

# LAKEHEAD UNIVERSITY

## DEPARTMENT OF SOCIOLOGY

Dr. Paul R. Carr

*SOCI 2111 FAO – Perspectives in Social Thought*

*Fall 2013*

*Wednesdays & Fridays: 8:30 a.m. – 10:00 a.m.*

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**Instructor:** Dr. Paul R. Carr  
**Office:** OA3029  
**Classroom:** OA2018 (This class is at the Orillia campus)  
**Course ID:** 53982  
**Email:** [prcarr@lakeheadu.ca](mailto:prcarr@lakeheadu.ca)  
(NOTE: All communication for this course will take place within the Desire2Learn portal)  
**Phone:** TBA  
**Office hours:** Thursday, 2:30 p.m.-3:30 p.m., and as negotiated  
**Classes start:** September 11, 2013  
**Classes end:** April 4, 2014  
**Holidays & breaks:** *Thanksgiving* - Monday, October 14, 2013  
*Family Day* - Monday, February 17, 2014  
*Study Week* – February 18-21, 2014  
**Instructor website:** [www.paulrcarr.net](http://www.paulrcarr.net)  
**Sociology web-page:** <http://sociology.lakeheadu.ca>

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### **1. Course Description**

This course is an introduction to social theory and thought. We will examine the classic theorists as well as other relevant writers, theoreticians and figures. The course seeks to make the connection between theory grounded in longstanding ideas/thought and that which is evident within contemporary realities. We will consider a broad range of theory in the course, including Marxist, feminist, antiracist, radical, postmodern and other scholars.

### **2. Course Focus**

The goals of the course can be broken down into three major areas: (1) to learn the importance of theory and its role in sociological analysis and work; (2) to gain a broad introduction to different types of social theory, such that you will learn to identify and distinguish between key theorists and their most central ideas; and (3) to learn how to analyze, compare, critically evaluate, and apply sociological ideas to concrete issues, working actively with others.

### **3. Required Texts**

There is one required textbook for this course:

Douglas Mann. (2011). *Understanding Society: A survey of modern social theory* (second edition). Oxford University Press.  
ISBN: 978-0-19-543250-3

NOTE: This book should be available at the Lakehead University (Orillia) bookstore; otherwise, it could be ordered through [www.amazon.com](http://www.amazon.com) or [www.amazon.ca](http://www.amazon.ca) .

#### **4. Course format**

This course includes one fundamental text, which involves a manageable amount of conceptual, theoretical and applied readings, laying the groundwork for in-depth discussion and analysis of the sociology of work. It is extremely important that students do the readings for them to be able to participate in class. In addition, we will watch a number of films to provide a range of voices and vantage-points to inform our thinking. The first part of the course will involve a fair amount of reading in order to adequately and effectively situate our focus on the sociology of work. Progressively, we will seek to engage one another in critical dialog and debate, and students are encouraged to bring issues, thoughts and questions to the class, both in person and electronically. We will maintain discussions electronically through Desire2Learn, and, for the most part, all assignments, communications and evaluations will take place through the Desire2Learn portal; papers will only be accepted through Desire2Learn, and not be considered acceptable through email or left as a hard copy. The instructor will lead discussions, make presentations, and frame structured debate. The overall objective is critical engagement, and, for this to happen, students should immerse themselves in the readings and the assignments knowing that our personal experiences, identities, realities, ideologies and positionality all contribute to what we know. Therefore, we should be open to new learning, and, importantly, how we construct our own knowledge. Questions of all kinds are welcome. There will be ample opportunity for discussion and clarification of issues, which will become increasingly complexified and problematized as we advance in the course. The two tests will cover the material we have focused on in the course, especially in relation to the main text but also including other issues addressed through discussions, films and presentations. Students will make one presentation on a theorist presented in the text.

