Syllabus - SOC 335 Fall 2018
Lec A1

THEMES IN CONTEMPORARY SOCIAL THEORY:
POWER AND SUBJECTIVITY

Time: Mondays and Wednesdays 2:00-3:20pm
Location: T BW 2

Instructor: Dr. Robyn Lee
Email: robyn5@ualberta.ca
Office: Tory 6-9
Office Hours: by appointment

TA: Nicole Hill  nsh@ualberta.ca

Prerequisite:
SOC 212 or consent of the instructor. Not open to students with credit in SOC 332, 333, or 334.

Course Description:

How are we formed as individuals? What freedom or agency do we have in determining who we are and how we act? How is knowledge – of ourselves and of the world we live in - enmeshed in relations of power?

This course will investigate these questions through an examination of the relationship between power and subjectivity. We will explore how power operates through various processes including morality, culture, punishment and surveillance, racialization, colonization, the regulation of sexuality, gender, and our relationships with other species. In doing so, we will examine how relations of power result in both forms of oppression and possibilities for resistance and transformation.

In this course we will explore key theorists and debates on power and subjectivity in order to gain the tools to think critically about contemporary society. Students will identify basic frameworks and concepts of social theories and apply them to contemporary social processes and current events. The course will also encourage students to think conceptually and to improve their skills in critical analysis and oral and written communication.
Learning Outcomes:

Upon completion of the course students should be able to:

1. Develop skills in close reading and critical analysis of major texts in social theory
2. Comprehend key concepts in contemporary social theory including morality and culture, the regulation of bodies, race and colonialism, feminist theory, and technology
3. Explore how contemporary social issues reflect and challenge developments in social theory
4. Examine evolving relationships between power and subjectivity through a variety of theoretical lenses

Important Dates:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Classes Begin</td>
<td>September 4</td>
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<tr>
<td>Course Drop and Add (on Bear Tracks)</td>
<td>September 17</td>
</tr>
<tr>
<td>Course Withdrawal Deadline (50% refund)</td>
<td>October 4</td>
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<tr>
<td>Thanksgiving (University closed)</td>
<td>October 8</td>
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<tr>
<td>Remembrance Day (University closed)</td>
<td>November 11</td>
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<tr>
<td>Reading Week (No classes)</td>
<td>November 13-16</td>
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<tr>
<td>Course Withdrawal Deadline (No fee refund)</td>
<td>November 30</td>
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<tr>
<td>Classes End</td>
<td>December 7</td>
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Required Readings:

Sigmund Freud, *Civilization and Its Discontents*
Donna Haraway, *Companion Species Manifesto*

Additional required readings are available as a course pack, on reserve in the library, and online in eClass
Evaluation:

Detailed assignment handouts will be posted on eClass

30% First essay  Be Your Own Film Critic  (4-6 pages double spaced)
   Due October 22
   In class we will watch Alfred Hitchcock’s film Rope. Your essay will discuss the film in relation to one of the theorists we will explore in this class. Detailed essay requirements will be posted on eClass.

30% Second essay  Theorizing Social Issues  (4-6 pages double spaced)
   Due November 26
   In class we will discuss a number of contemporary social issues. In this assignment, you will choose one of these issues and discuss it in relation to one of the theorists we will read. Detailed essay requirements will be posted on eClass.

30% Final take home assignment
   Due December 12
   Reading comprehension and essay question format. The assignment is cumulative, covering content drawn from the entire course. Sample questions will be discussed in class and/or will be made available on eClass.

10% Participation
   Based on attendance and completion of in-class activities
   Examples: peer teaching, exercises in textual analysis/reading comprehension and writing thesis statements
   You will need to be present in class in order to complete the activities and receive credit for completing them. These activities will require you to have completed the assigned course readings and are designed to prepare you for your assignments and exam.
COURSE SCHEDULE

September 5 Introduction to the Course

MORALITY AND CULTURE

Friedrich Nietzsche *On the Genealogy of Morals* (1887)
September 10 Preface, pp. 15-23
September 12 First Essay: Good and Evil, Good and Bad, pp. 24-56

Sigmund Freud *Civilization and Its Discontents* (1929)
September 17 chapters I-IV
September 19 chapters V-VIII

Theodor W. Adorno and Max Horkheimer *The Dialectic of Enlightenment* (1944)
September 24 The Culture Industry: Enlightenment as Mass Deception, pp. 120-167
September 26 The Culture Industry (continued)

October 1 Walter Benjamin *The Work of Art in the Age of Mechanical Reproduction* (1936), pp. 217-251

DISCIPLINE, POWER, KNOWLEDGE

October 3 Michel Foucault *History of Sexuality: Volume 1* (1976)
We ‘Other Victorians’, pp. 3-13; The Incitement to Discourse, pp. 17-35

