COURSE CONTENT

This course explores how historical sociology - social science that is historically grounded and theoretically informed - is attempted successfully; that is, how a certain branch of the discipline of sociology approaches any area of today's social world and explains its present nature, structural dynamic, and trends to the future based on a reading of the past that is informed by a philosophy of history, a theoretical framework that connects the past, the present, and the future. There are many schools of thought and research in this field, from those established by the founding fathers of sociology - Marx & Weber in particular - to those attempted in the 20th century: Charles Tilly, Perry Anderson, Marc Bloch, Karl Polany, Reinhard Bendix, E.P. Thompson, Immanuel Wallerstein, Giovanni Arrighi, Samir Amin, and André Gunder Frank, to mention the most prominent. Each had or has a theoretical vision, a subject matter, a unit of analysis, and a methodology. We may have a full course on each of them! But, alas, we can't, we must choose one for this ten-week course.
I've chosen the school founded by Immanuel Wallerstein in the late 1970s known as "the world-systems perspective", which has become one of the principal, most insightful and influential schools of historical social science today. We will first briefly study his classic summary describing historical capitalism, a succinct anatomy of capitalism over the past five hundred years, considering the ways it has changed and evolved and what has remained constant, and leading us to his understanding of the nature and direction of today's economic, political, and social problems. In the next book, edited by Wallerstein too, prominent scholars from around the world debate two major themes, from their angle of vision: the past and future of the capitalist world-economy, and the ways in which the capitalist economy shapes Western research, the academy, and broader knowledge structures - that is, how the structures of knowledge in the modern world-system are, in fact, part and parcel of the world-system itself, and how it affects, and in turn is affected, by it. We continue in this vein of connecting our structures of knowledge with the social world we live in in the last book, edited by Robert Lee, a disciple of Wallerstein and successor director of Wallerstein's Fernand Braudel Center for the Study of Economies, Historical Systems, and Civilizations, located in Binghamton, New York. The anthology is the most up-to-date response to Braudel's call, made fifty years ago, for the social sciences to overcome their disciplinary isolation from one another.

Students will be asked, as their final research project, to explore fully another school of historical social science, and compare it theoretically, methodologically, and in terms of the unit of analysis and prognosis for the future, to Wallerstein's.

**COURSE STRUCTURE**

*Class Sessions and Blackboard Activities:* The course will be run as a hybrid course, meaning mostly reading and writing online but also attending bi-weekly class sessions at College of the Canyon, on every other Monday (3/30, 4/13, 4/27, 5/11, and 6/1) from 5:00 to 9:00 pm in room UCEN 206. Attendance on these dates and times are required (unexcused absences, tardiness, and leaving early will be penalized). Besides these five, 4-hour class sessions, students should plan to spend a couple of hours a day reading, writing, and doing research for this course.

Students will use CSUB's Blackboard for all their online activities. To gain access to the CSUB BlackBoard site click and bookmark the following URL address:

https://bb.csub.edu/

Since you'll be accessing Blackboard from an off campus computer, make sure your browser is properly configured (click on Blackboard support links and read how you can ensure your browser is properly configured).

You will need to know your **UserID** and **password**. Login to Blackboard using your "myCSUB" Net ID and Password. If you don't know your UserID or password, contact the Student Help Desk at (661) 654-2307 or call Extended University at (661) 654-2441 during office hours.
**Reading Assessments:** Students must submit on Blackboard, in Word format, a critical thinking assessment of each assigned reading in this course. They are due on the Sunday in the week they were assigned (as chapter or article, see schedule below), before midnight.

Reading assessments should be at least two pages long double-spaced in font 12 with 1-inch margins. Please name each reading assessment with your last name and date, with "a", "b", "c" pegged to the date, e.g. "Smith 4-15-13a.docx"), or, if you run into trouble attaching it for some reason, just copy/pasted it into the text field in the appropriate reading assessment link in Blackboard (in the latter case, do not worry about any formatting problem that arises, it does not matter if it does not "look clean"). Save everything!

**CONTENT:** These assessments must **not** summarize or merely describe the readings, but must **critically respond** to them: express what the **you think** about them; identify the areas of **strong agreement and disagreement** with the author, explaining why you do, as well as the areas or topics you find **most interesting to discuss**, or anything in particular that **impressed you greatly**, caused you **confusion** or **surprise**. Whatever you choose to write, you should **explain** your specific analytical or factual reasons for doing so. The reading assessment cannot and should not cover **every** issue found in the assigned reading; you must be **selective** and demonstrate **judgment** in the choices of topics you make to analyze (by the way, early topics are always suspect!). A very **bad** assessment will reveal the student read very little or very superficially, just to "do" the assignment (it's called "just going through the motion"). A **good** assessment will demonstrate the student really read the material and did a serious effort to select and critically grapple with some of the main issues raised. At the end of each reading assessment, students should always write at least one pertinent question for possible class discussion.

Reading Assessments will be graded for **organization, clarity, analytical depth & factual accuracy, length & breath, and, most importantly, critical thinking**.

**Research Papers:** A research paper will be the culminating activity for the course. It needs to be submitted in electronic form (attached as a Word file) in Blackboard, and printed and brought to the last session of the course on June 1, though students may begin to submit their papers to Blackboard before that.

