

*Prerequisites: SOCI 2005 and at least 2<sup>nd</sup>-year standing*

**Professor Justin Paulson**

**Wednesday, 11:35-14:25** (in-person lecture course)

Office Hours: [Book an appointment](#) on Carleton's Office365

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### **Course Description:**

How did critical social thought develop in response to capitalism, fascism, and colonialism in the 20th century, and how does that context remain relevant today? How should we understand the intersections of race, class, and gender and the persistence of inequality and stratification? Who has the power to create meaningful social change, and why?

Selected authors and theoretical groupings may include the Frankfurt School of critical theory, the Birmingham School of cultural studies, Marxist feminism, social reproduction theory, theories of racial capitalism, and others. Case studies may include toolkits for understanding fascism (then and now), Canadian settler colonialism, climate change, and others.

Lectures will emphasize the intellectual history of the field; texts will be principally primary sources. The course is intended to be intellectually challenging and rewarding. Students will have opportunities 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.

**Learning outcomes of the Sociology program covered in this course:** L01, L03, L04, L05, L06

**Required texts** (available through any bookseller, but if buying new I recommend Octopus Books, 116 Third Ave.):

David Camfield, [We Can Do Better: Ideas For Changing Society](#) (Fernwood, 2017) (\$25 MSRP)

Keeanga-Yamahtta Taylor, [From #Blacklivesmatter to Black Liberation](#) (Haymarket, 2021 ed.) (\$29 MSRP)

The Zetkin Collective, [The Great Driving Right Show: Cars, Crisis, and the Rise of Fossil Fascism](#) (Verso, 2026) (\$29 MSRP)

👉 **Used texts are permitted.** They are also available from the library and other sources.

👉 Additional required texts (chapters and journal articles) will be on reserve at the library.

### **Recommended texts:**

[The Sociology Student Writer's Manual](#) (especially "Writing as Communication" & "Writing Competently")  
Keeanga-Yamahtta Taylor, [How We Get Free: Black Feminism and the Combahee River Collective](#) (Haymarket)

for Marx texts: Tucker, *The Marx-Engels Reader*, 2nd ed. (Norton, 1978)

for keywords: Raymond Williams, *Keywords* and Ballamie & Szanto, <http://www.showingtheory.net>  
(Many other optional/suggested texts are listed in the reading schedule at the end of this course outline.)

## Course Requirements & Methods of Evaluation:

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 sometimes film. 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 professor as necessary, complete all assignments on time, and participate actively in discussion.

### Assessment in this course will be based on:

15% **reading quizzes**: either on Brightspace (to be completed prior to each lecture) or in class

10% **participation** (including attendance and the quality of your regular participation)

30% **midterm exam** (in-class, November 4)

35% **final exam**

10% **keyword journals**: each student will keep a keyword journal; **you should be working on it every week as you complete the reading assignments and following class discussion.** Journals must be submitted for check-in on October 21; final due date for grading is December 9.

You will pick 3 concepts from the following list, and explicate them individually *in terms of their meaning in the Marxist tradition*, in the assigned texts and your understanding of them as per class discussion. Each discrete entry should cite at least three texts from the course (suggested readings are okay), tracing how the concept develops or is used differently by the different theorists, and offer at least one original example of the concept's application (see below). The intention is for you to add to and revise your keyword journal as the course progresses and as your understanding of the concepts themselves deepens and progresses. Total length at the end of the course should be 2-3pp per keyword.

**Keywords:** Exploitation - Rationality - the State - Colonialism - Social Movements - Class - Fascism - Socialism - Capitalism - Race and racism - Determinism - Gender - Hegemony - Production and reproduction - the 'Popular' - Labour - Alienation - Struggle and social change - Relationality - Revolution - History - Stratification - Progress - Common sense - Populism - Ideology - Markets - Materialism - Ecology - Solidarity - Structure vs. agency

### *What should be in a keyword journal?*

Are you explicating the concept via close readings of the assigned texts? Are you drawing from the obvious places (e.g., where a theorist addresses the concept explicitly), but making connections to less-obvious sources as well? Is it clear that you understand the concept as sociological (rather than psychological or biological)? How is it related to history? To struggle? To capitalism? How has the concept shifted over time, and how do different theorists employ or understand the keyword differently? What do different schools of thought contribute to an understanding of the concept? If this is a keyword that, in addition to being an explanatory sociological concept, does discursive work itself (e.g: when common-sense understandings of it are ideological — race, class, gender may be examples of this), then what work does it do? Why use it? What questions does a rigorous understanding of this concept help answer?