October 8 – Thanksgiving – No Class

October 10 Michel Foucault *History of Sexuality: Volume 1*
Scientia Sexualis, pp. 51-74

October 15 Michel Foucault *Discipline and Punish* (1975)
The Body of the Condemned, pp. 3-31

October 17
Michel Foucault *Discipline and Punish*, “Panopticism” pp. 195-228
COLONIALISM

October 22 First Essay due
Edward Said Orientalism (1978)
Introduction, pp. 1-28

October 24 Edward Said Orientalism
Knowing the Oriental, pp. 31-49

October 29 Frantz Fanon The Wretched of the Earth (1961)
On Violence, pp. 1-52

October 31 Fanon On Violence (continued)

November 5 Glen Coulthard Red Skin, White Masks: Rejecting the Colonial Politics of Recognition (2014)
Seeing Red: Reconciliation and Resentment, pp. 105-129

November 7 Coulthard Red Skin, White Masks
Lessons from Idle No More: The Future of Indigenous Activism, pp. 151-179

November 12 and 14 – Reading Week – No Class

GENDER

The Politics of Black Feminist Thought, pp. 3-23

November 21 Patricia Hill Collins Black Feminist Thought
Distinguishing Features of Black Feminist Thought, pp. 24-48

November 26 Second Essay due
Judith Butler Gender Trouble (1990) Subjects of Sex/Gender/Desire, pp. 1-46

November 28
Judith Butler, Conclusion: from parody to politics, pp. 183-203

MULTISPECIES RELATIONS

December 3
Donna Haraway Companion Species Manifesto (2003), pp. 1-32

December 5 Donna Haraway continued, pp. 33-65
Final Class - Review
Sociology Department Undergraduate Grading Scale

<table>
<thead>
<tr>
<th>Letter</th>
<th>Numerical Grade</th>
<th>GPA</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>90+</td>
<td>4.0</td>
<td>Exceptional work and achievement</td>
</tr>
<tr>
<td>A</td>
<td>86–89</td>
<td>4.0</td>
<td>Excellent and displays high comprehension of material</td>
</tr>
<tr>
<td>A-</td>
<td>82–85</td>
<td>3.7</td>
<td>Great work with good comprehension of material</td>
</tr>
<tr>
<td>B+</td>
<td>78–81</td>
<td>3.3</td>
<td>Good and better than average comprehension</td>
</tr>
<tr>
<td>B</td>
<td>74–77</td>
<td>3.0</td>
<td>Solid understanding of course material</td>
</tr>
<tr>
<td>B-</td>
<td>70–73</td>
<td>2.7</td>
<td>Satisfactory to good performance</td>
</tr>
<tr>
<td>C+</td>
<td>66–69</td>
<td>2.3</td>
<td>Satisfactory work</td>
</tr>
<tr>
<td>C</td>
<td>62–65</td>
<td>2.0</td>
<td>Slightly exceeds minimum requirements</td>
</tr>
<tr>
<td>C-</td>
<td>58–61</td>
<td>1.7</td>
<td>Meets minimum requirements</td>
</tr>
<tr>
<td>D+</td>
<td>54–57</td>
<td>1.3</td>
<td>Poor engagement with course material</td>
</tr>
<tr>
<td>D</td>
<td>50–53</td>
<td>1.0</td>
<td>Barely acceptable work</td>
</tr>
<tr>
<td>F</td>
<td>0–49</td>
<td>0.0</td>
<td>Unacceptable engagement with course material</td>
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Policy for Late Assignments
Late papers and final exams will be marked down 5% percent for each day past the deadline, and will not be accepted after one week past the deadline. Please contact me in advance if you will have difficulty meeting a deadline for health or personal reasons.

Required Notes
“Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar.”

Academic Integrity
“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at:www.governance.ualberta.ca) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

All students should consult the Academic Integrity website. If you have any questions, ask your instructor.

Learning and working environment
The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:
• Discuss the matter with the person whose behaviour is causing concern; or
• If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.
For additional advice or assistance regarding this policy you may contact the Office of the Student Ombuds. Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL.

Audio or Video Recording
“Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the Instructor or as a part of an approved accommodation plan. Student or Instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).”

Territorial Statement:
“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (from the beginning of the Calendar).

Resources for Students
The best all-purpose website for student services on campus is here: https://www.ualberta.ca/current-students.

Note: The Student Success Centre has changed its name. It is now the Academic Success Centre. Student Accessibility Services is now called Accessibility Resources.

Attendance, Absences, and Missed Grade Components
Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult the Calendar regarding Attendance and Examinations sections of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

In this course, attendance and participation is graded based on completion of ongoing in-class assignments.

Accessibility Resources
If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Accessibility Resources, contact their office immediately (1-80 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381).