



Camosun College
School of Arts & Science
Social Sciences Department

Sociology 220
Sociological Theory

Instructor:	Alan Danesh
Office hours:	Tuesdays & Thursdays 09:30-10:50
Location:	Paul 233
Phone:	370-3370
E-mail:	danesh@camosun.bc.ca

COURSE DESCRIPTION

This course examines the major theoretical influences on the development of sociology, with particular attention to the classical works of outstanding figures and the principal schools of thought. The course will also provide an introduction to the nature of social models, explanations, and laws.

COURSE OBJECTIVE

To examine the works of leading classical and contemporary social theorists and the social and economic milieu which influenced their work, thus providing the students with a critical understanding of major influences on the development of sociology.

INTENDED LEARNING OUTCOMES

1. The student can critically assess the major theoretical perspectives in sociology.
2. The student will be able to apply sociological theory to the analysis of contemporary society, to see patterns and processes rather than isolated facts, and to interpret events in the broader framework of societal structure.

3. The student can demonstrate an enhanced ability to think critically and to communicate ideas effectively in writing.

REQUIRED TEXT

Irving M. Zeitlin
Ideology and the Development of Sociological Theory
Seventh Edition
Prentice Hall, 2001

METHOD OF INSTRUCTION

The course will be based on a series of lectures, followed by seminar-type discussions in which students are urged to participate.

REQUIRED READINGS

The course will cover the text in its near entirety. To facilitate matters for students, lectures will generally follow the outline of the text. Additional materials and illustrations, however, will be introduced during lectures and discussions, and students should be prepared to take notes when materials not covered by the text are thus presented. It is therefore essential for students to read in advance, in order to know when it is necessary to take notes.

EVALUATION PROCEDURES

Evaluation will be based on two in-class examinations, each accounting for fifty percent of the final grade. Each examination will consist of one essay question, selected by the student from a choice of two questions handed out at the time of the exam, and will cover material from the readings, lectures, and discussions. All examinations will be graded anonymously and on the basis of their sociological quality and English proficiency.

In evaluating the examination papers emphasis will be on understanding and analysis, rather than recitation of facts. Avoid memorizing sentences, in particular when it is not clear to you what the sentences mean. Papers indicating memorization will receive a grade of Zero. As for analysis, your learning strategy should be to understand the relationships among facts, not the facts alone. Another important aspect of your paper is illustration. After discussion and analysis, give examples from current or historical developments in society. This will indicate that you understand the concepts and theories and are able to apply them to society as tools for analysis.

More specifically, the exam paper must:

1. show a full understanding of the thesis and the main arguments of the topic;
2. cover all the major components of the topic;
3. be organized and cohesive;

4. be written in clear English and communicate ideas effectively;
5. focus on the topic and avoid unrelated material from other topics or elsewhere;
6. avoid “fillers”, padding, repetitions, and vague generalities which can be used for any exam topic; and
7. illustrate the theory by giving appropriate examples, thus “applying” the theory to society.

GRADING SYSTEM

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 00 - 49%
A- = 85 - 89%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 80 - 84%	C = 60 - 64%	AUD = Audit

W = Official withdrawal has taken place.

EXAMINATION PROCEDURES

The date of the first examination will be chosen in consultation with students in order to minimize the chances of their having to write several examinations in the same week. The final examination will be held during the examination week. All examinations must be written in the section of the course in which the student is officially registered.

A grade of Zero will be granted for absence during examination, unless the student produces a medical certificate confirming serious illness and writes the substitute exam within one week of recovery.

The examination papers for the first examination must be claimed by the students in person during the class session in which the papers are returned or the following session.

ACADEMIC MISCONDUCT

Academic misconduct includes, but is not limited to, the following acts:

- (i) giving, receiving, or obtaining unauthorized information during any type of examination or test;
- (ii) obtaining or providing unauthorized questions or answers relating to any examination or test prior to the time of the examination or test;
- (iii) asking or arranging for another person to take any examination or test in one's place;
- (iv) plagiarizing, that is, appropriating the work of another or parts or passages of another's writing, or the ideas or language of the same, and passing them off as a product of one's own mind or manual skill.

Academic misconduct will result in a grade of "F" for the entire course. The students should note that in accordance with the college policy quoted above, mere access to unauthorized information (for example, texts or lecture notes) constitutes academic misconduct. It is not necessary for the instructor to prove that the information has been used by the student.

TAPE-RECORDING IN THE CLASSROOM

In order to ensure free and open discussion of controversial ideas by the students, tape-recording of the proceedings is not permitted in the class. Exceptions, however, will be made for students who are visually impaired or are unable to write due to physical disability.