### 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 lectures sponsored or co-sponsored by either the Department of Sociology and Anthropology or the Institute of Political Economy will be eligible for a 2% bonus per event. Post to the Brightspace discussion board a ~2pp writeup of the talk and **what you found relevant to the course themes.***

**NOTE REGARDING ALL WRITTEN WORK:** Written work submitted for this course may be subject to additional oral examination to ensure authorship. All final grades are subject to the final approval of the Dean, who also has the authority to change grades. All work must be developed and completed by students whose name is on the work. Students taking this course agree that use of either generative "AI" or online paper mills will disqualify them from passing the course.

### INTERPRETING GRADES:

The grade of **A** is appropriately given to written and oral work that is ambitiously and thoughtfully conceived, thoroughly developed and supported by evidence, and effectively edited. A grade of A is earned at the end of term 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 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:

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

**Standards:** All written work is to be printed using a 12-point font and double-spaced. The Chicago style (17th edition) is to be used in the assignments and papers of this course. Chicago's author-date method is preferred by the department although the footnote method is also acceptable (and is preferred by the professor in his own writing). For more information please see: [https://chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

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

Assignments and exams due prior to December 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:** For reading quizzes taken on Brightspace that are due prior to each class, retakes (or making up for missed quizzes) will be allowed during Reading Week. Any assignments completed in class cannot be made up. All students have an automatic 3-day extension for the keyword journals at the end of term — I won't collect them from the dropbox until December 12th. Keyword journals submitted after Dec 12 will lose 1/3 of a letter grade (e.g. A->A- etc.) per day. Please plan ahead, and work on your keywords throughout the term so you're not crunched for time at the end.

**Academic honesty:** Please see the section on plagiarism below for the relevant University policies.

- In SOCI 3006, the use of generative AI tools is not permitted.
- Students may not re-use the same piece of work for which they previously received credit in any course.
- With permission from the professor students *may* re-purpose work written for another course (whether SOCI 3006 or another one) for which they did not receive credit.

I 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. Other computers, music players, 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.) Exceptions for those needing to be on-call for a kid or an emergency — just let me know.

**Exams:** Midterm and final exams will each be 3 hours long and may have multiple written formats (essay questions, multiple choice, short answer, etc.) They will be administered in-person at a scheduled time and will be cumulative regarding the material covered to date, and will be closed book.

Deferred final exams, which must be applied for at the Registrar's Office, are available ONLY if a student is in "good standing" in the course. Minimum standards for good standing to be eligible to write a deferred final exam:

- a passing grade on the midterm exam **and**
- a mathematical possibility of achieving a passing grade in the course.

**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!) or discussed with the rest of the class on Brightspace. 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.

*Please note that all course-related emails should be considered formal communication, and written accordingly. Email must be to and from your Carleton account, as per Carleton rules.*

Please do not use email as a substitute for reading the syllabus or coming to office hours.

### **Important Information common to all courses:**

- 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.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- 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/>.

## NOTE REGARDING COURSE EXPECTATIONS, DIVERSITY, AND INCLUSION:

In this course, you are expected to learn from your texts, your teacher and from one another. But learning, as with understanding, begins with experience. Our class will be racially, culturally, generationally, and economically diverse; we will be of different gender identifications and sexual orientations. Our lived experiences and reactions to the course material may reflect this diversity. Sharing our perspectives on and interpretations of the course material will enhance everyone's learning experience: you are encouraged to debate and openly express any disagreements with the conclusions of the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself as a scholar (ground your arguments in reason rather than 'opinion') and in such a way that shows the utmost respect to others. Derogatory comments and hateful behaviour towards others will not be tolerated.

