your task is to make an argument --not to summarize. Your paper should focus on providing evidence to persuade the reader of the validity of a distinctive interpretation advanced by you. Students may also advance an argument in relation to a contemporary issue.

In-Class Test 1 & 2 Worth 20 and 25%.

There will be two tests over the term that will cover content from lecture slides and readings.

Class Debates Worth 5%. 2-4 page scripts and in-person debate.

We will have two class debates over the term: Marx and Weber, and Mead and DuBois. Students will have to sign up for one debate and participate by entering into a theoretical debate between two classical thinkers that consider similar ideas in their work. Students will be asked to submit 2–4-page scripts for their in-person debates.

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

Late and Missed Test Policies

Handing in assignments: All assignments must be handed to the instructor electronically via Quercus. The instructor and TA will NOT accept electronic copies of assignments via email.

Deadlines: The assignments are due by class time (6:10 p.m.). Please refer to the Due Date stated on page 2 of the Syllabus. Late work will not be accepted without proper documentation (the Declaration of Absence on ACORN). 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. In case of illness, you must supply a completed the Declaration of Absence on ACORN. If you are registered with Accessibility Services, your counselor will need to send an email message on your behalf (a one-week extension being the norm).

Absence Declaration: The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. Please use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation in the University. The tool is to be used if you require consideration for missed academic work based on the procedures specific to your faculty or campus. In addition to this declaration, you are responsible for contacting me to request the academic consideration you are seeking. You will be notified by the University if this policy changes.

Late Assignments: Late term papers without a valid excuse will be deducted 5% per day, including weekends and holidays. We will not be accepting work submitted over a week late. Late discussion posts will not be accepted.

Missed Assessments: Students who do not submit the test on time will receive a mark of zero for that test unless reasons beyond their control prevent them from taking it. If you expect any delays in your submission due to illness, students must give the instructor a written request for special consideration, accompanied by proper documentation from your college registrar or through the

Absence Declaration tool on ACORN, which explains why the assessment was submitted late. We will not be accepting work submitted over a week late.

Grade Appeals: The instructor and teaching assistant take the marking of assignments and tests 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, you must adhere to the following rules: If it is a mathematical error simply alert the instructor of the error.

Student Responsibilities and Expectations

Ouriginal

Students will be required to submit their assignments to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its [Privacy Policy](#).

Assignments not submitted through Ouriginal will receive a grade of zero (0%) unless a student instead provides, along with their assignment, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submitted was truly their own.

Email Policy

I will respond to your email within two business days (48 hours, except weekends and holidays). In an email exchanges, you must use your official University of Toronto email. Please also include the course code (SOC201) in the subject line and your full name and student number in your message. Please do not send a repeat email (e.g., "did you get my email?").

In general, please treat emails as you would any other professional communication. You should be respectful in the way you address the instructor and the TA. Email is most suitable for questions that are clear, concise, and easily answerable. If you need help on course material, I strongly encourage you to attend office hours or make an appointment. For all general inquiries, please refer to the course syllabus.

Help from your Teaching Assistant

Your T.A. 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 two working days. For more in-depth discussions of the lectures, readings, tests and position papers, take advantage of your T.A.'s office hours.

Academic Integrity

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.

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.

Required Readings & Course Schedule

Required readings: We will use one textbook for this course, listed below. As this is an online course, an e-version of the textbook is available online for purchase and are substantially cheaper than the hardcopy version. You can purchase this e-book or physical through the UofT Bookstore or VitalSource. Other readings will be added to Quercus.

Kivisto, Peter. Social Theory. Roots and Branches. SOC201 University of Toronto Custom Edition.

Course Schedule: Students are expected to complete all required readings prior to each online lecture.

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

Lecture 1 (January 10) Introduction to Classical Sociological Thought: What, Why, Who, and How?

Readings:

- Introduction: Social Theory: Classical Foundations and Contemporary Developments"- Kivisto text

Tasks:

- Introduce yourselves on the Online Discussion Board.
- Sign up for Debate 1 or 2.

Part I. Freedom, Community and the Public Good

Lecture 2 (January 17) Durkheim I

Readings:

- Chapter 6: What is a Social Fact?
- Chapter 5: On Mechanical and Organic Solidarity

Task:

- Tutorial 1

Lecture 3 (January 24) Durkheim II

Readings:

- Chapter 7: Anomic Suicide
- The Elementary Forms of the Religious Life (On Quercus)

Task:

- Tutorial 2

Lecture 4 (January 31) Durkheim III and Tocqueville

Readings:

- Chapter 8: Individualism and Intellectuals
- Chapter 17: On Individualism

Task:

- Tutorial 3
- Defining Concepts Due 5%: Durkheim & Tocqueville

Part II. Power and Domination

Lecture 5 (February 7) Marx I

Readings:

- Chapter 2: The German Ideology
- Chapter 3: Manifesto of Communist Party

Task:

- Tutorial 4
- Position Paper 1 Due 15%

Lecture 6 (February 14) Marx II and Weber I

Readings:

- Chapter 1: Alienated Labor
- Chapter 9: The Protestant Ethic and the Spirit of Capitalism
- Chapter 10: Bureaucracy

Task:

- Tutorial 5

Reading Week

Lecture 7 (February 28) Weber II

Readings:

- Chapter 11: The Sociology of Charismatic Authority
- Chapter 12: Class, Status, Party

Tasks:

- Tutorial 6
- Defining Concepts Due 5%: Marx & Weber
- In-Class Debate 5%: Marx & Weber

Lecture 8 (March 7)

In-Class Test 1 Due 20%

Part III. The Self and Society

Week 9 (March 14) Cooley & Mead

Readings:

- Chapter 20: Conspicuous Consumption
- Chapter 24: The Fusion of the I and the Me in Social Activities (Mead)

Tasks:

- Tutorial 7

Week 10 (March 21) DuBois

Readings:

- Chapter 18: Of Our Spiritual Strivings

Task:

- Tutorial 8
- In-Class Debate 2 5%: Mead & DuBois

Week 11 (March 28) Martineau & Perkin Gilman

Readings:

- Chapter 16: On Marriage (Martineau)
- Chapter 19: The Dependence of Women

Tasks:

- Tutorial 9
- Defining Concepts 5%: Cooley, Mead, DuBois, Martineau and Perkin Gilman
- Position Paper 2 Due 20%

Week 12 (April 4):

In-Class Test 20%