PROCEDURE CHANGES

In order to deal with the day-to-day management of the course, new procedures may be implemented from time to time throughout the semester. Such procedures will be announced in class for two consecutive sessions before they are implemented. It is the responsibility of the student to keep informed of such developments.

All other matters that are not covered by this course outline are governed by official college policies and procedures.

COURSE CONTENT AND STUDY GUIDE

Lectures will focus on explaining and answering the following topics and questions. These topics and questions, in turn, will constitute the source from which the examination questions will be chosen through a random selection process at the time of the exam.

01. Discuss and evaluate Montesquieu's political and social thought, his classification of societies, and his conception of laws. 07-16
02. Discuss and evaluate Rousseau's conception of the state of nature, and his views on the origin of society and the social contract. 17-27
03. Examine the belief in perfectibility of mankind through education with special reference to Rousseau's *Emile*. 28-37
04. Examine Wollstonecraft's perspective on the rights of women and her critique of Rousseau and Burke. 38-44
05. Explain the ideas of the Romantic-Conservative thinkers (in reaction to the Enlightenment) with special reference to Kant's theory of knowledge and human mind, Burke's notion of the organic nature of society and individual rights, and Hegel's notion of historical synthesis. 45-52
06. Explain and evaluate the Catholic counterrevolutionary philosophies of Bonald and Maistre and review their propositions about society. 54-65 53-64

07. Examine Saint-Simon's "utopian" views of the knowledge-based, rational social order, his developmental view of history, and his perspectives on internationalism and religion. 67-79 65-77
08. Review Auguste Comte's critique of the philosophical legacy of the Enlightenment and the Revolution, and explain his positive philosophy and the positive method in its application to social phenomena. 80-88 78-86
09. Explain de Tocqueville's perspectives on democracy in America, the "aristocracy of manufactures," sociology of ideas, culture and religion, and prosperity and the Revolution. 89-108 87-106
10. Examine the philosophical orientations of Karl Marx and his relation to Hegel and Feuerbach with reference to the concept of alienation. 142-154 139-150
11. Explain Marx's conception of history as outlined in his famous *Preface*, and his perspectives on tribal ownership, the forces of production, and the feudal and the Asiatic modes of production and their implications for his theory. 155-172 152-169
12. Examine Marx's explanation of the capitalist mode of production, and discuss the idea of whether Marx was a social evolutionist. 172-181 169-178
13. Discuss and evaluate Engels' explanation of the origin of the family, patriarchy, and the state, and describe his "scientific socialism." 184-196 181-193
14. Examine Weber's dialogue with Marxism with special reference to his analysis of Protestant ethic and the spirit of capitalism. 197-206 194-204
15. Explain Weber's complementary analysis (in relation to that of Marx) of Western capitalism, his revision of Marx's class theory, and his examination of bureaucracy and charismatic leadership. 238-250 227-240
16. Examine Weber's perspective on the relationship between science and values, the relation of theory to history and the role of the ideal type, "objectivity," thought-experiments as an element of the historical-sociological method. 243-254
17. Explain Pareto's perspective on science, his critique of socialist doctrines, his general theory of society and the concepts of "residues" and "sentiments" ("derivations,") and his theory of elite circulation and the use of force. 255-288 259-292
18. Examine Mosca's perspectives on the ruling class, liberalism, juridical defence, and universal suffrage. 291-307 294-310
19. Explain Michels' concept of the "iron law of oligarchy" in relation to organizations, parties, and political systems; his analysis of the characteristics of the masses and their relationship with the leaders; and his critique of the Marxian concept of the classless society. 313-328 315-330

20. Explain and evaluate Durkheim's perspectives on the problem of social order, deviant behavior, and crime and punishment. 329-347 331-349
21. Explain and evaluate Durkheim's sociology of religion with special reference to totemism, his general sociological perspective and its underlying social values. 347-360 349-362
22. Examine Mannheim's perspective on the interpretation of "world-view," and ideology and utopia. 369-387 370-388
23. Explain George Herbert Mead's perspective on the relationship among mind, self and society; how meaning is generated in the social process; the "I" and "me" as active and passive (reflective) aspects of the self; and the "biologic I." 426-435

RECOMMENDED MATERIALS OR SERVICES TO ASSIST STUDENTS TO SUCCEED THROUGHOUT THE COURSE

Students are encouraged to utilize support services available at the Writing Centre to prepare for their essay exams.

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-8