We also recognize the location of the Carleton campus on the traditional, unceded territories of the Algonquin nation. All members of the Carleton community have a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

In putting together the course outline and reading selections, I am guided by the work of Angela Davis, who is always worth quoting at length:

"In my mind, as long as capitalism persists in determining the future of this planet, Marxism will continue to be relevant — as critiques of existing political economies; as approaches to the philosophy of history that emphasize the impermanence of history, even as proponents of capitalism insist on representing it as the inalterable backdrop of the future; and especially a reminder of human agency and the possibility of revolutionary transformation... Those who value the Marxist tradition—and I certainly count myself among those who do—will also value critical engagements with Marxist theory based on new insights regarding the forces of history...

If we set out to examine the many ways in which capitalism and racism have been intertwined, from the eras of colonialism and slavery to the present... I think that we are not so much 'stretching Marxism' as we are continuing to build upon and critically engage with its insights... In both his works of philosophy and political economy, Marx always emphasized critique—and, of course, this became the primary approach of the Frankfurt School: critical theory... What I have always appreciated is the openness of Marx's work, its implicit invitation to push it in new directions...

[N]ew developments in global capitalism, including the increasing importance of women's labour—in manufacturing, as well as in reproductive and care labour, and especially in the global South—have pushed us to develop different categories and different methodological approaches. At a time when there is a great deal of dissatisfaction with capitalism, I think it is extremely important to expose students (either in institutionalized academic settings or in the context of movement-building education) to Marxist ideas, and especially to Marxist-inflected, anti-racist feminist approaches."

— Angela Y. Davis, to Brenna Bhandar and Rafael Ziadah, in *Revolutionary Feminisms* (Verso, 2020), pp. 205-6.

## 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: <https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### Accommodations

You may need special arrangements to meet your academic obligations during the term. Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website: <http://students.carleton.ca/course-outline>

For an accommodation request, the processes are as follows:

### Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC: <https://carleton.ca/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](mailto: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 October/November examinations is **October 1, 2026** and **November 15, 2026** for December examinations.

### 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](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### 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](http://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 where 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](http://www.carleton.ca/sexual-violence-support)

### Accommodation 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 must 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>

### Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

**Carleton resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

**Off campus resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

**Plagiarism**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. It also includes all computer- and AI-generated content. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, ChatGPT, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else or by an algorithm or AI;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else or an AI, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotation marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course, a requirement to complete a remediation process, academic suspension, or other more severe penalties.

**Generative Artificial "Intelligence" Tools**

Unless explicitly permitted [which, in this course, it is not], any use of generative "AI" tools or other LLMs to produce assessed content is considered a violation of academic integrity standards.

**Pandemic Measures**

It is important to remember that the virus that causes Covid-19 is still widespread in Ottawa, with others (such as Highly Pathogenic Avian Influenza) potentially on the horizon. The situation can change at any time and the risks of new variants and outbreaks are real. There are a number of actions you can take to lower your risk and the risk you pose to those around you, including keeping your vaccines up to date, wearing a mask, staying home when you’re sick, washing your hands, and maintaining proper respiratory and cough etiquette.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety, which may change from time to time. If you are requested by the University to take specific precautionary measures such as wearing a mask or getting vaccinated, know that it is both to protect yourself and in order to show care for and solidarity with others, including your immunocompromised peers and the not-yet-fully-vaccinated children of your fellow students and teaching staff. For the most recent information about Carleton’s pandemic response and health and safety requirements please see the University's Health and Safety website.

