Queen’s University  
Department of Sociology  
SOCIOLOGY 122

Course Syllabus 2014-15

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Prerequisites: There are no prerequisites for SOCY 122; the course is open to any undergraduate student enrolled at Queen’s. SOCY 122 serves as the basic prerequisite for all upper year courses. A student must achieve a grade of at least C+ in SOCY 122 to register in further courses in the Department.

Course Description: SOCY 122 is designed to introduce students to the “sociological perspective” and the way sociologists approach and study the social world. It also introduces students to a number of substantive areas of study undertaken by sociologists. In the first term, students will be introduced to what most sociologists refer to as “the classical tradition” – the foundation upon which all later approaches to sociological analysis developed. Students will begin by exploring themselves as part of a particular “generation” – the so-called “Millennials.” The discussion will focus on the extent to which their biographies to this point in time have prepared them for what constitutes and is expected within a liberal education within a contemporary, Canadian university. It also addresses the manner in which universities may have to adjust to the backgrounds and learning modalities of the Millennial generation. With that background in place, the focus shifts to C. Wright Mills’s notion of “the sociological imagination” and introduces students, in some detail, the sociological frame of reference. The course then turns to three of the most important, macro-sociological frameworks that shaped the classical tradition – the work of Karl Marx, Emile Durkheim and Max Weber. Weber’s work leads into a discussion of modernism and modernity leading into an examination of the extent to which the contemporary world is one of “high modernity” or a “postmodern” world. The first term ends with an examination of culture, popular culture and the work of Bob Dylan.

In the second half, students will deepen their sociological frame of reference and then focus upon a number of substantive areas of sociological analysis – the sociology of work, social inequality, gender inequality more specifically, deviant behaviour, and some of the major events in the second half of the twentieth century and first decade of the twenty-first which shape the contemporary period with the focus on how larger, macro social relations and forces shape individuals’ lives. The major events examined are the
holocaust of Eastern Europe during World War II, the end of war and the start of “total living,” the impact of consumer society and Keynesian economic policies on those returning from war as well as the “baby boom” generation, the notion of “governmentalism” in times of war and peace, the Vietnam War, the shift to less state involvement in the lives of individuals and the emergence of monetarist theory and neo-liberal economic policies, and finally, the geo-political significance of the fall of the Soviet Union, the events of 911, and American plans for a “New American Century.”

In addition to introducing students to sociology as a discipline and some of its various sub-fields, students are given the opportunity to develop skills in information literacy and writing. Basic library research skills and critical thinking skills are emphasized in association with sociological analysis.

Course Objectives:

The course objectives for each week are noted below in the list of readings. The overall objectives for this course concern course content, skill development and critical thinking skills.

Course Content – students will be able to:

- identify and explain the importance of the main characteristics found in the Millennials;
- identify, define and recall key information and vocabulary related to a sociological understanding of the world in which humankind lives;
- identify and recall key information regarding C. Wright Mills’s conceptions of “the sociological imagination” and “intellectual craftsmanship;”
- identify, recall and discuss key information related to different theoretical perspectives developed by Karl Marx, Emile Durkheim and Max Weber;
- identify, recall and discuss key information related to the concept of culture, the debate over mass culture versus high culture and use Bob Dylan’s work as a reference for the debate over culture;
- identify and discuss some of the key issues in a variety of fields of study within sociology;
- develop and employ what Mills termed “a vocabulary adequate for clear social reflection.”

Skill Development – students will be able to:

- generate written arguments supported with quality academic materials from appropriate databases;
- demonstrate academic integrity (see the section on academic integrity below) and understand what constitutes a deviation from academic integrity including, but not limited to, what is involved with plagiarism;
- increase reading comprehension through the use of original sources;
- enhance study and presentation skills through tutorials and lecture study questions;
- demonstrate responsibility and accountability in personal and group contexts.
Critical thinking – students will be able to:

- engage in critical thinking about social issues;
- analyze and evaluate social phenomena from within a sociological frame of reference as opposed to relying on “the natural attitude,” their “everyday stocks of knowledge,” or a psychological frame of reference;
- develop an awareness of the limits to, and the contextual basis of, knowledge.

Estimated time commitment:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Average Hours Per Week</th>
<th>Number of Weeks</th>
<th>Total Hours</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>1</td>
<td>24</td>
<td>24</td>
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<tr>
<td>Activity/Tutorial Sessions</td>
<td>1</td>
<td>24</td>
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<td>Private Study</td>
<td>6</td>
<td>24</td>
<td>144</td>
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<tr>
<td><strong>Total Hours for Course</strong></td>
<td>10</td>
<td>24</td>
<td><strong>240</strong></td>
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Academic Integrity: Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see http://www.academicintegrity.org/icai/resources-2.php). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive (see http://www.queensu.ca/artsci/academics/academic-integrity). Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities at http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1) on the Arts and Science website (see http://www.queensu.ca/calendars/artsci/Regulation_1_____Academic_Integrity.html), and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the University.
Textbooks:

*The Promise of Sociology: The Classical Tradition and Contemporary Sociological Thinking* by Rob Beamish (University of Toronto Press, 2010). The text is specifically designed and written for SOCY 122 for this introductory course.


*Sociology and the Contemporary World* by Rob Beamish (McGraw-Hill, 2012). The text is specifically designed and written for SOCY 122 for this introductory course.

Style Manual: The Department has developed a style manual to assist students in the preparation of their essay assignments for this course and subsequent courses in sociology. The presentation and reference style indicated in the manual must be used for both assignments in this course. The manual is available on the course Moodle site (see the “ASA Citation Style Guide” in the Essay Writing Resources block).

Course Evaluation:

- Encyclopedia Assignment 5%
- Mini Library Assignment 5%
- Anatomy of a Term Paper 15%
- Tutorial work 5%
- December exam 20% Multiple choice and one short answer essay question scheduled in exam period (covers first term only)
- Research essay 25%
- Tutorial work 5% Continuous assessment
- Final exam 20% Multiple choice and one short essay exam in scheduled exam period (second term only)

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale:

A+ (93), A- (87), A (82), B+ (78), B (75), B- (72), C+ (68), C (65), C- (62), D+ (58), D (55), D- (52), F48 (48), F24 (24), F0 (0).
Your final course grade will be converted to and submitted as letter grade according to Queen’s Official Grade Conversion Scale:

A+ (90-100),  A (85-89), A- (80-84),  B+ (77-79), B (73-76), B- (70-72), C+ (67-69), C (63-66), C- (60-62), D+ (57-59), D (53-56), D- (50-52), F (49 and below).

**COURSE POLICIES:**

**Attendance:** Attendance at lectures is strongly advised but not monitored; *attendance and participation in tutorials is required, monitored, and graded.*

**Tutorials:** The University scheduling system has assigned you to a tutorial group. You may find out your tutorial assignment through SOLUS. A list of tutorials and those registered in them is posted on Moodle and outside D403 Mackintosh-Corry Hall.

The tutorials are designed to break the large class environment into a smaller discussion-friendly one. Tutorial leaders will run their tutorials in accordance with the course instructor’s overall expectations while also drawing upon their own and the tutorial group’s particular strengths and interests. The tutorial leaders will not simply summarize lecture material or readings; their primary responsibility is to lead students through some specific skill building tasks, monitor attendance and student participation, facilitate discussion, pose questions and assist the group to reach clarification on questions, problems, or issues that arise from the lectures, required readings, or tutorial discussion.