#### **5. Academic Guidelines**

**\*\*\*(Please read and refer to these guidelines throughout the course)**

- a. A fundamental principle for the teaching and learning in this course is the free and open exchange of ideas in a climate of mutual respect, reinforcing an academic environment in which we can expand our horizons at the individual and collective levels.
- b. There is a penalty for assignments handed in late unless appropriate arrangements and/or documentation (i.e., medical notes) are provided.
- c. Written assignments must be formatted according to the ASA (American Sociological Association) Style Guide for referencing and citations. For more information, see the Department of Sociology webpage at <http://sociology.lakeheadu.ca/index.php> or this

website at <http://www.queensu.ca/sociology/files/styleguiderevised%20NOV06.pdf>

- d. Plagiarism will not be tolerated and will be dealt with according to the University regulations. For more information, see University Regulations section “IX Academic Dishonesty,” Lakehead University Calendar 10/11:  
<http://calendar.lakeheadu.ca/current/contents/regulations/univregsIXacdishon.html>
- e. Diversity and equity are concepts of central importance within an academic context, and we should be cognizant of the experiences, approaches and presence of our colleagues. Everyone should be made to feel comfortable in our classroom.
- f. Attendance in class, preparation to discuss readings and assignments, submitting work on time, and following the structure and rhythm of the class are the responsibility of students.
- g. The readings for this course are extremely important, and will assist students greatly as they undertake the required assignments and prepare for tests, assignments and papers. Students are required to come to class prepared to discuss assigned readings.
- h. Being able to write clearly, in good English, in a structure and style that is both effective and easy to follow, is important for this course. Students are encouraged to re-read and re-work their assignments before submitting them. The Instructor’s website contains a summary of points that will assist in writing an effective paper. There are University resources available for those in need of assistance with writing.
- i. In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course, please contact me privately to discuss your specific needs. You must be registered with the appropriate University service.
- j. The instructor will be available at designated times, shortly before and after class, and through the Desire2Learn portal. Arrangements can be made for other meetings. This syllabus is purposely detailed so as to provide a clear guide to where we are headed, what is expected, and how assignments will be evaluated.
- k. In order to facilitate a respectful, constructive and conducive learning environment, students are asked to turn off all electronic devices during class time. Laptop computers may be used to take notes but not for Facebook, games and other things which may be distracting to the class.
- l. Given the number of students in this class, students are not required to contact the Instructor when unable to attend a class. If several classes are missed for medical or other documented reasons with written confirmation, this should be presented to the Instructor as soon as possible.
- m. All assignments and communications for this course should be sent through the Desire2Learn portal for the course. Assignments will not be accepted through email or in hard copy but must be sent through Desire2Learn both as an attachment and included

within the body of the text. Please ensure that documents are attached, which requires clicking on the attachment button once a document has been selected within Desire2Learn.

- n. Specific details are provided within this syllabus in relation to evaluations, assignments and participation in the course. Please refer to this document as the guiding document to this course, although there may be adjustments and updates, which will be clearly communicated in class and through Desire2Learn.

- o. Some relevant websites include:

The University Calendar: <http://mycoursecalendar.lakeheadu.ca/>

-University Regulations, program & course information, academic session dates etc...

Lakehead University Policies: <http://policies.lakeheadu.ca/>

-student code of conduct, test and examination policies, grades, and much more

Orillia Student Affairs: <http://orillia.lakeheadu.ca/student-affairs/>

Weather: The *Weather Network* is a good site:

<http://www.theweathernetwork.com/weather/caon0506>

\* Also refer to the Lakehead University (Orillia) website home page to check for class cancellations.