## Fall 2026 Dates and Deadlines *(the relevant ones, anyway)*

|                                                       |                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September 2                                           | Deadline for course outlines to be made available to students for Early Fall, Full Fall and Fall/Winter courses                                                                                                                                                                                  |
| September 8                                           | All new students are expected to be on campus. Various academic preparation activities will be held.                                                                                                                                                                                             |
| September 22                                          | Last day for registration and course changes for full-term courses such as this one.                                                                                                                                                                                                             |
| September 30                                          | Last day to withdraw from full-term courses such as this one with a full fee adjustment.                                                                                                                                                                                                         |
| October 1                                             | Last day to request formal examination accommodations from the Paul Menton Centre for the midterm.                                                                                                                                                                                               |
| October 9                                             | December examination schedule available online.                                                                                                                                                                                                                                                  |
| October 26-30                                         | Fall Break: No classes will take place.                                                                                                                                                                                                                                                          |
| November 15                                           | Last day for academic withdrawal from full fall courses such as this one.<br><br>Last day to request formal examination accommodations from the Paul Menton Centre for the final exam. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines. |
| November 30                                           | Last day for receipt of applications from potential winter (February) graduates.                                                                                                                                                                                                                 |
| December 11                                           | Fall term ends.<br><br>Last day that can be specified by an instructor as a due date for term work for full-term classes such as this one.                                                                                                                                                       |
| December 12-23                                        | Final examinations in Full Fall and Late Fall courses and mid-term examinations in Fall/Winter courses will be held. Examinations are normally held all seven days of the week.                                                                                                                  |
| December 23                                           | All final take-home examinations are due on this day                                                                                                                                                                                                                                             |
| December 24 at noon through January 1, 2027 inclusive | University closed.                                                                                                                                                                                                                                                                               |

## COURSE MEETINGS AND LECTURE TOPICS

September 9

### **Introduction: Critical and cultural theory: the Marxian tradition of sociology**

**Camfield**, chapters 1-3

**Karl Marx**, "Theses on Feuerbach," in Tucker (ed.), [The Marx-Engels Reader](#), pp. 143-145.

*Suggestions for further reading:*

Karl Marx, selections from the Tucker edition ([The Marx-Engels Reader](#), 2nd ed.):

"Economic and Philosophic Manuscripts" pp. 66, 70-93.

"Alienation and Social Classes", pp. 133-135.

*The German Ideology*, pp. 146-163

"Wage Labour and Capital", pp. 203-217

*Capital* vol. I, pp. 302-336, 361-364.

"Manifesto of the Communist Party," pp. 469-500.

*The Civil War in France*, pp. 629-652.

Herbert Marcuse, "A Note on Dialectic," preface to [Reason and Revolution: Hegel and the Rise of Social Theory](#) (Beacon, 1960), pp. vii-xvi.

Rosa Luxemburg, "Stagnation and Progress of Marxism," in [Rosa Luxemburg Speaks](#) (Pathfinder, 1970 [1903]), pp. 106-111.

Stuart Hall, "The 'Political' and the 'Economic' in Marx's Theory of Classes," ch. 3 of [Selected Writings on Marxism](#) (Duke, 2021)

Philip Abrams, "The Transition to industrialism: class formation and class struggle", ch. 3 of [Historical Sociology](#) (Cornell, 1982)

MC Howard and JE King, "The sociological method of Marx's economics," ch. 2 of [The Political Economy of Marx](#) (Longman, 1975)

Terry Eagleton, [Why Marx Was Right](#) (Yale, 2011).

September 16

### **Historical materialism, relationality, and determinism**

**Raymond Williams**, "Base and Superstructure," "Determination," and "Productive Forces," in [Marxism and Literature](#) (Oxford, 1977), pp. 75-94.

**Camfield**, chapters 5-6.

*For further reading:*

Camfield, chapter 4.

Rosa Luxemburg, "The Mass Strike, the Political Party, and the Trade Unions", in [Selected Political Writings](#) (MR Press, 1971 [1906]), pp. 223-270.

V.I. Lenin, "State and Revolution", in [Marx-Engels-Marxism](#) (Foreign Languages Publishing House, 1953 [1917]).

Michael Burawoy, "For a Sociological Marxism: The Complementary Convergence of Antonio Gramsci and Karl Polanyi," *Politics & Society* 31:2 (2003), 193-261.

September 23

### **Critical theory and fascism**

**Theodor Adorno and Max Horkheimer**, "The Culture Industry: Enlightenment as Mass Deception," from [The Dialectic of Enlightenment](#) (Stanford, 2002 [1944]), 95-136.

**Herbert Marcuse**, "Some Social Implications of Modern Technology," in [The Essential Frankfurt School Reader](#) (New York: Continuum, 1994), 138-162.