*Please note: you may not switch tutorial groups after the add/drop period without the permission of the TA Coordinator – changes will only be made on the basis of significantly extenuating circumstances which prevent you from remaining in your originally assigned tutorial group.*

**Fall Term Lectures and Readings**

**Material to be covered in week 1:** *Course Introduction; The Millennials*

The **required readings** for this week are the “Introduction” (pp. xiii-xxi) to *The Promise of Sociology: The Classical Tradition and Contemporary Sociological Thinking*; the “Introduction” (pp. xiv-xvii) to *The Concise Encyclopedia of Sociology* and the entries “Theory,” “Sociology,” and “Society,” (pp. 646-7, 599-600, 592-4).

**Recommended Reading:** “Preface” in *The Promise of Sociology: The Classical Tradition and Contemporary Sociological Thinking.*

There are three overall objectives that this week’s readings are designed to achieve:

1. to introduce students to the structure of SOCY 122 Introduction to Sociology;
2. to indicate students’ responsibilities for engaging with the material that will be presented in SOCY 122;

3. to start students thinking about sociology as a discipline.

The specific learning objectives for the readings are:

- to introduce students to some of the themes that will be covered in the first term of SOCY 122;
- to indicate students’ responsibilities for engaging with the material that will be presented in SOCY 122;
- to introduce students to some of the ways in which *The Concise Encyclopedia* can serve as an important tool in their introduction to sociology as a discipline;
- to draw students’ attention to the overall goals and scope of the two main texts that will be used in the first term;
- to provide an opportunity for students to draft a “road map” of the route and material they will cover over the course of the first term;
- to start students thinking about the field of sociology, the term “society,” and the idea of sociological theory.

**Material to be covered in week 2: The Millennials, Knowledge and Culture**

The **required readings** for this week are “The Millennials, Knowledge and Culture” (pp. 3-27) in *The Promise of Sociology* and the entries “McLuhan, Marshall,” “Mass Culture and Mass Society,” “Mass Media and Socialization,” and “Everyday Life,” (pp. 381, 375, 375-6, 202-3) in *The Concise Encyclopedia of Sociology*.

**Suggested Supplementary Reading:** Beloit College, “The Mindset List: 2016 List” (http://www.beloit.edu/mindset/).

**Additional Supplementary Resources:** “A Vision of Students Today,” (http://www.youtube.com/watch?v=dGCJ46vyR9o); “The Machine is Us/ing Us (Final Version)” (http://www.youtube.com/watch?v=NLICopyXT_g&feature=relmfu); “Information R/evolution” (http://www.youtube.com/watch?v=-4CV05HyAbM&feature=relmfu)

There are three overall objectives that this week’s readings are designed to achieve:

1. to introduce students to some of the key social characteristics that are found in their generation – the Millennials;

2. to introduce students to some of the key challenges they and their university instructors will face as they interact within the current university system and the prevailing social environment;

3. to introduce students to the objectives of a liberal education and the concept of culture.
The specific learning objectives for the readings are:

- to identify and discuss a profile of the “Millennials” as a cohort and indicate the significance this has for the Millennials as university students;
- to identify and discuss the differences, strengths, and limitations of knowledge stemming from “e-culture” versus “print culture;”
- to provide students with an overview of Marshall McLuhan’s place within sociology and how his ideas continue to influence sociologists today;
- to introduce students to McLuhan’s notions of hot and cold media and indicate their significance for knowledge based on e-culture versus print culture;
- to indicate the tensions that exist between the Millennials’ expectations of their university experience and those of their instructors;
- to highlight the challenges the Millennials will face in university study as well as the potential rewards;
- to introduce students to the idea of “mass culture” and its relationship to the mass media as well as the impact that mass culture has upon how individuals understand the world around them;
- to introduce students to the tenets of a “liberal education” and explore the promise of higher education;
- to introduce students to Matthew Arnold’s concept of “culture” and encourage students to think about what he means by humankind’s “total perfection” and what is entailed in “getting to know, on all the matters which most concern us, the best which has been thought and said in the world;”
- to encourage students to think about the extent to which Arnold and Mills share a common goal or project as well as considering how they fundamentally differ from one another.
- to encourage students to reflect upon how their own biographies, as Millennials entering university in 2012, may influence or determine their interest in “a traditional liberal education” as well as the possibilities of achieving one in the current educational environment;
- to introduce students to the notion of “everyday life” as it has been discussed by sociologists.

Material to be covered in week 3: C. Wright Mills and The Sociological Imagination

The required readings for this week are “The Sociological Imagination” (pp. 29-62) in The Promise of Sociology and the entries “Mills, C. Wright,” and “Sociological Imagination,” (pp. 406 and 598-99) in The Concise Encyclopedia of Sociology.


“Critical Theory/The Frankfurt School,” (pp. 102-4) in *The Concise Encyclopedia of Sociology*.

There are five overall objectives that this week’s readings are designed to achieve:

1. to draw students’ attention to the way they normally think about the world around them – from the perspective of “the I,” using the “natural attitude” and drawing upon their “everyday stocks of knowledge;”

2. to continue to build students’ sociological vocabulary by introducing them to some additional key terms in sociology;

3. to introduce students, generally, to the “sociological frame of reference;”

4. more specifically, to introduce students to and familiarize them with C. Wright Mills’s conception of “the sociological imagination,” its key elements, and begin to demonstrate its strengths in the analysis of *Psycho* – a movie that seems to be purely a psychological thriller;

5. to explore the notion of “intellectual craftsmanship.”

The specific learning objectives for the readings are:

- to draw students’ attention to the difference between “the natural attitude” and the “everyday stocks of knowledge” with which people generally approach the world around them and a more systematic, sociological perspective;
- to draw students’ attention to an event with which they are newly familiar – the lecture setting – and the way in which it could draw them into thinking about the experience more sociologically;
- to introduce students to C. Wright Mills and his conception of “the sociological imagination” and consider the sociological imagination’s main features so that students can identify, explain, and use the conception in the analysis of a social situation or event;
- to use Alfred Hitchcock’s *Psycho* as a vehicle for explaining and exploring the main features of Mills’s conception of the sociological imagination so that students can begin to see how a sociologist would employ the sociological imagination to a specific problem, issue, event, or situation;
- to familiarize students with the three key questions that are central to Mills’s sociological imagination;
- to introduce students to the important distinction Mills makes between “personal troubles of milieu” and “public issues of social structure” as well as the importance of each for sociology;
- to examine the five essential components of Mills’s conceptions of “intellectual craftsmanship;”
• to emphasize what is involved in Mills’s conception of social commitment.

**Material to be covered in week 4: Karl Marx and the Classical Tradition**

The **required readings** for this week are most of “Marx and the Dialectic of Dynamic, Unstable Social Formations” (pp. 67-97) in *The Promise of Sociology*; the entries “Marx, Karl,” “Engels, Friedrich,” “Hegel, GWF,” “Dialectic,” “Feuerbach, Ludwig,” “Smith, Adam,” “Political Economy,” “Base and Superstructure,” and “Marxism and Sociology” (pp. 371-3, 186-7, 281, 147-8, 231, 553, 445-6, 24-5, and 374-5) in *The Concise Encyclopedia of Sociology*.