- p. Please take note of the Lakehead University schedule as follows:

<b>Fall/Winter 2012-2013</b>	<b>Fall Term Courses</b>
<b>Classes Start</b>	Monday, Sept. 10
<b>Classes End</b>	Monday, Dec. 3
<b>Final Date to Register</b>	Friday, Sept. 21
<b>Final Date for Withdrawal</b> (See Fees section for tuition refund dates)	Friday, Nov. 2
<b>Final Marks Due by noon</b>	December 24

- q. Here is the breakdown of course schedule:

**2012**

**September**

Su	Mo	Tu	We	Th	Fr	Sa	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	<b>WEEK 1</b>
16	17	18	19	20	21	22	<b>WEEK 2</b>
23	24	25	26	27	28	29	<b>WEEK 3</b>
30							

**October**

Su	Mo	Tu	We	Th	Fr	Sa	
	1	2	3	4	5	6	<b>WEEK 4</b>
7	8	9	10	11	12	13	<b>WEEK 5</b>
14	15	16	17	18	19	20	<b>WEEK 6 (TEST#3)</b>
21	22	23	24	25	26	27	<b>WEEK 7</b>
28	29	30	31				<b>WEEK 8</b>

**November**

Su	Mo	Tu	We	Th	Fr	Sa	
				1	2	3	
4	5	6	7	8	9	10	<b>WEEK 9</b>
11	12	13	14	15	16	17	<b>WEEK 10</b>
18	19	20	21	22	23	24	<b>WEEK 11 (TEST#2)</b>
25	26	27	28	29	30		<b>WEEK 12</b>

**December**

Su	Mo	Tu	We	Th	Fr	Sa	
						1	
2	3	4	5	6	7	8	<b>PAPERS DUE DEC. 7</b>
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

**ACADEMIC DISHONESTY**

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating and impersonation. Penalties for dealing with such offences will be strictly enforced.

A copy of the "Code of Student Behaviour and Disciplinary Procedures" including sections on plagiarism and other forms of misconduct may be obtained from the Office of the Registrar.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

- (a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.
- (b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Students disciplined under the Code of Student Behaviour and Disciplinary Procedures may appeal their case through the Judicial Panel.

Note: "Plagiarism" shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or

indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.

3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

A listing of University Regulations can be found at:

<http://calendar.lakeheadu.ca/current/contents/regulations/univregsintro.html>

The code of student behaviour and disciplinary procedures can be found at:

<http://policies.lakeheadu.ca/policy.php?pid=60>

## **MISSED EXAMS**

Make-up examinations will only be given with written documentation from a healthcare practitioner using the official Student Health Certificate, available at

<http://registrar.lakeheadu.ca/uploads/docs/F.HealthCertificate.pdf> (see next page).

Final examinations run from Dec 6<sup>th</sup> to 17<sup>th</sup>, 2012, inclusive. There will be no rescheduling of examinations to accommodate holiday travel or extracurricular activities. No one will be allowed to write examinations prior to the scheduled date.

## 6. ASSIGNMENTS

### A. Paper (25% - due in Week 12)

This is an individual paper to be selected by students based on the criteria listed below. Students are to select a topic related to sociological theory, which could include: a) a particular theorist and his/her contribution to sociology; b) a particular problem that engages sociological theory and analysis; c) a particular perspective, which is then explored to examine society. This is a sociological paper, and students should be critical, innovative, and coherent in their analysis. Seek out sources, and develop arguments that are well-structured.

The essay will require intensive library research as well as using other innovative means on a topic related to the sociology of education.

Paper Components:

- separate title page with title, name, course name and number, date, and total WORD COUNT, which should not surpass 2000 words (references can be above that number);
- Paginate;
- NO running header!;
- Single-space, size 12 font in Times Roman, and no colour;
- Include in-text citations and a reference list in **ASA style**. Citations must be correctly formatted. Be extremely careful to properly cite references;
- Students may refer to course readings and others beyond the course. Refer to as many sources as required to adequately explore the various dimensions of your chosen topic, and use at least 10 to effectively frame your arguments.
- Students are expected to cite from a wide range of **sources** including books, scholarly journals, research reports (eg. from federations and/or public policy organizations; see list of sites and links below), government documents, archive collections, and *reputable* electronic sources. (This excludes commercial sites, Wikipedia, blogs, forums, and other personal electronic sources.) Students are absolutely expected to use electronic indexes and databases, especially **ERIC** and **Sociological Abstracts**. Refer to LU library sources, the Department of Sociology website, and the Instructor website in addition to the following site for access to resources: <http://atoz.ebsco.com/titles.asp?Id=1790&sid=172046557&TabID=2>
- These expectations will serve as **evaluation** criteria for essays in addition to all of the conventional standards for effective essay-writing in sociology, ie. thesis statement, an effective introduction and conclusion, well-formulated arguments, critical analysis, and research effort.