*For further reading:*

Walter Benjamin, "Theses on the Philosophy of History", in [Selected Writings vol. 4](#) (Harvard, 2003)

Herbert Marcuse and Martin Heidegger, "A Dialogue in Letters," 1947-1948 (5pp)

Theodor Adorno, [The Culture Industry: Selected Essays on Mass Culture](#) (Routledge, 1991)

Theodor Adorno, Introduction to the Sociology of Music (Continuum, 1976 [1962])  
 Walter Benjamin, "The Work of Art in the Age of Mechanical Reproduction," in Illuminations (Harcourt, 1968 [1936])  
 Clara Zetkin, Fighting Fascism: How to Fight and How to Win (Haymarket, 2017 [1923])  
 Herbert Marcuse, "33 Theses on Fascism"  
 Franz Neumann, Behemoth: The Structure and Practice of National Socialism, 1933-1944 (Ivan Dee, 2009 [1942])  
 Erich Fromm, Escape From Freedom (Avon, 1965 [1941])  
 Georg Lukács, The Destruction of Reason (Merlin, 1980 [1962])

**September 30**

## **National Day of Truth and Reconciliation**

*no lecture - attend a relevant event or read ahead (see Nov 18, Dec 2).*

**October 7**

## **Culture, Ideology, and Politics**

**Stuart Hall**, "Cultural Studies and its Theoretical Legacies," in D. Morley and K.H. Chen, eds., Stuart Hall: Critical Dialogues in Cultural Studies (New York: Routledge, 1992), 261-274.  
**Stuart Hall**, "The Neo-Liberal Revolution", *Cultural Studies* 25:6 (2011), pp. 705-728.  
**Raymond Williams**, "Hegemony," in Marxism and Literature, 108-114.  
**Laurie Adkin**, "Hegemony & Counterhegemony," in Showing Theory to Know Theory, pp. 216-223 (<http://showingtheory.net>)

*For further reading:*

Stuart Hall, "Notes on Deconstructing 'the Popular'", in *People's History and Socialist Theory*, ed. Raphael Samuel (Routledge, 1981), pp. 315-349.  
 Antonio Gramsci, "Hegemony, Relations of Force, Historical Bloc," in Forgacs, ed., The Antonio Gramsci Reader: Selected Writings 1916-1935 (NYU Press, 2000), pp. 189-221.  
 —, selections on the "war of position" and "war of manoeuvre", pp. 225-230.  
 David Forgacs, "National-Popular: Genealogy of a Concept," in During, ed., The Cultural Studies Reader (Routledge, 1993), 178-190.  
 Stuart Hall, "Gramsci's Relevance for the Study of Race and Ethnicity," *Journal of Communication Inquiry* 10:2 (1986), 5-27.  
 Carolyn Kay Steedman, Landscape for a Good Woman (Rutgers, 1986)  
 Paul Willis, Learning to Labor: How Working Class Kids Get Working Class Jobs (Columbia, 1977)  
 Any of the "Stencilled Occasional Papers" of the CCCS:  
<https://www.birmingham.ac.uk/schools/historycultures/departments/history/research/projects/cccs/publications/stencilled-occasional-papers.aspx>  
 Dick Hebdige, Subculture: The Meaning of Style (Routledge, 1988 [1979])  
 Paul Gilroy, The Black Atlantic: Modernity and Double Consciousness (Harvard, 1993)  
 Any of the issues of *Marxism Today* from 1977-1991

**October 14**

## **Class, race, and identities**

**Camfield**, chapters 7 and 12.  
**Taylor**, Forward (pp. xiii-xv), "Introduction" and Chapter 1 (pp. 1-50). *Skim chs. 2-5.*

*For further reading:*

Cheryl Harris, "Whiteness as Property," *Harvard Law Review* 106:8 (1993), pp. 1709-1791  
 Himani Bannerji, "The Passion of Naming: Identity, Difference, and the Politics of Class," ch. 1 of Thinking Through: Essays on Feminism, Marxism, and Anti-Racism (Women's Press, 1995), pp. 17-40.  
 Also "Introducing Racism: Notes Towards an Anti-Racist Feminism," pp. 41-54.  
 Asad Haider, Mistaken Identity: Race and Class in the Age of Trump (Verso, 2018)  
 Karen Fields and Barbara Fields, Racecraft: The Soul of Inequality in American Life (Verso, 2012)  
 Angela Y. Davis, "Recognizing Racism in the Era of Neoliberalism," in The Meaning of Freedom (City Lights, 2012), pp. 165-177.