There are four overall objectives that this week’s readings are designed to achieve:

1. to introduce students to the work of Karl Marx – one of the “founders” of one of the dominant macro-sociological frameworks used by sociologists;

2. to introduce students to the relationship between German idealist philosophy and political economy as it would develop in Marx’s work;

3. to introduce students to key aspects in the intersection of Marx’s personal biography and the history of social structure so they can gain a greater appreciation for how Marx’s ideas developed, the magnitude and complexity of his project as well as how different interpretations of Marx and “Marxism” have developed over the years;

4. to introduce students to the concept of “base” and “superstructure” as Marx presented it in his 1859 preface to *Towards the Critique of Political Economy*.

The specific learning objectives for this week’s reading are:

• to introduce students to the sociological aspects of the work of Karl Marx;
• to introduce students to some of the key figures in the early history of political economy – Ferguson and Smith in particular – who influenced Marx;
• to introduce Kant and Hegel as key thinkers within German Idealist philosophy who influenced Marx’s ideas;
• to introduce students to some of the aspects of history which influenced the way Marx has been understood and the importance this holds for contemporary sociology;
• to explore the unstable, dialectical nature of Marx’s work and the implications this has for his thought and sociology;
• to introduce and explore aspects of the intersection of Marx’s personal biography and the history of social structure and indicate how this affected the development of his particular ideas;
to introduce students to aspects of the publication of Marx’s work and the impact this had upon the different ways his work has been interpreted;

• to indicate how Marx developed the basic premises of his work and began to focus heavily on the production process as the basis to social life, different social formations, and the internal dynamics of social formations;

• to begin a careful analysis of the basic elements that constituted “the guiding thread” of Marx’s analyses – including an exploration of the concepts of the base (the economic structure of society), the superstructure, the notion of determination, and the terms the relations of production and material forces of production.

• to introduce the notion of “technological determinism” that is often associated with Marx’s work, examine what it means and entails as well as its importance for Marx’s 1859 presentation;

• to introduce the notion of “economic determinism” that is often associated with Marx’s work, examine what it means and entails as well as its importance for Marx’s 1859 presentation.

Material to be covered in week 5: Karl Marx and the Classical Tradition (continued)

The **required readings** for this week are the remainder of “Marx and the Dialectic of Dynamic, Unstable Social Formations” and “Marx, the Communist Manifesto, and Modernity” (pp. 92-104, 105-122) in *The Promise of Sociology*; the entries “Economic Determinism,” “Economic Development,” and “Economic Sociology: Classical Political Economic Perspectives,” “Bourgeoisie and Proletariat,” “Capitalism,” “Communism,” “Socialism,” “Industrial Revolution,” “Capitalism, Social Institutions of,” “Industrialization,” and “Modernity” (pp. 168-9, 169-70, 170-1, 41, 47-8, 73-4, 585-6, 316-17, 48-9, 317, 169-70, 408-9) in *The Concise Encyclopedia of Sociology*.


There are four overall objectives that this week’s readings are designed to achieve:

1. to develop a sophisticated understanding of the “base/superstructure” model presented in Marx’s 1859 preface to *Towards the Critique of Political Economy*;

2. to examine the *Manifesto of the Communist Party* as a contested document and not as “a sacred text;”

3. to examine the *Manifesto* as a document reflecting key aspects of modernity (or the modern era);
4. to examine the key themes in the *Manifesto of the Communist Party*;

The specific learning objectives for this week’s reading are:

- to introduce a more nuanced understanding of the elements that constitute the “means of production” within Marx’s 1859 presentation;
- to introduce and explore the impact that living labour-power, and thus the presence of conscious workers, as a constituent element in “means of production” has upon Marx’s 1859 presentation;
- to examine the specific dynamics that could emerge within the base in Marx’s 1859 conception when labour-power is recognized as a constituent element of the means of production;
- to explore the implications that the presence of conscious workers, as part of the means of production, has for the overall “base/superstructure” model as a dialectical whole;
- to indicate the importance that the *Manifesto of the Communist Party* had in the overall development of Marx’s work as a whole;
- to introduce the notion that the *Manifesto* can be profitably read as an insightful statement about modernity and its internal dynamics;
- to focus on some specific terms relevant to a deeper understanding of the *Manifesto* and the context within which it was written: capitalism, capitalism and its social institutions, bourgeoisie and proletariat, industrial revolution, communism, and socialism;
- to focus on aspects of the language and imagery Marx used in the *Manifesto* to capture the dynamism and tensions of modernity as well as drawing the reader into his particular analytical position;
- to indicate the power and achievements of modernity that Marx recognized, particularly in its “bourgeois phase;”
- to indicate and explore the potentially revolutionary contradictions that Marx emphasized in his analysis of modernity in the *Manifesto*;
- to introduce and briefly explore the notion of “over-production” as a major, “objective” contradiction within bourgeois modernity as Marx presented it in the *Manifesto*;
- to introduce and explore the dynamic tension of the potentially revolutionary contradiction that existed between the two great titans – the bourgeoisie and the proletariat – that Marx presented in the *Manifesto*;
- to explore four aspects of the *Manifesto* that made it a ground breaking contribution to sociology.

**Material to be covered in week 6: Emile Durkheim and the Classical Tradition**

The **required readings** for this week are “From Descartes to Durkheim: Towards a Science of Society” (pp. 123-50) in *The Promise of Sociology* and the entries “Comte, Auguste,” “Positivism,” “Empiricism,” “Scientific Knowledge,” “Scientific Revolution,” “Division of Labor,” “Collective Consciousness,” and “Solidarity, Mechanical and Organic”(pp. 78-9, 456-7, 184,-5, 520-1, 521, 154-5, 69-70, 603-4) in *The Concise Encyclopedia of Sociology.*
There are six overall objectives that this week’s reading are designed to achieve:

1. to introduce Emile Durkheim as another “founder” of one of the dominant macro-sociological frameworks used by sociologists;

2. to provide the overall intellectual context within which Durkheim’s sociology arose;

3. to overview key aspects of the work of Descartes, Montesquieu, Saint-Simon and Comte and indicate their contributions to the development of sociology, in general, and Durkheim’s work in particular

4. to explore Emile Durkheim’s major contributions to sociology;

5. to examine the development of Durkheim’s thought within his work *The Division of Labor in Society*;

6. to introduce and examine one of the key elements in Durkheim’s thought – conscience collective.