*Evaluation for the paper*

- |    |                             |        |
|----|-----------------------------|--------|
| a) | Organization and writing    | -----6 |
| b) | Content                     | -----5 |
| c) | Analysis                    | -----6 |
| d) | Discussion and implications | -----4 |
| e) | Pertinence of references    | -----4 |

TOTAL →25

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### B. Tests (Week 6 – 25% & Week 11 – 30%)

Two tests with multiple-choice (and possibly essay questions) will take place in Weeks 6 and 11,

covering material in the text, lectures, films and classroom discussions.

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### C. PARTICIPATION & Desire2Learn Postings – 20%

In-class participation, preparation, leading discussions, when required, and Desire2Learn postings/discussion constitute participation in this course.

Students should do all of the required readings, and come to class prepared to discuss issues as well as raising concerns and questions.

Desire2Learn postings should be roughly 150-200 words each, should contain a couple of well-written paragraphs as well as two or three critical comments/observations, and students should post their comments in a timely manner during the weeks when we have Desire2Learn discussions (DO NOT POST COMMENTS 2, 3 OR MORE WEEKS AFTER WE'VE COMPLETED A DISCUSSION AS NO ONE WILL READ THESE COMMENTS, AND THEY ARE NOT LIKELY TO CONTRIBUTE TO THE FLOW OF THE DISCUSSION AT THAT POINT). Students should also engage others with questions about what others have said, and this should take place during the weeks when we have prescribed discussions as per the schedule. The goal is to be original, innovative and pertinent, and to highlight areas of interest and concern in an engaging way. In other words, in attempting to be critical, the objective is not to simply regurgitate what the authors or others have said but to somehow link this to our diverse socio-political and education context. Students are also invited to comments on the postings of their colleagues, to engage in critical dialogue with them, and to use Desire2Learn as a vehicle to better understand the issues discussed in class. Typically, students should comment on, at least once, on the postings of their colleagues. Desire2Learn will be used as a communication-tool for the course, and students are encouraged to work together on assignments, where appropriate, through this mechanism. For the purposes of this course, Desire2Learn will serve as an important vehicle in which we can discuss course readings and the films that we will be watching.

A PRESENTATION ON ONE OF THE THEORISTS PRESENTED IN THE BOOK WILL CONSTITUTE PART OF PARTICIPATION GRADE.

#### *Evaluation*

- a) Consistency of participation -----5
- b) Pertinence of participation -----10
- c) Critical engagement -----5

TOTAL → 20

PLEASE NOTE THAT SIMPLY SHOWING UP FOR CLASS DOES NOT QUALIFY FOR 15/15. PARTICIPATION INCLUDES BOTH QUANTITY AND QUALITY, AND IS BASED ON IN-CLASS AND DESIRE2LEARN PARTICIPATION.

### 7. OVERVIEW of the GRADING

TEST 1 -----	25	→ Week 6
TEST 2 -----	30	→ Week 11
FINAL PAPER -----	25	→ Weeks 12
PARTICIPATION -----	20	→ Continuous



**GRADING SCHEME**

A+	90 to 100%	Outstanding understanding of the course concepts including integration of materials and ideas, ability to apply knowledge to situations
A	80 to 89%	
B	70 to 79%	Above average to excellent knowledge, ability to apply knowledge to situations
C	60 to 69%	Satisfactory knowledge including ability to recognise and apply major course concepts, and to progress to next level of course
D	50 to 59%	Some grasp of course concepts; will likely encounter difficulty with higher levels
E	40 to 49%	Failed to meet minimum requirements of the course
F	1 to 39%	Failure
F	0	Failure resulting from academic dishonesty

