Course Description and Objectives:

How do we make sense of the persistence of inequality and stratification? What does it have to do with class? Or history? How did critical social thought develop in response to fascism and colonialism in the 20th century? How do we best understand the intersections of race, class, and gender? What relevance does Marxist sociology have to the challenges facing the world today?

This one-semester course will provide students with a general level of fluency in the Marxian traditions of Sociology. Selected authors and theoretical groupings may include Luxemburg, Gramsci, Fanon, Coulthard, Marxist feminism, the Frankfurt School of critical theory, the Birmingham School of cultural studies, and others.

Lectures will emphasize the intellectual history of the field; texts will be principally primary sources. Students will be encouraged to pursue a topic of theoretical interest in greater depth in a research essay. The course is intended to be intellectually challenging and rewarding.

Throughout the course students will have the opportunity to:

• engage directly with primary texts to develop their own skills of close reading and theoretical analysis;
• learn to assess the strengths and weaknesses of different theoretical perspectives;
• develop their writing and rhetorical skills;
• deepen their understanding of the complexities of the social world and the relations of power, class, difference, identity, colonialism, agency, and history that drive this tradition of social thought.

Format and Requirements:

Students in this class will read a variety of texts related to the course theme, and then meet for 3 hours each week. Class meetings may consist of lectures, discussions, and tutorial (pending TA availability). Note that lectures will not rehash the assigned texts, but are designed to complement them by providing background, context, clarification, and historical and theoretical framing. Students should be prepared each week to engage with and discuss the readings and the issues that they raise.

Students are expected to:

• Carefully read the assigned texts before the class meets. In the week before each class, you should prepare some written questions, thoughts, and/or subjects for discussion that are drawn from your own reflections on the week's texts. Bring those notes—and the texts for that week—to class.
• Attend all lectures punctually, take notes (on paper and in the margins of the texts), and be prepared to discuss the reading for that week. Attendance and participation are important; you should not take this course if you cannot attend regularly.
• Meet with the TA or professor as necessary, complete all assignments on time, and participate actively in discussion.
Methods of Evaluation:

Assessment in this course will be based on:

- **Attendance at a 50-minute CSAS Learning Support workshop** (5%) on note-taking, academic reading, proofreading, or balancing work, school, & life. (See further information at the end.)

- **Class participation** (10%). This includes attendance, any weekly in-class quizzes or writing assignments, and the quality of your regular participation.

- **An in-class midterm exam** (25%)

- **A course journal** (30%). Each student will keep a course journal, due at the end of fall term (December 7). In order to complete this course requirement, you must, minimally, write one page per week reflecting on the readings in a way that demonstrates your competency with the material. For example, you may pose questions and queries about texts, and try to answer them; or you may reflect on the relevance of the texts to current events or your own experiences. We will talk more about this assignment and the grading rubric for it in the first week of the class.

- **A major essay** (15pp. (20pp. max) – 30%) on a topic of your choice directly related to the course readings, selected in consultation with the TA or professor. You must submit an essay proposal and sample bibliography by November 16 to secure topic approval; the proposal will be 3 pages long plus references, and will state the research question and outline the general argument. The proposal will be worth 10% of the grade of the major essay. Students have the option of making this assignment a paper (due December 7) or a take-home exam (due at the end of exam period), but you must plan ahead and make your choice prior to the midterm.

- **Extra credit options:** Students who demonstrate a high level of preparation and who participate regularly in classroom discussions will be eligible for an additional bonus up to 5%. Students who attend up to two additional CSAS workshops will be entitled to a 2% bonus for each. Students who attend talks in the Sociology and Anthropology department colloquium series and add a page about it in their course journals will be eligible for a 1% bonus per talk.

**NOTE:** Written work submitted for this course may be the subject of additional oral examination. All final grades are subject to the final approval of the Dean, who also has the authority to change grades.

**Paper standards:** All written work is to be printed using a 12-point font and double-spaced, and should follow the format specified in the departmental style sheet (copies available on the wall outside the Soc/Anth main office).

Written work is due at the beginning of class on its due date or, if not due on a class day, in the Sociology & Anthropology drop box (Loeb B750) at 4pm. **YOUR NAME, THE TITLE OF THE COURSE (SOCIOLOGY 3006), AND YOUR PROFESSOR'S NAME MUST BE VISIBLE ON THE FIRST PAGE.** (We don't need your student number.) Per university guidelines, you must retain a copy of each assignment you submit. The professor and TA are not responsible for misplaced assignments for which no other copies exist.

Assignments due in September, October, or November will be returned in class. Assignments due at the end of the semester will be returned by arrangement with the professor personally, or by mail with submission of a stamped, self-addressed envelope.

**Late Work:** All students have an automatic 3-day extension for the course journals (i.e., they will be accepted as late as December 10). Final essays are due on the due-date you have chosen, and cannot be accepted beyond that. Work completed in class cannot be made up.