The specific learning objectives for this week’s reading are:

- to introduce Emile Durkheim as another “founder” of one of the dominant macro-sociological frameworks used by sociologists;
- to locate Durkheim’s work within the Enlightenment, in general, and French thought from Descartes to Montesquieu more specifically;
- to introduce Descartes, his notion of radical doubt, and the significance his thought had for the development of methodology in the social sciences;
- to introduce Montesquieu as one of the first “sociologists” and outline why his study of law was an early precursor to sociological analysis;
- to explore the intersection of biography and social structure with respect to St. Simon and his particular contributions to the development of sociology;
- to introduce and overview St. Simon’s main contributions to the development of sociology, including his emphasis upon empirical observation, the three “orders” that constituted societies; his notion of three stages in history; his organic image of social structure and function; his analyses of industrial production;
- to introduce and overview Comte’s main contributions to the development of sociology including his conception of the “three stages to history,” his commitment to a positivist model for studying societies; his concerns over stability and change; his notions of social statics and social dynamics; the anatomy/physiology metaphor; his commitment to “the unity of the sciences;”
- to introduce the changing social context that led to an increasing emphasis on the need for empirical, observationally based knowledge;
- to introduce and explore Durkheim’s key contributions to the development of sociology as a science;
- to introduce Durkheim’s main concerns in studying the division of labour in society, the key terms involved in that study, and its impact upon Durkheim’s later discussions of methodology for sociology;
to examine in some detail Durkheim’s conception of the conscience collective.

Material to be covered in week 7: Emile Durkheim and the Classical Tradition
(continued)

The required readings for this week are “Durkheim and the Systematic Study of Social Facts” (pp. 151-65) in The Promise of Sociology and the entries “Social Fact,” “Suicide,” “Anomie,” “Sacred,” “Sacred/Profane,” “Durkheim, Emile,” (pp. 561-2, 632-3, 16, 511, 511-12, and 163-6) in The Concise Encyclopedia of Sociology.


There are five overall objectives that this week’s readings are designed to achieve:

1. to examine the development of Durkheim’s thought as he progressed from The Division of Labor in Society through the Rules of Sociological Method to Suicide;

2. to introduce and examine a second key element in Durkheim’s thought – social facts;

3. to examine Durkheim’s study Suicide and determine its importance for the development of sociology as an empirical science;

4. to introduce to students some of the ways that Durkheim’s concepts have been juxtaposed to similar concepts in Marx’s work;

5. to introduce students to some of the ways that Durkheim’s key concepts have been extended by later sociologists drawing upon Durkheim’s perspective.

The specific learning objectives for this week’s reading are:

• to continue to explore Durkheim’s key contributions to the development of sociology as a science;
• to introduce and explore the most important features of Durkheim’s Rules of Sociological Method;
• to indicate how Durkheim saw sociology differing from psychology and biology;
• to introduce and explore the key term “social fact” within Durkheim’s Rules;
• to examine how “social facts” are related to the notions of social control, social constraint and the conscience collective;
• to examine the implications of Durkheim’s notions that societies have a sui generis existence that pre-dates people and into which they are born;
• to indicate how Durkheim saw his study of suicide as central to establishing sociology as a distinct social science;
• to identify the connection between Suicide, The Rules of Sociological Method and Descartes’ method;
• to indicate the relationship Durkheim saw between “collective representations” and the social propensity to commit suicide;
• to identify and briefly explore the three basic types of suicide identified by Durkheim and his explanations for each;
• to indicate the sources Durkheim identified that might possibly reduce the social propensity to commit suicide;
• to review Durkheim’s three major accomplishments in establishing sociology as an independent, positivist, social science.

Material to be covered in week 8: Max Weber and the Classical Tradition

The required readings for this week are “Weber and the Interpretive Understanding of Social Action” (pp. 167-85) in The Promise of Sociology and the entries “Weber, Max,” “Verstehen,” “Ideal Type,” “Authority and Legitimacy,” “Rational Legal Authority,” “Rationalization,” “McDonaldization,” “Charisma,” and “Charisma, Routinization of” (pp. 686-8, 679-80, 298, 23, 495-6, 496, 380, 52-3, and 53-4) in The Concise Encyclopedia of Sociology.

There are five overall objectives that this week’s readings are designed to achieve:

1. to introduce students to the work of Max Weber – one of the “founders” of sociology who, like Mills, advocates an approach to sociology that links micro action and meaning with macro social frameworks;

2. to introduce students to some of the key conceptions that run through Weber’s work – terms such as ideal (or pure) type, verstehen (or understanding), the types of social action and associated types of authority (thus, traditional, affective, value-rational, and goal rational action; traditional, charismatic, and legal-rational forms of authority and domination);

3. to locate Weber’s contributions to discussions about how sociology should be approached, understood, and developed through a discussion of his work on the methodology of the social science which were prevalent in Germany at the time Weber was writing;

4. to introduce students to Weber’s particular position on methodology in the social sciences and indicate its importance for sociology;

5. to introduce students to Weber’s discussions about the limits and possibilities of science as the guiding conscience of social action;

The specific learning objectives for this week’s reading are:
• to introduce students to the position of the Historical School and its particular position on the analysis of social history so that Weber’s position may be later contrasted to that of the Historical School;
• to introduce two key terms – ideographic and nomothetic approaches to social analysis;
• to introduce students to the position of the “Orthodox Marxists” and their conception of Historical Materialism and indicate their particular position on the analysis of social history so that Weber’s position may be later contrasted to it;
• to introduce students to Weber’s particular position on the nature of sociology, its goals and the methods that are appropriate to sociological investigation;
• to explore in some detail Weber’s notion that sociology is “a comprehensive science of social action” and what that means for his work;
• to introduce and explore the terms “type concepts,” “pure type” and “ideal type” as Weber used them and indicate their significance for his approach to sociology;
• to introduce students to the four “pure types” of social action Weber identified and explore what each entails and their significance for his sociology;
• to allow students to see how Weber’s four, “pure types” of social action are related to questions of authority and domination at the level of society as a whole;
• to introduce and examine Weber’s position on the use of science and human rationality as the ethical compass to social and political behaviour;
• to examine “scientific action” as a form of social action that encompasses elements of each of the four pure types of social action;
• to identify and examine the consequences of understanding scientific action as a form of social action – particularly as a form of value-rational action – and the implications this has for science serving as the moral compass for social and political behaviour.

Material to be covered in week 9: Max Weber and the Classical Tradition (continued)

The required readings for this week are the chapter “The Spirit of Capitalism, Modernity, and the Postmodern World” (pp. 187-219) in The Promise of Sociology and the entries “Elective Affinity,” “Modernization,” “Parsons, Talcott,” Merton, Robert,” “Postmodern Culture,” and “Postmodern Social Theory” (pp. 179, 409-11, 439-40, 392-3, 457-8, and 459-61) in The Concise Encyclopedia of Sociology.


There are three overall objectives that this week’s readings are designed to achieve:

1. to introduce students to one of Weber’s most important contributions to sociology – his essay “The Protestant ‘Ethic’ and the Spirit of Capitalism;”
2. to introduce students to and familiarize them with three key terms that are essential to understanding some of the central debates and discussions in contemporary sociology – modernism, modernization, and postmodernism;

3. to indicate the significance of the shift from modernism to postmodernism by many contemporary sociologists.