**8.COURSE STRUCTURE AND CONTENT (~)**

WEEK	READINGS/ACTIVITIES (^)	ASSIGNMENTS
1	<ul style="list-style-type: none"> <li>➤ Syllabus, guidelines, schedule, selection of groups</li> <li>➤ BOOK: Preface, Chapter 1</li> <li>➤ Being critical</li> </ul>	
2	<ul style="list-style-type: none"> <li>➤ BOOK: Chapter 2</li> <li>➤ Different data sources</li> <li>➤ Reading the newspaper</li> </ul>	Read a few newspapers in print or online, and be prepared to discuss what you have found in relation to sociological theory
3	<ul style="list-style-type: none"> <li>➤ BOOK: Chapter 3</li> <li>➤ How to research and write a sociology paper</li> <li>➤ Finding relevant articles and books</li> </ul>	Analyse some websites related to social theorists, and be prepared to discuss them in class.  Desire2Learn posting #1 (*)
4	➤ BOOK: Chapter 4 (from this week on students should choose two sections from different chapters to present; NOTE that the sections are sometimes only 1-3 pages; it is important to summarize the content, provide some context, and, importantly, some connection to the literature, the field, and society; presentations should be no longer than 15 minutes)	
5	➤ BOOK: Chapter 5	Desire2Learn posting #2 (*)
6		TEST #1
7	➤ BOOK: Chapter 6	
8	➤ BOOK: Chapter 7	Desire2Learn posting #3 (*)

9	➤ BOOK: Chapter 8	
10	➤ BOOK: Chapter 9 & 10	Desire2Learn posting #4 (*)
11	➤ BOOK: Chapter 10 (con't)	TEST #2
12	➤ BOOK: Chapters 11, 12 & 13	Paper due Desire2Learn posting #5 (What did you think of the course? What surprised you, disappointed you, engaged you...? What do you now think of the world of sociological theory? Has the sociological perspective enhanced your insight? And anything else?)

(~) We may have other readings and activities along the way, especially those connected to the text available on the publisher's website.

(\*) Unless specifically stipulated, Desire2Learn postings will deal with material covered in class, including readings, lectures, presentations, films and discussions, and students should post their postings in the required week by Friday at midnight of that week, and should provide any additional comments, feedback and engagement with others by Tuesday of the following week. Students are also encouraged to continue the online discussion for the next few days, if appropriate. The Instructor will also participate in the discussions. Please refer to the syllabus for guidelines, and be aware that participating within the required timeframe is absolutely necessary for your comments to be read and considered by colleagues.

(^)FILMS (that we may watch but not necessarily in this order; note that they are all accessible online for free)

#### WEEK 1

The Three Minute Sociologist: Who Cares about Theory? Why?! (3m)

[http://www.youtube.com/watch?v=hoGaFS1\\_iU0&feature=related](http://www.youtube.com/watch?v=hoGaFS1_iU0&feature=related)

Sociological Theories (5m)

<http://www.youtube.com/watch?v=iJnJz7RvDFA>

Marx, Weber, Durkheim (4m42)

[http://www.youtube.com/watch?v=xr\\_iKsYFdN8](http://www.youtube.com/watch?v=xr_iKsYFdN8)

#### WEEK 2

Sociology Theories- Conflict perspective (8m)

<http://www.youtube.com/watch?v=wdxFqVS18Qc&feature=relmfu>

Introduction to Sociology: Marx and Durkheim (6m)

[http://www.youtube.com/watch?v=z8Fc\\_8QfNvs&feature=relmfu](http://www.youtube.com/watch?v=z8Fc_8QfNvs&feature=relmfu)

#### WEEK 3

Introduction to Sociology: Durkheim (8m)

<http://www.youtube.com/watch?v=wbeCeRIzfVw&feature=relmfu>

Sociological Theory: Emile Durkheim and Social Solidarity (8m)