David Camfield, "Re-Orienting Class Analysis: Working Classes as Historical Formations," *Science and Society* 68:4 (2004-2005), pp. 421-446.

David Roediger, *The Wages of Whiteness: Race and the Making of the American Working Class* (Verso, 1991).

Alan Hunt, ed., *Class and Class Structure* (Lawrence & Wishart, 1977), especially Stuart Hall, "The 'Political' and the 'Economic' in Marx's Theory of Classes", Nicos Poulantzas, "The New Petty Bourgeoisie," Paul Hirst, "Economic Classes and Politics," and Jean Gardiner, "Women in the Labour Process and Class Structure"

E.P. Thompson, *The Making of the English Working Class* (Vintage, 1963)

Ron Ramdin, *The Making of the Black Working Class in Britain* (Verso, 2017 [1987])

Mike Davis, *Prisoners of the American Dream* (Verso, 1986)

Erik Olin Wright, "From Grand Paradigm Battles to Pragmatist Realism: Towards an Integrated Class Analysis", in *Understanding Class* (Verso, 2015), pp. 1-18.

Robin D.G. Kelley, *Race Rebels: Culture, Politics, and the Black Working Class* (Free Press, 1994)

David McNally, *Blood and Money: War, Slavery, Finance, and Empire* (Haymarket, 2020)

Howard Adams, *Prison of Grass: Canada From a Native Point of View*, revised edition (Fifth House, 1989)

Moishe Postone, "Anti-Semitism and National Socialism: Notes on the German Reaction to the Holocaust," *New German Critique* 19 (1980): 97-115.

Abigail B. Bakan and Yasmeen Abu-Laban, "Antisemitism as Anti-Jewish Racism: Reflections on an Anti-Racist Analytic," *Historical Materialism* 32:1 (2024): 225-266.

**October 21**

## **Social reproduction and intersectionality**

**Camfield**, chapters 10-11.

**Tithi Bhattacharya**, "How Not to Skip Class: Social Reproduction of Labor and the Global Working Class," in Bhattacharya, ed., *Social Reproduction Theory: Remapping Class, Recentering Oppression* (Pluto, 2017), pp. 68-93.

**Taylor**, chapters 6-8 (pp. 153-237) - begin

*For further reading:*

Camfield, chapter 8.

Sue Ferguson and David McNally, "Social Reproduction Beyond Intersectionality: An Interview", *Viewpoint* vol. 5 (2015): <https://www.viewpointmag.com/2015/10/31/social-reproduction-beyond-intersectionality-an-interview-with-sue-ferguson-and-david-mcnally/>

Sue Ferguson, "Intersectionality and Social-Reproduction Feminisms: Toward an Integrative Ontology," *Historical Materialism* 24:2 (2016), pp. 38-60.

David McNally, "Intersections and Dialectics: Critical Reconstructions in Social Reproduction Theory," in *Social Reproduction Theory*, pp. 94-111.

Stuart Hall, "Who Needs Identity?" in *Questions of Cultural Identity*, ed. Stuart Hall and Paul du Gay (London: Sage, 1996), 1-17.

Dorothy Smith, "Women's Experience as a Radical Critique of Sociology," *Sociological Inquiry* 44:1 (1974), 7-13

**October 28**

*Reading week – no class*

**November 4**

## **MIDTERM EXAM (in class)**

**November 11**

## **Social movements and social change**

**Camfield**, chapters 13-16.

**Taylor**, chapters 6-8 - complete reading.

**David McNally**, "'Unity of the Diverse': Working-Class Formations and Popular Uprisings from Cochabamba to Cairo," in Barker, et al, *Marxism and Social Movements* (Haymarket, 2013), 401-423.

