

Schedule: Tuesdays, 5:10 to 8 pm.

Instructor: Joseph M. Bryant

Office: Department of Sociology, 700 University Avenue, Rm 17104

Teaching Assistant: Roberta Silveira Pamplona

Location:

Email: joseph.bryant@utoronto.ca

Office Hours: by arrangement

* The prerequisite to take SOC251H is completion of SOC201H1; Exclusion: SOC376H1, SOC389Y1, SOC232H5. University policy mandates that Students without this requirement will be removed upon discovery.

No social study that does not come back to the problems of biography, of history and of their interconnections within a society has completed its intellectual journey. C. Wright Mills (1959)

COURSE SYNOPSIS:

“Contemporary Theory” is a designation commonly used to reference sociological theories that, in various ways, build upon the analytical foundations established by the so-called “Classic Thinkers,” such as Marx, Weber, Durkheim, and others. It is thus less of a “temporal” signification than a recognition that all subsequent theorizing represents a *dialogue*—constructive as well as critical—with important thinkers of the past (some famous in their lifetimes, others posthumously acclaimed). Within that continuing process of debate and dispute, earlier theories and traditions are selectively revised, extended, challenged, and rejected, with the result that new theoretical perspectives and conceptual categories are regularly added to our expanding base of knowledge. In this course we will focus on the two broad theoretical orientations in social science: approaches that place explanatory emphasis on the macro-structural aspects of social life, and those that place greater weight on the micro-dynamics of social interaction. The longstanding tension or rivalry between these two orientations is commonly styled the “Structure-Agency” debate, and much work in the field of Theory is dedicated to formulating more coherent and precise synthesizing accounts of the complex interrelations between the so-called “macro & micro” dimensions of social reality. This central issue—of properly integrating structure & agency, macro & micro—will serve as the organizing basis for our weekly engagements. C. Wright Mills’ programmatic advocacy for a “Sociological Imagination” that attends to the intersections of Biography, Social Structure, and History will provide the touchstone for our deliberations.

TEXTS: Selected Readings, to be placed as Modules on Quercus

REQUIREMENTS and GRADING:

4 Reading Reflections (~200 words each) on the Assigned Weekly Texts: *Your Selection!* (5% each = 20%);

*** To be uploaded by the date of the weekly Readings you choose, and prior to the corresponding Lecture

1 Research Essay, approximately 1200 to 1500 words in length, due Nov.21 (30%);

2 Tests (Oct.17 & Nov.28), form to be determined (20% + 20% = 40% total);

1 Critical Reflection Commentary (~800 words), due on Dec. 8 (10%)

& Class Participation (for outstanding contributions, bonus maximum of 3%)

Course Policy on use of Artificial Intelligence Tools

Higher Education is guided by an all-important distinction between *knowledge* and *information*. Knowledge develops through the critical processing of information, i.e., identifying its reliability, significance, making connections with other facts and findings, making note of informational gaps, limitations, and possible biases.

Knowledge, as acquired through learning and study, is thus something **you possess** or carry within you, as

applied, creative, and responsive intelligence. **Information** consists of evidence, data, reports, etc., that **you** access and obtain from external sources. Artificial intelligence tools allow for new and impressive means for acquiring and presenting information, and will doubtless find expanding use within universities in the years to come.

However, since the primary purpose of Higher Education is to promote and facilitate knowledge development, the use of AI technologies in our course is strictly restricted to information-gather functions. Accordingly:

Students may not copy or paraphrase any material created by generative Artificial Intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of composing and completing any of the research & writing assignments in this course.

Specifically: the four Reading Reflections; the Research Essay; and the Critical Reflection Commentary.

The knowing use of generative Artificial Intelligence tools for any purpose other than information-gathering may accordingly be considered an academic offense.

Academic Integrity is fundamental to learning at UofT. Familiarize yourself with the *Code of Behaviour on Academic Matters*, at <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>. It is the University rule book for academic behaviour, and students are expected to know those rules.

Plagiarism Policy: Ouriginal Sometimes, 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](#). Students not wishing their assignment to be submitted through *Ouriginal* will not be assessed unless a student instead provides, along with their work, 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.

Email policy: Owing to the large number of suspect/junk mailings I receive, I do not favor using this medium for class communication, other than for emergencies. My email address and home phone number are in the public domain, but my preference is for you to contact me in class for all course-related matters.

NOTE: The TA should be contacted first regarding all routine course matters.

Missed Tests: Owing to the large enrolment, no "make-up" tests will be offered. For students with officially legitimate reasons and documentable proof for absences on test days, the policy will be to average the scores on the other assignments and tests to provide for the legitimately missed exam.

Missed Lectures: *Students who miss classes are expected to obtain lecture notes from classmates.*

Policy on Extension Requests: Extensions for completing course assignments can only be given in accordance with university rules, which are limited to medical situations or family emergencies.

Students who miss a test or are late in submitting an assignment **due to medical reasons**, need to email the instructor (not the TA), and also declare their absence on the system (ACORN). (NOTE: Because of Covid-19, students do NOT need to submit the usual documentation, i.e., medical notes or the Verification of Illness

forms). Missed or late work **due to other reasons, such as family or other personal reasons**, should request their College Registrar to email the instructor.