[http://www.youtube.com/watch?v=3VwoihGP\\_i8](http://www.youtube.com/watch?v=3VwoihGP_i8)

#### WEEK 4

Sociology 105 - Radical Max Weber (7m)

[http://www.youtube.com/watch?v=cQqgy\\_TZ7zE](http://www.youtube.com/watch?v=cQqgy_TZ7zE)

Max Weber: Legitimate Domination Theory: Introducing "Legal Authority" (1 of 4)(9m)

[http://www.youtube.com/watch?v=LWwD\\_4fkTTI](http://www.youtube.com/watch?v=LWwD_4fkTTI)

#### WEEK 5/6

Sociology Theories- Functionalist perspective (10m)

<http://www.youtube.com/watch?v=kTNRM6XkvOs&feature=related>

Introduction to Functionalism (8m)

<http://www.youtube.com/watch?v=v48kAslT-cY&feature=related>

Introduction to Sociology: Sociological Theory Functionalism (12m)

<http://www.youtube.com/watch?v=n6vRMfU4DPE&feature=related>

Jürgen Habermas - Communicative Rationality (6m)

<http://www.youtube.com/watch?v=G6e61XqLRBo>

The Frankfurt School (1 of 2)(15m)

<http://www.youtube.com/watch?v=pbVTb0wgeyk&feature=related>

The Frankfurt School (2 of 2)(15m)

[http://www.youtube.com/watch?v=JKgSRJM\\_4eI&feature=related](http://www.youtube.com/watch?v=JKgSRJM_4eI&feature=related)

Jürgen Habermas: The Man, the philosopher, the legend (3m)

<http://www.youtube.com/watch?v=umWXjwpU5aA>

Cultural Theory: Frankfurt School Critical Theory (10m)

[http://www.youtube.com/watch?v=5ULLZm\\_x\\_YE&feature=related](http://www.youtube.com/watch?v=5ULLZm_x_YE&feature=related)

#### WEEK 7

Introduction to Sociology: The Sociological Imagination (9m)

<http://www.youtube.com/watch?v=0vz0QOkZtt8&feature=relmfu>

Dependency Theory (8m)

<http://www.youtube.com/watch?v=JN6LlMY2ApQ>

## WEEK 8

Intro to Sociology: Conflict and Symbolic Interactionist (6m)

<http://www.youtube.com/watch?v=KFPJZHO42C0&feature=relmfu>

Sociology Theories- Symbolic Interaction perspective (11m)

<http://www.youtube.com/watch?v=8zMPdTiGenU>

## WEEK 9

Sociology theories- The Feminist perspective (8m)

<http://www.youtube.com/watch?v=7caula09km0&feature=relmfu>

Dorothy Smith EDER 700 (8m)

<http://www.youtube.com/watch?v=RlIavZpOYPc>

Black Feminism - A definition of black feminism (14m)

<http://www.youtube.com/watch?v=xth6P4EWZW0>

Foucault an Introduction - Part 1, Psychiatry, Power, Oppression, Depression, Philosophy (6m)

<http://www.youtube.com/watch?v=Bj8SImrtdZc>

## WEEK 10

Introduction to Sociology: Weber, DuBois, and Addams (12m)

<http://www.youtube.com/watch?v=9zHJN9K8B6Y&feature=relmfu>

W. E. B. DuBois Overview (Moyers) (10m)

<http://www.youtube.com/watch?v=xp5SaVUuS9s&feature=related>

W.E.B. DuBois: Intellectual and Activist (7m)

<http://www.youtube.com/watch?v=tnM29TIEg7Y&feature=related>

Sociology is a Martial Art -Pierre Bourdieu (11M) [+OTHER PARTS]

<http://www.youtube.com/watch?v=Csbu08SqAuc&feature=related>

Field Theory – Pierre Bourdieu (5m25)

<http://www.youtube.com/watch?v=7FXPnkWSCyE>

Elements of Bourdieu: Distinctions create boundaries (3m12)

<http://www.youtube.com/watch?v=FBn28iNcpBA>