The specific learning objectives for this week’s reading are:

• to introduce students to one of Weber’s most significant essays – “The Protestant ‘Ethic’ and the Spirit of Capitalism” and briefly examine key concepts such as “ascetic Protestantism,” “the Elect,” “a calling,” and “spontaneous enjoyment;”
• to indicate how “The Protestant ‘Ethic’” positions Weber’s work with respect to that of Marx;
• to indicate the similarities, differences and the ultimate incompatibility of Weber’s and Marx’s most fundamental positions as sociologists;
• to introduce and explore the term “modernism;”
• to introduce and explore the term “modernization;”
• to overview the impact that the conceptual frameworks of modernism and modernization had upon the development of sociology in the early years of the post-World War II period;
• to introduce and explore the term “postmodernism;”
• to examine and explain postmodernism through the use of avant-garde art forms;
• to introduce students to the implications that are associated with the shift from modernism to postmodernism in sociology;
• to remind students about the two different, yet interrelated and antagonistic strands that are found in the classical tradition of sociology.

Material to be covered in week 10: Mass Culture


Suggested Supplementary Reading: “Ideology,” (pp. 305-6) in The Concise Encyclopedia of Sociology.

There are three overall objectives that this week’s readings are designed to achieve:

1. to introduce students to the notion of “culture” and indicate why it is a complex, often contested concept;
2. to introduce students to some of the debates over the term culture put forward by different sociologists in the twentieth century;

3. to begin exploring the nature of popular culture in the post-WWII period.

The specific learning objectives for this week’s reading are:

- to introduce Friedrich Nietzsche as an iconoclastic thinker and present some of his criticisms of European society at the end of the nineteenth century (as modernity was becoming established and consolidated);
- to present Nietzsche’s notion of “the instinct of the herd” and indicate why it was important to his critical social thought;
- to indicate what Nietzsche meant by humanity’s “Dionysian capacity;”
- to encourage students to think about the similarities and differences that exist between Nietzsche’s critical assessment of European society at the end of the nineteenth century and Mills’s critique of North American society in the mid-twentieth century;
- to introduce Raymond William’s discussion of “culture” as a complex concept, especially the emphasis he places upon it as a social product and a social process;
- to introduce and explain the notion of “the duality of culture” so that students may begin to use it as they understand social processes throughout the course;
- to introduce students to a number of critical assessments of mass culture that extend throughout the twentieth century;
- to introduce students to the key elements of F.R. Leavis and Denys Thompson’s concerns about the decline of English culture and the levelling-down of English culture;
- to introduce students to Richard Hoggart’s response to Leavis and Thompson, his study of working class attitudes to mass cultural forms and the concern he shared with Leavis and Thompson over the decline of literary culture;
- to introduce students to Max Horkheimer and Theodor Adorno’s critique of “the cultural industries,” and the manner in which mass culture is linked to processes of mass production and mass consumption;
- to introduce students to Herbert Marcuse’s notions of “one dimensional man” and the absence of critique in mass society due to the narrowing, one dimensionality of advanced industrial society;
- to introduce students to Neil Postman’s examination of the impact of television and show business culture in the latter half of the twentieth century and the link he makes to themes found in Aldus Huxley’s *Brave New World* and George Orwell’s *Nineteen Eighty-Four*;
- to introduce students to Neal Gabler’s shared concerns over the extent to which the entertainment dimensions of mass culture dominate contemporary life and how the postrealists present reality as entertainment, furthering the Huxleyan concerns of social control through entertainment;
- to bring those critical perspectives into a sharper focus by examining hip-hop, jazz, and reality television as popular cultural forms that show the complex relationship between popular or mass culture as a levelling-down of culture shaped by the market and wants of consumers while also retaining elements of opposition to the dominant culture;
• to explore the role of adjectives in shaping perceptions of culture and the reasons for the use of particular adjectives to modify culture and influence how those modified cultural forms are understood and appreciated;
• to explore the origins of the term “mass culture” in the two German nouns Masse and Kultur;
• to introduce the historical impact that court culture had on marginalizing folk culture – rendering the latter almost invisible;
• to explore the impact that the social location of court culture and the types of artists supported in its production marginalized other forms of folk and popular culture;
• to introduce and explore Herbert Gans’s notion of “taste cultures” – what they are, how they are constructed, whom they serve and how, and their implications for notions of high culture, popular culture, and democratic expression.

Material to be covered in week 11: The Dialectics of Popular Culture; Bob Dylan

The required readings for this week are the two major sections of the chapter “The Dialectics of Popular Culture” (pp. 249-74) in The Promise of Sociology and the entries “Consumer Society” and “Consumption,” (pp. 83-4 and 84-6) in The Concise Encyclopedia of Sociology.

There are three overall objectives that this week’s readings are designed to achieve:

1. to introduce students to how changes in the industries related to popular culture influenced how different forms of popular culture emerged;
2. to introduce students to the roots of contemporary popular music in folk and blues;
3. to use Bob Dylan as a case study in the nature of popular culture and its complexity.

The specific learning objectives for this week’s readings are:

• to begin to explore, in more detail, the emergence of popular culture in the post-WWII period;
• to have students begin to think about the role of consumption in their own everyday lives as well as in the overall structure and operation of society;
• to explore the meaning of “consumer society;”
• to introduce students to Lizabeth Cohen’s conception of “The Consumers’ Republic” and the importance it played in the shaping of mass culture and popular culture;
• to indicate, through a quick examination of the record industry, how the homogeneous, formula driven music of early 1950s popular music was challenged by more heterogeneous, vibrant popular music productions as oligopoly control in radio and records gave way to a more competitive market;
• to indicate the importance of ASCAP, BMI, the introduction of vinyl 45 and 33⅓ rpm records, the introduction of transistors into radio and television sets, the impact of television, and the shrinking resources in radio all contributed to a broadening of popular music and the incorporation of formerly marginalized music into the mainstream;
• to provide students, through a contrast between 1948 and 1958, the impact that those changes had and the resulting broadening of music on radio;
• to focus on Bob Dylan as a person and a “phenomenon” or “phenomena” to indicate the extent to which popular culture reflects much of the complexity, artistry, aesthetic qualities and critical insight that is associated with high culture;
• to introduce the word “simulacra” and consider its meaning with respect to Dylan;
• to introduce students to the folk movement associated with Woody Guthrie, Pete Seeger, Lead Belly, Odetta and others to provide one of the key strands in the inspiration that shaped and formed Dylan’s early cultural production;
• to emphasize the way the music of Guthrie, Seeger, Lead Belly, Odetta and other “traditional” folk singers established the “sound of folk” in a very specific manner;
• to emphasize the way Seeger and others moved folk into a left-oriented political space in the American cultural scene;
• to emphasize the extent to which although folk had its original roots in rural America, it was reshaped by its revival in New York to become an urbanized, modernized sound;
• to explore the depth of Dylan’s ties to Guthrie and his specific type of deeply engaged folk music as well as how that unique style would lead Dylan in directions not taken by Guthrie, Seeger and others;
• to introduce students to the impact that Izzy Young and the Folk Lore Center had upon deepening Dylan’s knowledge of folk music and its traditions;
• to quickly overview the technique Dylan used to produce so much material in such a short period of time and consider the impact this had on his continually moving trajectory as a singer/songwriter.

Material to be covered in week 12: Bob Dylan (continued); The Promise of Sociology

The required reading for this week is the final section of the chapter “The Dialectics of Popular Culture” and the final chapter, “The Promise of Sociology” (pp. 274-82, 283-7) in The Promise of Sociology.