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

WRITING ASSISTANCE

Students can find information about college writing centres at <http://www.writing.utoronto.ca/writing-centres/arts-and-science>. It is recommended that you *book appointments well in advance*, as the Writing Centres are commonly very busy. See also the website Writing at the University of Toronto at www.writing.utoronto.ca. For numerous practical advice files, see www.writing.utoronto.ca/advice. Information about the English Language Learning program (ELL) is available at: <http://www.artsci.utoronto.ca/current/advising/ell>. There is also Reading eWriting, an online program that helps students engage course readings more effectively.

*

Publius Terentius Afer (c.195-160 BC) Roman comedic playwright from North Africa, Libyan Berber descent, purchased slave of a Roman senator, educated and freed; six plays survive. Terence gives us a wonderful and inspiring motto for the social sciences (and life in general):

Homo sum, humani nihil a me alienum puto. “Being human, I consider nothing that is human alien to me.”

*

“It is not sufficient for a theory to affirm no false relations; it must not hide true relations.”
Henri Poincaré, *The Foundations of Science* (1913)

“It distresses me, this failure to keep up with the leaders of thought as they pass into oblivion.”
Max Beerbohm (1921)

FALL TERM

1. Sept. 12 ***What is Theory? And What is it Ultimately About?***

Musical prelude: “Riders on the Storm” by *The Doors*: <https://youtu.be/k9o78-f2mIM>
[if that sounds too “old school” for you, there’s a more recent remake: https://youtu.be/y_z-adsJjmE]
Readings: Simon Critchley blog post on Heidegger’s ‘*Being and Time*’ (3 pgs) on Quercus;
J.M. Bryant, “Sociological Theory, Part One: Getting One’s Bearings” (10 pgs)

2. Sept. 19 ***C. Wright Mills and the “Sociological Imagination”***

Readings: “Part Two: Theories of Structure and Agency” (28 pgs total, begin reading);
C. Wright Mills, *The Sociological Imagination*, chap 1, “The Promise” (5 pgs); outline *S-Hist Dialectic*
Thomas Kuhn, “On Objectivity and Theory Choice” (3 pgs, summary)

3. Sept. 26 *The Marxist Tradition*

Readings: “Sociological Theory, Part Two: Marx” (4 pgs);
Leon Trotsky, “Marxism in Our Time” (first 7 pgs; 19 pgs abridged total)

4. Oct. 3 *The Marxist Tradition*

Reading: Leon Trotsky, “Marxism in Our Time” (pgs. 7-19)
*** **Essay Assignment provided** after the lecture, on Quercus***

5. Oct. 10 *The Marxist Tradition*

Readings: Herbert Marcuse, *Eros and Civilization*: Chapter One & Synopsis (5 pgs)
Tutorial Session (after lecture): Review in Preparation of Test # 1, and Essay Assignment

6. Oct. 17 *A Globalizing Neo-Marxist Contribution: World Systems Theory*

Readings: Paul Halsall, “World Systems Theory: Overview” (5 pgs);
Immanuel Wallerstein, “Structural Crises,” *New Left Review*, 2010 (6 pgs)

*** **Test # 1** *** [covering readings and lectures from weeks 1-5]

7. Oct. 24 *Fanon on Imperialism and Colonialism: The Forms and Consequences of Violence*

Reading: Frantz Fanon, “Concerning Violence” from *Wretched of the Earth* (21 pgs with Synopsis)
Film: *The Battle of Algiers*, by Gillo Pontecorvo, with Saadi Yacef (1966)
<https://youtu.be/vRE3j8pDMds> [running time: 2 hrs 40 seconds]

8. Oct. 31 *Fanon on Imperialism and Colonialism (cont.)*

Reading: Fanon, “Colonial Wars and Mental Disorders” (excerpts 11 pgs) [*disturbing material];
Tutorial Session (after lecture): On the Essay Assignment

**** November 6-10 READING WEEK

“Theory is only one moment of elucidation, and always lacunary and fragmentary.”
Cornelius Castoriadis, *Crossroads in the Labyrinth* (1978)

9. Nov. 14 *Symbolic Interactionism: Exploring the Agency-Structure Dialectic*

Reading: “Sociological Theory, Part Two: Mead and Goffman” (pp.12-17)
*** **Early Essay Submission Option: 3 points Bonus** ***

10. Nov. 21 *Symbolic Interactionism: Goffman's Dramaturgical Sociology*

Reading: Erving Goffman, "On Face Work" (7 pgs)

*** **ESSAY ASSIGNMENT DUE** ***

11. Nov. 28 *Phenomenology and the Social Construction of Reality*

Readings: "Sociological Theory, Part Two: Phenomenology and Ethnomethodology" (pp.17-19)

Pierre Bourdieu & Loic Waquant, "NewLiberalSpeak: Notes on the New Planetary Vulgate" (4 pgs)

*** **Test # 2** *** [covering readings and lectures from weeks 6-11]

12. Dec. 5 *Mills Revisited: Towards an Integrative Synthesis of Biography, Social Structure, and History*

*** **Critical Reflection Commentary** *** [Quercus submission due Dec. 8]