*For further reading:*

Robin D.G. Kelley, "This Battlefield Called Life: Black Feminist Dreams," in *Freedom Dreams: The Black*

[Radical Imagination](#) (Beacon, 2003), pp. 135-156.  
 Walter Rodney, [Decolonial Marxism: Essays from the Pan-African Revolution](#) (Verso, 2022)  
 Laurie Adkin, "Political Ecology and Counter-Hegemonic Politics," in Carol & Sarker, eds.,  
[A World to Win](#) (ARP, 2016), pp. 93-110.  
 Michael Bueckert, "Solidarity with Whom? Occupy Wall Street and Responsibility to the Other(s)", pp.  
 327-341 in [A World to Win](#)  
 Sheila Rowbotham, [Women, Resistance, and Revolution: A History of Women and Revolution in the  
 Modern World](#) (Vintage, 1974)  
 Herbert Marcuse and Franz Neumann, "Theories of Social Change" [1940s—ask the professor for a  
 copy]  
 Gabriel Hetland and Jeff Goodwin, "The Strange Disappearance of Capitalism from Social Movement  
 Studies", in Barker et al, eds., [Marxism and Social Movements](#) (Haymarket, 2014), pp. 83-102.  
 John Krinsky, "Marxism and the Politics of Possibility: Beyond Academic Boundaries", in [Marxism and  
 Social Movements](#), pp. 103-121.  
 Beverly Silver, [Forces of Labor: Workers' Movements and Globalization since 1870](#) (Cambridge, 2003)  
 David McNally, [Another World is Possible: Globalization and Anti-Capitalism](#), 2<sup>nd</sup> ed.  
 Alan Sears, [The Next New Left: A History of the Future](#)

November 18

## Primitive accumulation and settler colonialism

**Karl Marx**, "The Secret of Primitive Accumulation" and "The Modern Theory of  
 Colonization", in [Capital](#), vol. 1 (Vintage or Penguin, 1977 [1867]), pp. 873-876  
 and 931-941.  
**Justin Paulson and Julie Tomiak**, "Original and Ongoing Disposessions: Settler  
 Capitalism and Indigenous Resistance in British Columbia", *Journal of  
 Historical Sociology* 2022: 1-16.

*For further reading:*

Marx, the other chapters making up part VIII of [Capital](#) (pp. 876-930).  
 Roxanne Dunbar-Ortiz, "Introduction" to [An Indigenous Peoples' History of the United States](#) (Beacon,  
 2014), pp. 1-14 (especially pp. 4-9.)  
 Robin D.G. Kelley, "The Rest of Us: Rethinking Settler and Native," *American Quarterly* 69:2 (2017),  
 267-276.  
 Walter Rodney, [How Europe Underdeveloped Africa](#) (Verso, 2018 [1972])  
 Shiri Pasternak & Tia Dafnos, "How does a settler state secure the circuitry of capital?" *Environment and  
 Planning D: Society and Space* (2017), 1-19.  
 Frantz Fanon, "The So-Called Dependency Complex of Colonized Peoples", in [Black Skin, White Masks](#)  
 (Grove, 1967 [1952]), pp. 83-108.  
 Kevin Anderson, "Marx's Late writings on Non-Western and Precapitalist Societies and Gender",  
[Rethinking Marxism](#) 14:4 (2006), 84-96.  
 Gerald Horne, [The Apocalypse of Settler Colonialism: The Roots of Slavery, White Supremacy, and  
 Capitalism in Seventeenth-Century North America and the Caribbean](#) (MR Press, 2018).  
 Rebecca Jane Hall, "Divide and Conquer: Privatizing Indigenous Land Ownership as Capital  
 Accumulation", *Studies in Political Economy* 96 (2015), 23-45.  
 George Ciccariello-Maher, [Decolonizing Dialectics](#) (Duke, 2017)

November 25

## Resource extraction and climate change

**Camfield**, chapter 9.  
**John Bellamy Foster, Brett Clark, and Richard York**, "Why Ecological  
 Revolution?", ch. 18 of [The Ecological Rift: Capitalism's War on the Earth](#)  
 (Monthly Review, 2010), pp. 423-442.  
**Kanahus Manuel and Shiri Pasternak**, "We Own It, So Let's Kill It: What to Do  
 About Kinder Morgan in an Era of Reconciliation" (Yellowhead Institute Brief)  
<https://yellowheadinstitute.org/wp-content/uploads/2018/07/we-own-it-so-lets-kill-it-yi-brief.pdf>

