Overview
This class aims to introduce to the student the major themes, issues, problems, positions, and developments of social theory during the development of sociology as a discipline. While many interpreters of the classical social theorists emphasize that a secular liberal democratic model has been the primary influence in the development of social theoretical thinking, I will emphasize different specific cultural and ideological currents prevalent during their time. In particular, if a concept of “society” is the foundation of sociology, we will problematize it as a new category of knowledge in the nineteenth century. Secondly, if sociology “has always been, by definition, primarily sociology of religion, and that it is constituted by a theory of secularization” then this class will examine how much classical social theory has engaged with religion and see religion at the foundation of our social being.1 The upshot of this class is not only to understand these classical thinkers better, but also to become better, theoretically informed sociologists today. Students should take away from this class that social theoretical thinking and analyses should continue to focus “on the deeply disturbing contemporary issues that seem to require philosophical reflection in order to provide a critical awareness of the historical moment that we occupy.”2

Course Objectives:
I will make use of various pedagogical techniques such as lectures, discussion, close reading, presentations, model seminars, writing, research, and online media to help the student engage critically and thoughtfully in the “classical canon” of social theoretical and sociological thinkers. By the end of the class, the student should be able to:
1. Develop students’ knowledge and sensitivity to classical theorists, themes, and important concepts.
2. Develop students’ conceptual and theoretical skills in the sociological concepts and theories.
3. Develop students’ ability to discuss, communicate, rethink, and analyze in both oral and written forms.

Evaluation and distribution of final grade:

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<tr>
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<th>Percentage</th>
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<tr>
<td>1. 2 Short Concept Papers (2 x 25%)</td>
<td>50%</td>
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<td>2. Weekly responses (x4)</td>
<td>15%</td>
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<td>3. Final exam</td>
<td>25%</td>
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<td>4. Participation</td>
<td>10%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Required Texts:
2. Various online primary texts mentioned below that will be posted on eclass.

Course schedule and outline (Subject to change depending on class progress):
Class 1: May 10
- Class introduction, Theory
- The Origins of Society

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- Hobbes & Comte
- Readings: Edles and Appelrouth, Chapter 1: Introduction

Class 2: May 12
- The Anti-positivist Traditions
- Selections from Berlin’s *Vico and Herder*

Class 3: May 17
- History and Philosophy
- Readings: Edles and Appelrouth, Chapter 2 secondary section
- Primary Text Reading: Excerpts from *The German Ideology*

Class 4: May 19
- Alienation and the Exploitation of the Workers and Class Conflict
- Primary Text Readings: Excerpts from *Economic and Philosophic Manuscripts*

Class 5: May 24
- The Contradictions of Capitalism and Commodity Fetishism
- Primary Text readings: Excerpts from *Capital*
- **First Paper Due**

Class 6: May 26
- Religion and the Critique of Historical Materialism
- Readings: Edles and Appelrouth, Chapter 4
- Primary Text Reading: Excerpts from *Protestant Ethic and the Spirit of Capitalism*

Class 7: May 31
- Forms of Domination and Authority
- Primary Text Readings: and “The Types of Legitimate Forms of Domination”, “The Distribution of Power within the Political Community: Class, Status Party”

Class 8: June 2
- Reformist or Functionalist?
- Readings: Edles and Appelrouth, Chapter 3
- Primary Text Readings: Excerpts from *Division of Labor in Society, Rules of Sociological Method; and Suicide: A Study in Sociology*

Class 9: June 7
- Social Construction of Knowledge and the Origins of Religion
- Primary Text Reading: Excerpts from: *The Elementary Forms of Religious Life; “Conclusion” from EFRL (Online)*

Class 10: June 9
- Beginnings of Race and Gender Theory: WEB DuBois and Charlotte Perkins Gilman
- Readings: Edles and Appelrouth, Chapters 5 & 7
- **Second Paper Due**

Class 11: June 14
- Beginnings of Microsociology: Simmel and Mead
- Readings: Edles and Appelrouth, Chapters 6 & 8

Class 12:
- **Final Exam – Please confirm the date, time and location on Bear Tracks.**

**Assignments:**

1. Small Essay Assignments: Students will be required to write a short – 3 page double spaced – essay on a specific concept or theory from one of the major theorists. This paper is intended for you to engage with class lectures and discussions, primary texts, and secondary academic research. These papers are formal exercises where students must follow proper grammar, writing style, formatting, and referencing practices.

2. Small Discussion and Weekly Response Question: The second half of most Thursday classes will be reserved for rigorous class discussions in small groups. I will have excerpts of primary text readings that the students will read carefully with their group and discuss their main points and ideas. I will also provide questions to help lead these small group discussions. From these questions and readings the student will be required to submit through eclass their own reflection and interpretation. Students will be required to
submit 4 of these short reflections. These classes are mandatory for all students to attend and participate to the best of their ability.

3. The Final Exam: will consist of definitional long answer questions, and two short essay questions covering anything and everything discussed and read throughout the course. I will distribute possible exam questions on the class before the final exam.