The specific learning objectives for this week’s readings are:

• to examine Dylan’s first four albums and through an overview of different songs, or albums as wholes, examine the extent to which Dylan’s work meets the criteria that Leavis and Thompson, Hoggart, Adorno, Horkheimer, Marcuse, Postman, Gabler and Gans expect to find in higher forms of culture;
• to review key themes in the first term’s readings.
Winter Term Lectures and Readings

Material to be covered in week 13: Thinking Sociologically (Part I)

**Required Reading:** “Thinking Sociologically” (pp. 6-32) in Sociology and the Contemporary World and in The Concise Encyclopedia of Sociology: “Foucault, Michel” (pp. 234-5); “Parsons, Talcott” (pp. 439-40); “Social Order” (pp. 572-3); “Social System” (pp. 579-80); “Structural Functional Theory” (pp. 624-5); “Functionalism/Neo-Functionalism” (pp. 239-40); “Conflict Theory” (pp. 80-1); “Metatheory” (pp. 394-5).

**Recommended Reading:** “Introduction” (pp. 1-5) in Sociology and the Contemporary World and in The Concise Encyclopedia of Sociology: “Kuhn, Thomas and Scientific Paradigms” (p. 342); “Scientific Revolution” (pp. 521-2); and “Science” (pp. 517-19).

The specific learning objectives for this set of readings are:

- to draw students’ attention to the overall goals and scope of the text that will be used in the second term;
- to provide an opportunity for students to draft a “road map” of the route and material they will cover over the course of the second term;
- to introduce students to the three ways humankind engages with the world;
- to establish the fundamental similarities shared by science and the arts;
- to establish the fundamental differences between science and the arts;
- to indicate the manner in which sociology is a science; to explore the importance of language in science;
- to examine what Michel Foucault terms “the modern episteme” and explore its significance for sociology today;
- to examine sociology as a conceptual, scientific enterprise;
- to examine some of the key features of Talcott Parsons’ post-war sociology;
- to explore the reasons for moving beyond Parsons’ sociology in the 1960s;
- to introduce students to “metatheory” and its fundamental issues;
- to indicate the importance and significance of the “discursive” nature of sociological theory;
- to introduce students to the fundamentals of an integrated theory of social action.

Material to be covered in week 14: Thinking Sociologically (Part II)

**Required Reading:** “Thinking Sociologically” (pp. 33-56) in Sociology and the Contemporary World and in The Concise Encyclopedia of Sociology: “Micro-Macro Links” (pp. 398-400); “Structuration Theory” (pp. 627-8); “Structure and Agency” (pp. 628-9); “Bourdieu, Pierre” (pp. 40-1); “Habitus/Field” (pp. 276-7); “Cultural Capital” (pp. 104-5); “Social Capital” (pp. 554-5).

The specific learning objectives for this set of readings are:
• to examine the issues related to the integration of micro and macro in sociological thought;
• to examine the issues related to the integration of structure and agency in sociological thought;
• to introduce students to the key concepts involved in Anthony Giddens’ “structuration theory;”
• to introduce students to Pierre Bourdieu’s concepts of field, habitus, doxa, and economic, cultural, and symbolic capital;
• to examine the essential elements of a reflexive sociology.

Material to be covered in week 15: Sociology of Work (Part I)

Required Reading: “The Sociology of Work” (pp. 57-83) in Sociology and the Contemporary World and in The Concise Encyclopedia of Sociology: “Work, Sociology of” (pp. 694-5); “Labor/Labor Power” (pp. 346-7); “Labor Process” (pp. 345-6); “Alienation” (pp. 13-14); “Species-Being” (p. 605).

The specific learning objectives for this set of readings are:

• to indicate why the study of work is centrally important to sociology;
• to draw students’ attention to the importance of locating “work” within a social context;
• to note three orientations on work found within Classical Greece, Medieval Europe, and industrial capitalist societies;
• to introduce students to Adam Smith’s two main insights about work and its relationship to the wealth of nations;
• to introduce students to the moral context in which Smith developed his analysis of the wealth of nations;
• to refresh students’ awareness of the four sources Marx drew upon in developing his insights into the dynamic nature and structure of capitalist society;
• to introduce and examine in some detail, Marx’s conception of work as central to the human condition and explore some of its implications;
• to introduce and explore the notion of “the ontological nature of labour” for human existence;
• to introduce students to some key concepts related to work and the labour process;
• to introduce and explore Marx’s conception of “alienated labour”—key topics or issues include Hegel’s conception of “alienation” related to the nature of human knowledge of the natural and social world; humankind’s relation as dependent upon nature thus the relation of subject/object or subject/predicate in the dynamic of human interaction with the natural world; the origins of Marx’s ideas in Hegel’s thought; Marx’s use of early analyses by British political economists; Marx’s synthesis of Hegel and political economy; and the four objective features of alienated labour in capitalist society—separation from product, production process, human creative potential, and from other workers/humanity;
Material to be covered in week 16: Sociology of Work (Part II)

Required Reading: “The Sociology of Work” (pp. 84-119) in Sociology and the Contemporary World and in The Concise Encyclopedia of Sociology: “Taylorism” (pp. 641-2); “Braverman, Harry” (pp. 42-3); “McDonaldization” (p. 380); “Fordism/Post-Fordism” (pp. 232-3); “Japanese-Style Management” (pp. 333-4).

The specific learning objectives for this set of readings are:

• to examine the “employer–labour process–employee relationship” and its basic features and dynamics—key topics or issues include a consideration of the “inputs” the employer and employee bring to the relationship; the resources employees and employers bring to the relationship; the internal dynamics of the relationship and the power differential that exists within it; the larger social dynamics of the relationship; and the two dominant tendencies that result from the relationship;
• to examine E.P. Thompson’s notion of “time-work discipline;”
• to examine “the table system” and its relationship to Michel Foucault’s conceptions of docile bodies, disciplinary society, and technologies of power;
• to examine Frederick Winslow Taylor and his conception of “scientific management”—key topics or issues include Taylor’s basic premises; his overall objective; the meaning of the terms “natural” and “systematic soldiering;” and “a fair day’s work;” the separation of planning from execution; the implications this has for “deskilling work;” the key concept of “the task” and its ramifications for workers and management; the three key outcomes of Taylorism as a management strategy; and the implications Taylorism had for mass production;
• to introduce students to “Fordism” and the assembly line processes developed by Henry Ford—key topics or issues include the “complete and consistent interchangeability of parts;” the importance of standardization, task simplification, and the automated assembly line; the dynamic Fordism introduced into labour relations and negotiations;
• to introduce to Alfred Sloan’s movement towards integrated corporations;
• to examine “The Toyota System” of production and compare and contrast “lean production” to the “mass production” of Fordism.

Material to be covered in week 17: Social Inequality

Required Reading: “Employers, Employees, and the Logic of Collective Action” (pp. 119-27); “Social Inequality” (pp. 128-161) in Sociology and the Contemporary World and in The Concise Encyclopedia of Sociology: “Outsourcing” (p. 436); “Transnationals” (pp. 658-9); “Unions” (p. 662); “Meritocracy” (pp. 391-2); “Stratification and Inequality, Theories of” (pp. 622-5); “Liberalism” (pp. 355-6); “Income Inequality and Income Mobility” (pp. 312-13); “Inequality, Wealth” (p. 318); “Class” (pp. 65-6); “Class Conflict” (pp. 66-7); “Class Consciousness” (p. 67).