*For further reading:*

- Andreas Malm, [Fossil Capital: The Rise of Steam Power and the Roots of Global Warming](#) (Verso, 2016)
- , [The Destruction of Palestine is the Destruction of the Earth](#) (Verso, 2025)
- David Camfield, [Future on Fire: Capitalism and the Politics of Climate Change](#) (Fernwood, 2023)
- Michael Löwy, [Ecosocialism: A Radical Alternative to Capitalist Catastrophe](#) (Haymarket, 2015)
- Heather Rogers, [Green Gone Wrong: Dispatches from the front lines of eco-capitalism](#) (Verso, 2010)  
(or, "Garbage capitalism's green commerce," *Socialist Register 2007*, pp. 231-250.)
- Eriel Deranger, "The Green New Deal in Canada: Challenges for Indigenous Participation" (Yellowhead Institute Brief): <https://yellowheadinstitute.org/wp-content/uploads/2019/07/green-new-deal-yellowhead-brief.pdf>
- Fred Magdoff & John Bellamy Foster, [What Every Environmentalist Needs to Know About Capitalism: A Citizen's Guide to Capitalism and the Environment](#) (MR Press, 2011)
- Ian Angus, [Facing the Anthropocene: Fossil Capitalism and the Crisis of the Earth System](#) (MR, 2016)

## December 2

### Using theory to understand current issues in Canada (I): Indigenous resurgence (Guest lecture)

- Glen Sean Coulthard**, [Red Skin, White Masks: Rejecting the Colonial Politics of Recognition](#) (Minnesota, 2014), Introduction ("Subjects of Empire"), pp. 1-24. and Conclusion ("Lessons from Idle No More"), pp. 151-180.
- Leanne Betasamosake Simpson**, "Nishnaabeg Anticapitalism", in [As We Have Always Done: Indigenous Freedom through Radical Resistance](#) (U Minn, 2017), pp. 55-70.

Additional material TBA.

*For further reading:*

- Elaine Coburn and Cliff (Kam'ayaam/Chachim'multhnii) Atleo, "Not Just Another Social Movement: Indigenous Resistance and Resurgence", in Carroll & Sarker, eds., [A World to Win: Contemporary Social Movements & Counter-Hegemony](#) (ARP, 2016), pp. 176-194.
- Robyn Maynard and Leanne Betasamosake Simpson, [Rehearsals for Living](#) (Knopf, 2022)
- Coulthard, chapter 1 of [Red Skin, White Masks](#), "The Politics of Recognition in Colonial Contexts"
- [Final Report of the Truth and Reconciliation Commission of Canada, Volume 1: Summary](#) (Lorimer, 2015)
- Howard Adams, [Prison of Grass: Canada from a Native Point of View](#) (Fifth House: 1989), especially part 4, "Towards Liberation" (chs. 14-16).

## December 9

### Using theory to understand current issues in Canada (II): rightwing populism

- Neil Davidson**, "Right-wing Social Movements: The Political Indeterminacy of Mass Mobilization," in Barker et al, [Marxism and Social Movements](#) (Haymarket, 2013), pp. 277-297.
- Stuart Hall**, "The Great Moving Right Show", *Marxism Today* (January 1979), pp. 14-20.
- The Zetkin Collective**, [The Great Driving Right Show: Cars, Crisis, and the Rise of Fossil Fascism](#)

*For further reading:*

- Angela Wright, "Recent displays of white supremacy are not an anomaly", CBC News (Opinion), August 20 2017. Online: <http://www.cbc.ca/news/opinion/white-supremacy-charlottesville-1.4254297>
- Robin D.G. Kelley, "After Trump", *Boston Review* (Nov 15, 2016)
- Federico Finchelstein, [From Fascism to Populism in History](#) (UC Press, 2017)
- Enzo Traverso, [The New Faces of Fascism: Populism and the Far Right](#) (Verso, 2019)
- Kirsten Kozolanka, [The Power of Persuasion: The Politics of the New Right in Ontario](#) (Black Rose, 2007)
- Ernesto Laclau, [On Populist Reason](#) (Verso, 2005)