4. Participation depends on attendance, engagement, and class participation. One way of contributing to class discussion during lectures and primary text discussions is to prepare 2 or 3 questions before each class based on the readings of the day.

Policies:

Grading:
University of Alberta uses a letter grading system with a four-point scale of numerical equivalents for calculating grade point averages.

Class Participation:
The foundations of this class are participatory and active learning models which require each student to participate as much as possible for the benefit of the entire class. My philosophy of the teaching/learning experience is an interactive one. This is your class. I expect each of you to contribute to this experience through active discussion. I will not be feeding you facts that you will then regurgitate. Instead, ideas will be presented and we will all challenge ourselves to think critically about these ideas. The format of this class includes lecture, discussion (class and small group), films, writing assignments, and projects. I expect everyone to contribute to the teaching/learning experience these next few weeks, so if you see or hear something outside of class that you think is relevant to what we have been discussing, please bring it to class and share with the rest of us or discuss it in your assignments.

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<th>Letter Grade</th>
<th>Approximate %</th>
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<tbody>
<tr>
<td>A+</td>
<td>93-100</td>
<td>4.0</td>
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<tr>
<td>A</td>
<td>87-92</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>83-86</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>79-82</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>74-78</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>70-73</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>66-69</td>
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<td>Median</td>
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Table 1: Letter grade and percentage equivalents

Students are required to read the assigned chapters before each class to effectively participate in these regular class discussions. Throughout the course, students are expected to develop their capacity for active listening and critical questioning. Understanding the diversity of views in the class will further your comprehension and provide reflections you can incorporate into your written work.

Classroom Respect:
At all times, it is important to show respect for the professor and your classmates by attending regularly, arriving promptly, and staying seated so as to not disturb others. Your respect is also demonstrated by listening attentively, asking thoughtful questions, and contributing in an informed way to class/group discussions and activities. In these ways, we can all ensure that this learning experience is enjoyable and effective for all. Cell phones must be turned OFF during all classes, except under exceptional circumstances approved by the instructor.

Emails:
E-mails are often a poor replacement for direct verbal communication and can lead to serious miscommunication and bad feelings. Therefore, I would like to conduct as much of class business as possible in person. Please email to make an appointment to talk about anything you feel is important. It’s far more effective and pleasant if you come to speak to me in person. I reserve the right to not reply to e-mail questions or complaints concerning grades or requests for extensions on assignments - once again, please present these in person. The same standards of civility apply to electronic communication as apply to personal conversations or letters.
Absences:
Overall, you are responsible for keeping up with class work when you are absent. Handouts will only be provided once during the lecture they relate to and you must make your own arrangements to acquire them if you missed that lecture. Dates for films and guest speakers can change without any class notice. These will not be repeat opportunities. In order to receive all the announcements related to class, particularly about course schedule changes, guest speaker changes and changes to exam content, you must be in class.

Lates:
All assignments must be handed in on the day they are due in hard-copy form. A one day grace period automatically will be extended to all students for one assignment only (i.e. you may hand assignment in one day late without penalty; weekends count as one day). Late assignments will be penalized one-third letter grade (for example from an A to an A-; B to a B-; etc.) each day that they are late. No work will be accepted one week past the due date (unless prior arrangements are made with the instructor).

Missed Final Exam:
If you fail to write the final exam, you must formally apply to your Faculty Undergraduate Student Services office within two working days following the missed final exam in order to be considered for a deferred final examination. The decision to grant a deferred final exam is not the instructor’s. Deferred examinations are intended to accommodate students who have experienced an incapacitating illness or severe domestic affliction; applications based on minor or inconsequential ailments will not be approved.

As per the University Calendar: A deferred final examination will not be approved if a student (a) has not been in regular attendance where attendance and/or participation are required, and/or, (b) excluding the final exam, has completed less than half of the assigned work.

Plagiarism:
You cannot copy another’s work and writing without proper citation and referencing. I prefer MLA or Chicago style referencing with in-text citation but other formats are acceptable provided the student talks with me. If you have a concern over whether or not something you are doing constitutes plagiarism send me an email detailing what you are attempting to do.

Academic Integrity:
The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (on-line www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. Students are encouraged to visit the Student Conduct and Accountability website for useful resources about maintaining academic integrity at http://www.osja.ualberta.ca/Students.aspx.

Learning and working environment:
The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:
- • Discuss the matter with the person whose behaviour is causing concern; or
- • If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department. For additional advice or assistance regarding this policy you may contact the student ombudservice: (http://www.ombudservice.ualberta.ca/).

Recording of Lectures:
Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Special Needs:
If you have special needs that need to be accommodated in the classroom, please contact the Student Accessibility Services (online at http://www.ssds.ualberta.ca/). They provide a number of services to assist the professor in meeting any special physical or learning needs a student may have.

Policy about course outlines can be found in §23.4(2) of the University Calendar.