**Academic honesty:** Please see the end of the course outline for the University's policies about plagiarism. Your professor and your TA take academic honesty very seriously. Writing your own work – and learning to do it well – is a crucial component of your university education. All suspected plagiarism cases will be delivered to the Dean's office for investigation and prosecution, with no exception for extraneous circumstances. Academic dishonesty cheapens everyone’s degree, and also results in harsh sanctions. Just don’t do it.

**Computers:** Laptop computers are not allowed in class except when necessary to take notes. (Documentation from the Paul Menton Centre is required.) Note-takers volunteering their notes for the PMC may also use...
laptops to do so.) Any students using laptops will only take notes; internet connections must be off, and power cords should not cross the aisle. Note-takers will not complete course journals or other assignments for other students.) Other computers, iPods, etc. must be turned off and put away.

Doodling is a time-honoured tradition of lectures. Listen. Take notes. Absorb. Question.

**Cell phones:**
Cell phones should be off and packed away for the duration of the class. (If your phone or messaging device disrupts class or is otherwise used during class, you will be asked to leave, or to turn over your phone to the professor for the duration of the class.)

**Questions:**
Questions are encouraged throughout lecture. Out-of-class questions about the course material are best handled in office hours. Please do not hesitate to schedule an appointment! In the unlikely event that it is impractical or impossible to schedule an appointment, you are then encouraged to email your question to the professor or to your TA, as appropriate.

*Please note that all emails to your professor or to your TA should be considered formal communication, and written accordingly; per University guidelines, email communication must be to and from your Carleton account.*

*Email turnaround time: Every effort will be made to respond to office hour scheduling requests within 24 hours, should no suitable slots be available on the scheduling website. Other emailed questions may take longer, depending on their content. Please do not use email as a substitute for reading the syllabus or coming to office hours."

**INTERPRETING GRADES:**

The grade of A is appropriately given to written work that is ambitiously and thoughtfully conceived, thoroughly developed and supported by evidence, and effectively edited. A grade of A is earned when students’ preparation for and execution of all course components (including reading, in-class discussions, presentations, essays, and exams) are consistently outstanding. Work in the A range demonstrates high-level writing and analytical skills, as well as an accurate, nuanced engagement with course texts and concepts.

The grade of B is appropriately given to course work that very successfully meets the demands of the assignment, although some components may be more successfully executed than others. Students earning grades in the B range demonstrate a solid grounding in course materials, steady engagement with key concepts, and competent writing and research skills.

The grade of C is appropriately given to work that demonstrates an engagement with the demands of the assignment, and an accurate (if un-nuanced) understanding of key texts and concepts, and basic but adequate research, writing, and analytical skills. Students earning grades in the C range have satisfactorily fulfilled requirements, although in some instances, minimally so.

The grade of D is appropriately given to work that is barely adequate to meet the demands of the assignment. Students earning grades in the D range submit work that contains significant inaccuracies, omissions, or other signs of carelessness. D-level work reveals an effort to meet an assignment’s demands, but fails to demonstrate fully the competencies required to successfully complete the task.

The grade of F is appropriate for students whose work is so incomplete, careless, or inaccurate that it does not represent a reasonable effort to meet the requirements of the course.

In accordance with the Carleton University Undergraduate Calendar, letter grades assigned in this course will have the following numerical equivalents:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>below 50</td>
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</table>
Academic Regulations, Accommodations, Plagiarism, etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here:

http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

Requests for Academic Accommodations
You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Academic Accommodations for Students with Disabilities:
The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Fall 2018 (December) exam period is November 9, 2018.

For pregnancy:
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For religious obligations:
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For survivors of sexual violence:
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

For student activities:
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. Plagiarism and cheating – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – are not tolerated at Carleton. For the complete details of what constitutes plagiarism, the potential penalties and the procedures please refer to the section on Instructional Offences in the Undergraduate Calendar. The policy is strictly enforced and binding on all students. A summary follows:
What are the Penalties for Plagiarism?
A student found to have plagiarized an assignment may be subject to one or more of several penalties including but not limited to: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a written reprimand on the student’s record; a refusal of permission to continue or to register in a specific degree program; a grade of zero; a failure or a reduced academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?
1. All suspicions or allegations of plagiarism are reported to the Dean of FASS and Management.
2. Documentation is prepared by instructors and/or departmental chairs.
3. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.
4. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy. The Policy is strictly enforced and is binding on all students. You can find it here: https://carleton.ca/registrar/academic-integrity/

Assistance for Students:
Academic and Career Development Services: http://carleton.ca/sacds/
Writing Services: http://www.carleton.ca/csas/writing-services/
Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/

Important Information:
- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval or revision.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s Freedom of Information and Protection of Privacy Act (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://students.carleton.ca/

Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 3</td>
<td>Labour Day – University closed.</td>
</tr>
<tr>
<td>September 5</td>
<td>Classes start.</td>
</tr>
<tr>
<td>September 19</td>
<td>Last day for registration and course changes.</td>
</tr>
<tr>
<td>September 30</td>
<td>Last day to withdraw from fall term with a full fee adjustment.</td>
</tr>
<tr>
<td>October 5</td>
<td>December exam schedule available.</td>
</tr>
<tr>
<td>October 8</td>
<td>Thanksgiving Day – University closed. NO CLASS.</td>
</tr>
<tr>
<td>October 22-26</td>
<td>Fall break.  NO CLASS.</td>
</tr>
<tr>
<td>December 7</td>
<td><strong>MONDAY SCHEDULE – CLASS WILL BE HELD.</strong> Fall term ends.</td>
</tr>
<tr>
<td></td>
<td>Last day for academic withdrawal from Fall term courses. Last day for handin term work and the last day that can be specified by a course instructor as a due date for the Fall term.</td>
</tr>
<tr>
<td>December 21</td>
<td>Take-home examinations are due.</td>
</tr>
</tbody>
</table>
Required texts:

Coursepack (available at Octopus Books)
☞ N.B.: Journal articles are available through the library and are marked with [ARES].

Recommended texts:

especially these selections:
"Economic and Philosophic Manuscripts" pp. 66, 70-93.
"Alienation and Social Classes" (from *The Holy Family*), pp. 133-135.
"Theses on Feuerbach", pp. 143-145
*The German Ideology*, pp. 146-163
"Wage Labour and Capital", pp. 203-217
*The Civil War in France*, pp. 629-652.


The Sociology Student Writer's Manual
(See esp. chapter 1, “Writing as Communication,” and chapter 2, “Writing Competently”)

**COURSE MEETINGS AND ASSIGNED TEXTS**

**September 10**
Critical and Cultural Theory: Introduction to the Marxian tradition of Sociology


**September 17**
Reason and revolution


**September 24**
Sociology of economic restructuring


**October 1**
Critical theory vs. fascism


**October 8**  
*Thanksgiving – no class*

**October 15**  
Critical theory and mass culture: the sociology of music


**For further reading:**  
Adorno, *Introduction to the Sociology of Music* (Continuum, 1976 [1962])

**October 22**  
*Reading week – no class*

**October 29**  
In-class midterm

**November 5**  
Gramsci: hegemony, culture, and the popular


**For further reading:**  

**November 12**  
British cultural studies

**November 16**  Due-date for paper proposals

**November 19**  Evolutions in class theory


**For further reading:** Any of the "Stencilled Occasional Papers" of the CCCS: [https://www.birmingham.ac.uk/schools/historycultures/departments/history/research/projects/ccs/publications/stencilled-occasional-papers.aspx](https://www.birmingham.ac.uk/schools/historycultures/departments/history/research/projects/ccs/publications/stencilled-occasional-papers.aspx)


Any of the issues of *Marxism Today* from 1977-1991

**November 26**  More on social reproduction, identity, intersectionality.

Writing workshop.


**For further reading:**

- Frederick Cooper and Rogers Brubaker, "Beyond 'Identity'," *Theory and Society* 29 (2000), 1-47
### December 3

The persistence of primitive accumulation? Marxism, colonialism, and settler-colonialism.


**For further reading:**
- Glen Sean Coulthard, *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition* (Minnesota, 2014)
- Kevin Anderson, "Marx's Late writings on Non-Western and Precapitalist Societies and Gender", *Rethinking Marxism* 14:4 (2006), 84-96.

### December 7

Understanding social movements today


**For further reading:**
- Herbert Marcuse and Franz Neumann, "Theories of Social Change" [1940s—as the professor for a copy]
- Gabriel Hetland and Jeff Goodwin, "The Strange Disappearance of Capitalism from Social Movement Studies", in *Marxism and Social Movements*, pp. 83-102
- David McNally, *Another World is Possible: Globalization and Anti-Capitalism*, 2nd ed.
- Alan Sears, *The Next New Left: A History of the Future*
- Himani Bannerji, *Thinking Through: Essays on Feminism, Marxism, and Anti-Racism*
Information for Students about the Incentive Program.

This course has been registered in the Incentive Program offered through the Centre for Student Academic Support (CSAS). CSAS Learning Support Workshops are designed to help students cultivate and refine their academic skills for a university environment. To earn 5% of your final grade you are expected to attend at least 1 workshop throughout the term, on note-taking, academic reading, proofreading, or balancing work, school, & life.

Extra credit of 2% per workshop is available for attendance at additional workshops, on any topic.

Learning Support Workshops for the Fall 2018 term will be available starting September 10th, 2018 and must be completed by December 7th, 2018 to receive credit for the Incentive Program. To see the complete Learning Support Workshop schedule, please visit mySuccess via Carleton Central. You can also view your CSAS Workshop attendance history at any time by logging into mySuccess.

In addition to the CSAS Learning Support Workshops hosted on campus, CSAS offers several online workshops. If you are interested in participating in an online workshop, you can enroll through the CSAS website: carleton.ca/csas. Please also remember to review the Incentive Program participation policies here: carleton.ca/csas/incentive-program/.

If you have any questions related to the Incentive Program or the Learning Support Workshops, please contact the Centre for Student Academic Support at csas@carleton.ca or 613-520-3822.

A note from your professor: This is a new initiative, and I look forward to your feedback regarding how helpful these workshops indeed are, and if they are worth promoting in future iterations of this or other courses.