The specific learning objectives for this set of readings are:

• to complete the study of work and move into issues of social inequality;
• to introduce students to the impact that goal rational action has had upon the labour process in general;
• to explore the ways that work is integrated into a global economy.
• to examine the dynamic of collective action as unionized employees negotiate with employers—key topics or issues include data on unionization in Canada; key concerns for employees versus employers; the “instrumental monological” position of employers versus the “dialogical” dynamic among employees; the power dynamic between unionized employees and employers; the implications of increasing unionized employees’ resources; and the different public perceptions of unions and corporate interests.
• to use Carol Huynh’s gold medal in the 2008 Beijing Games to introduce some central themes sociologists focus on in the study of social inequality;
• to explore the concept of “meritocracy;”
• to examine the apparent “contradictions” over equality and inequality; equality of opportunity and equality of condition and their relationship and implications for a meritocratic order; the need to identify the “object of inequality;” and an examination of some examples showing how opportunity and condition impact a meritocratic order;
• to examine selected indicators of income disparity in Canada and discuss their implications for inequality in Canada;
• to examine Marx’s theory of class inequality;
• to examine Weber’s analysis of “class, status and party.”

Material to be covered in week 18: Gender Inequality

Required Reading: “Stratification Theory in the Post-War Period” (pp. 161-70);
“Gender Inequality” (pp. 171-188) in Sociology and the Contemporary World and in The Concise Encyclopedia of Sociology: “Stratification: Functional and Conflict Theories” (pp. 619-20); “Stratification, Gender and” (pp. 620-1); “Labor Markets” (pp. 344-5); “International Gendered Division of Labor” (pp. 325-6); “Women’s Movements” (pp. 693-4); “Consciousness Raising” (pp. 81-2).

The specific learning objectives for this set of readings are:
• to examine Davis and Moore’s functionalist theory of social stratification theory and its critics;
• to examine the reintroduction of class in studies of social inequality;
• to introduce students to the impact of gender on work and social inequality—key topics or issues include structure of the family and the relation of domestic work to paid work; the goals of “first wave” feminism; the goals of “second wave” feminism; the changed involvement of women in the paid labour force; the gender gap in earnings and its bases; “unexplained factors” in the wage gap; the impact of “observable wage-determining characteristics;” and the impact of market segmentation.
Material to be covered in week 19: Gender Inequality and Feminist Sociology

Required Reading: “Gender Inequality and Feminist Sociology” (pp. 188-203) in Sociology and the Contemporary World and in The Concise Encyclopedia of Sociology: “Beauvoir, Simone de” (pp. 26-7); “Intersexuality” (pp. 329-30); “Feminism” (223-4); “Friedan, Betty” (pp. 237); “Sexual Politics” (pp. 539-40); “Patriarchy” (pp. 441-2); “Socialist Feminism” (pp. 586-7); “Cultural Feminism” (pp. 107-8); “Radical Feminism” (pp. 491-2); “Race” (pp. 487-8); “Race, Definitions of” (490-1); “Racism, Structural and Institutional” (p. 491); “Stratification, Race/Ethnicity and” (pp. 621-22); “Black Feminist Thought” (p. 34); “Lesbianism” (p. 354); “Compulsory Heterosexuality” (pp. 77-8); “Lesbian Feminism” (pp. 353-4); “Queer Theory” (pp. 485-6); “Womanism” (p. 691); “Intersectionality” (pp. 328-9); “Feminist Standpoint Theory” (pp. 227-8); “Postmodern Feminism” (pp. 458-9); “Femininities/Masculinities” (pp. 221-2); “Sexuality” (pp. 541-3); “Women and Sexuality” (pp. 691-2); “Body and Sexuality” (pp. 38-9); “Body and Society” (pp. 39-40); “Post-modern Sexualities” (p. 459).

The specific learning objectives for this set of readings are:

- to introduce students to issues of gender inequality and the rise of feminist sociology;
- to introduce the main themes in Simone de Beauvoir’s The Second Sex—key topics or issues include the distinction between sex and gender; the rejection of binary opposites in sex inequality; the significance of “intersexuality” and the movement towards postmodern perspectives on gender inequality based on sex;
- to introduce key concepts from Judith Butler’s position that “sex” is a form of discourse that links sex and gender through “stylized acts over time;”
- to introduce the main themes in Betty Friedan’s Feminine Mystique—key topics or issues include “feminine mystique,” the domestic labour/paid labour division and its implication for women;
- to introduce the main themes in Kate Millett’s Sexual Politics—key topics or issues include the meaning of “politics;” the meaning of “sexual politics;” and the presence, meaning, and significance of patriarchy;
- to examine several of the social forces that had an impact upon the emergence of the Women’s Movement;
- to introduce students to some of the different feminist positions that emerged through the Women’s Movement;
- to introduce students to the main dynamics of the Women’s Movement of the 1960s and 1970s as well as its links to “third wave” feminism;
- to examine the impact that the promise of the post-War period had upon women in Canada, the US, and Western Europe;
- to introduce issues of race, ethnicity, and racialization into analyses of gender inequality—key topics or issues include key arguments within “Black feminism;” the post-colonial critique of “Western, white feminism;” intersectionality; and the “provisionality of narrative;”
- to indicate the impact that the Women’s Movement, through various feminist positions, had upon the study of the body, sexuality, and issues of masculinity and feminity;
• to enumerate and examine the different successes that the Women’s Movement had and some of the reasons for those successes.

Material to be covered in week 20: Sociology of Deviant Behaviour (Part I)

Required Reading: “Sociology of Deviant Behaviour” (pp. 204-219) in Sociology and the Contemporary World and in The Concise Encyclopedia of Sociology: “Deviance” (pp. 135-6); “Deviance, Normative Definitions of” (p. 142); “Norms” (pp. 426-7); Deviance, Theories of” (pp. 144-5); “Deviance, Positivist Theories of” (pp. 142-3); “Deviance, Crime and” (pp. 138-9); “Sub-Culture” (pp. 629-30); “Sub-Cultures, Deviant” (p. 630); “Cultural Studies” (pp. 110-11); “Cultural Studies, British” (pp. 111-12); “Criminology” (pp. 99-100); “Crime” (pp. 93-4); “Crime, Radical/Marxist Theories of” (pp. 96-7); “Crime, Social Control Theory of” (p. 97); “Crime, Social Learning Theory of” (pp. 97-8).

The specific learning objectives for this set of readings are:

• to introduce students to how the apparently straight forward notion of “deviant behaviour” is very complex;
• to introduce students to the significance of deviance as “a social designation;”
• to examine the “objective” and “subjective elements of deviance;
• to introduce students to the tradition among sociologists studying deviant behaviour that begins with Durkheim’s study of suicide—key topics or issues include the extent to which a failure to be integrated into society results in behaviour that is normatively deviant; the importance of anomie and collective representations in the study of deviant behaviour;
• to explore “strain theory” as it was developed by Robert Merton building on Durkheim’s approach to deviant behaviour—key topics or issues include the five possible outcomes between means and goals of social action within Merton’s strain theory model; the behaviours behind the labels of the “conformist,” “innovator,” “ritualist,” “retreatist,” and “radical” or “revolutionary;” the structural basis to deviant behaviour within Merton’s paradigm; and the notion of a “middle range” theory;
• to introduce students to various “cultural support” theories of deviant behavior—key topics or issues include Cohen’s “college boys,” “corner boys,” and “delinquent boys;” the importance of Hollywood in celebrating sub-cultures and delinquent gangs, and the focus on criminal gangs in the sociology of deviant behaviour;
• to introduce students to the “cultural studies” approach to the study of deviant behaviour—key topics or issues include the way “soccer hooligans” opened up this particular approach to the study of deviant behavior; the notion and significance of authentic culture; the nature of British working class lads’ worldview; the shift to broader theories of sociology to explain behaviour across a broad range of “acceptability.”

Material to be covered in week 21: Sociology of Deviant Behaviour (Part II): The Social Construction of Deviant Behaviour

Required Reading: “Sociology of Deviant Behaviour” (pp. 219-37) in Sociology and the Contemporary World and in The Concise Encyclopedia of Sociology: Deviance,
“Constructionist Perspectives” (pp. 137-8); “Drugs, Drug Abuse, and Drug Policy” (pp. 161-2).

The specific learning objectives for this set of readings are:

- to examine in some detail the “social constructionist” approach to the study of deviant behaviour—key topics or issues include the basic premises of social constructionist theory; the term and significance of “claims makers;” claims makers’ objectives and strategies for constructing an act as deviant;
- to provide students, through a case study on the use of steroids in sport, with an example of how a social constructionist might examine the construction of a particular behaviour as deviant—key topics or issues include the use of Baron Pierre de Coubertin’s Modern Olympic project as the fundamental basis for claiming steroid use is deviant; the significance of symbolism for the Games and the central importance of the Berlin Games in demonstrating the symbolic power of the Games; the emergence of steroid use in the post-WWII period; the East German state’s systematic development of steroid use; the claims making process to turn steroids into a deviant act in the Games; the turning point during the 1998 Tour de France; the creation of WADA; the role BALCO played in making steroid use a major issue in US sport; and the role of the US President in reinforcing the claims making process; the investigation into steroid use in professional baseball; the reality of steroid use among youth, and dangers that the claims making process has introduced;
- to examine several issues related to drug use/abuse and drug policy.

Material to be covered in week 22: The Long Shadow of the Twentieth Century (Part I – World War II and Genocide)

Required Reading: “Sociology of War and Genocide” (pp. 238-263) in Sociology and the Contemporary World and in The Concise Encyclopedia of Sociology: “Genocide” (pp. 254-5); “War” (pp. 683-4); “World Conflict” (pp. 696-7).


The specific learning objectives for this set of readings are:

- to draw students’ attention to two major social forces that shape the contemporary world—war and economic policy;
- to introduce students to Carl von Clausewitz’s discussion of war—key topics or issues include the dialectical nature of Clausewitz’s study of war; Foucault’s notion of the reason of the state and “governmentality;” Clausewitz’s shift to the social
dimensions of war; and the dominant attitude and experiences of conscripts and volunteer soldiers to their tasks in war;
• to introduce Alexander Solzhenitsyn’s explanations for human evil;
• to introduce students to the theme of genocide;
• to introduce students to Daniel Goldhagen’s explanation for the Holocaust perpetrated by the Nazi state;
• to examine the war on the Eastern Front in WWII to explore the intersection of war and systematic killing in the modern era—key topics or issues include the social context within which Nazi soldiers grew up; the role of ideology, the specific orders, the “wild actions” and discipline on the Eastern Front; the complicity of the officer corps in the actions on the Eastern Front; the shift to “total war” and its consequences; the political and sociological importance of the “historians’ dispute” in Germany.

Material to be covered in week 23: The Long Shadow of the Twentieth Century (Part II – From Total War to Total Living)

Required Reading: “From Total War to Total Living” and “The War in Vietnam” (pp. 264-95) in Sociology and the Contemporary World and in The Concise Encyclopedia of Sociology: “Power” (pp. 464-5); “Post-Industrial Society” (p. 457); “Economic Sociology: Neoclassical Economic Perspective” (pp. 171-2);


The specific learning objectives for this set of readings are:

• to overview the context of the period of economic growth in post-WWII North America and how the images of that period still dominate the present;
• to introduce students to central themes related to “the student movement” of the 1960s;
• to overview the role of Keynesian economic policy in the consolidation of post-WWII North America and the impact of the legacy of Keynesian social policies in shaping contemporary perceptions of social welfare and government involvement in the economy;
• to introduce students to the overall social context within which the Americans became embroiled in the War in Vietnam;
• to introduce students to the specific events that led to full American entry into the War in Vietnam—key topics or issues include the Gulf of Tonkin resolution; the choice of military strategy; the failure of that strategy and the growing American involvement in Vietnam; the significance of Khe Sanh and the Tet Offensive of 1968; the impact both had upon American domestic attitudes to the ongoing War;
• to explore the specific events that led to the My Lai massacre—key topics or issues include early American engagements in Vietnam and the tactics of the North Vietnamese Army; the experiences of Charlie Company; the role of orders in the My Lai massacre; the role of ideology and dehumanization in those events; the impact of
the specific events within the routinized, military environment of Vietnam; and the post-Vietnam trauma felt in the US.

**Material to be covered in week 24: The Long Shadow of the Twentieth Century (Part III – The Neo-Liberal World and 9/11)**

**Required Reading:** “Neo-liberalism, State Involvement in the Economy, and Foreign Policy” (pp. 295-316) and “Conclusion” (pp. 317-20) in *Sociology and the Contemporary World* and in *The Concise Encyclopedia of Sociology*: “Neoliberalism” (pp. 419-20); “Globalization” (pp. 262-4); “Globalization, Consumption and” (pp. 264-5); “Globalization, Culture and” (p. 265); “Glocalization” (pp. 268-9); “Grobalization” (p. 271); “Islam” (p. 332); “Jihad” (p. 334); “Terrorism” (pp. 643-4).

The specific learning objectives for this set of readings are:

- to introduce students to the social forces behind the shift to neo-liberal economic policies in North America and Western Europe;
- to examine the basic premises and ideas behind neo-liberal economic policies and their impact upon social life;
- to explore the context leading into US involvement in Iraq—key topics or issues include the overall social context behind the rise of the “Islamist Revolution;” the significance of Ayatollah Khomeini’s rise to power in Iran; the impact Khomeini had upon the Middle East; Soviet involvement in Afghanistan and the rise of the Taliban; the Iran/Iraq war; the Iraqi occupation of Kuwait; the first Iraq war;
- to examine the emergence of the policies that led to the 2003 invasion of Iraq—key topics or issues include “the Project for a New American Century” and its key principles; the PNAC personnel in the White House and their impact upon American foreign policy; the adoption of a “neo-Reaganite foreign policy;” the impact of 9/11 and the Bush government’s response; the geo-political costs of the war in Iraq.
- to remind students about Mills’s concept of “intellectual craftsmanship” as they move on in their university studies.