Each paper should explore fully another school of historical social science than Wallerstein's (see the syllabus Content Section for a few major scholars to choose from), and compare it theoretically, methodologically, and in terms of the unit of analysis and prognosis for the future, to Wallerstein's school of thought.

Papers should include a title page and an abstract, then between 7 and 10 pages of full text (excluding the bibliography), a bibliography, and finally any appendix for charts, maps,
and figures to be included. The text should be double-lined, except for paragraph-long quotes, which should be indented and single-lined. Page margins should be 1 inch all around, and the font size 12. Cite all quotes like this (Smith, 2003: 126).

Papers will be graded for length; clarity of language and paper organization; quality & accuracy of analysis & critical thinking; quality & choices of actual quotes; quality & choices of bibliographical sources, and quality & relevance of assembled data.

Plagiarism: To prevent students from wittingly or unwittingly engaging in plagiarism, Dr. Santos strongly recommends students create a TurnItIn account to check for possible plagiarism prior to submitting their research papers, and to carefully read and abide by the document CSUB Classifications of Plagiarism found at: http://www.csub.edu/tlc/options/resources/turn_it_in_help_page.shtml

Anyone found guilty of engaging in plagiarism will automatically fail the course and be reported to the Office of Student Discipline and Judicial Affairs for further disciplinary action.

Grading: The research paper is worth 40 % of the final grade. The reading assessments are worth, all together, 60 %. Also: Perfect attendance - no unexcused absences, tardiness, or early departures - will be rewarded with 5 extra points; un-excused absences and tardiness/leaving early will be penalized with five and two points off per instance, respectively. The final letter grade will be assigned, on a scale of 0 to 100, as follows:

- 94-100 = A
- 87-89 = B+
- 77-79 = C+
- 65-69 = D
- 90-93 = A-
- 84-86 = B
- 74-76 = C
- < 65 = F
- 80-83 = B-
- 70-73 = C-

E-Mail & Phone Communications with Dr. Santos & Ms. Muhm:

Apart from the five class sessions, students are encouraged to communicate with Dr. Santos & Ms. Muhm via email and telephone -- see above. Whenever you email, always sign off with your full name and please be brief and to the point - expect very brief replies, mostly from Ms. Muhm. You may request a phone appointment with either of us. If you leave a phone message, again please leave - clearly and slowly -your full name, time and day you called, and a number we can call you back (often students leave unintelligible numbers, too fast to recognize).
<table>
<thead>
<tr>
<th>Week</th>
<th>Reading Assignments Due by Sunday Midnight, uploaded in Word on Blackboard</th>
<th>Monday Class Sessions at COC (5:00-9:00pm)</th>
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| 1 March 30 - April 5 | **Wallerstein - Historical Capitalism**  
Introduction and 1. The Commodification of Everything: Production of Capital  
2. The Politics of Accumulation: Struggle for Benefits | 3/30/15  
Class Session # 1 |
| 2 April 6 - 12 | **Wallerstein - Historical Capitalism**  
3. Truth as Opiate: Rationality and Rationalization  
4. Conclusion: On Progress and Transitions  
5. A Balance Sheet  
6. Future Prospects | |
| 3 April 13 - 19 | **Wallerstein - Longue Durée**  
1. Globalism or apartheid on a global scale?  
2. Through the obstacle(s) and on to global socialism  
3. Europe: the asymptote of political integration  
4. Using, producing, and replacing life?  
5. Hegemony and antisystemic movements | 4/13/15  
Class Session # 2 |
| 4 April 20 - 26 | **Wallerstein - Longue Durée**  
6. Present systemic trends and antisystemic movements  
7. Proletarian internationalism: a long view and some speculations  
8. Commonality and divergence of world intellectual structures in the second millennium CE  
9. Africa and African studies  
10. A critique of lazy reason: against the waste of experience | |
| 5 April 27 - May 3 | **Wallerstein - Longue Durée**  
11. Continuing American provincialism and the rest of the world  
12. Does one represent reality or does one explain it?  
13. The scholarly mainstream and reality: a turning point?  
14. The north Atlantic universals | 4/27/15  
Class Session # 3 |
| 6 May 4 - 10 | **Lee - Longue Durée**  
1. Introduction  
2. The Order of Historical Time: The Longue Durée and Micro-History  
3. History and Geography: Braudel’s “Extreme Longue Durée” as Generics? | |
| 7 May 11 - 17 | **Lee - Longue Durée**  
5. The Semiproletarian Household over the Longue Durée of the Modern World-System  
6. In the Short Run Are We All Dead? A Political Ecology of the Development Climate | 5/11/15  
Class Session # 4 |
| 8 | May 18 - 24 | **Lee - Longue Durée**  
7. The Longue Durée and the Status of “Superstructures”  
8. Nomads and Kings: State Formation in Asia over the Longue Durée, 1250–1700 |
| 9 | May 25 - 31 | **Lee - Longue Durée**  
9. Long-Term Problems for the Longue Durée in the Social Sciences  
10. Journalism, History, and Eurocentrism: Longue Durée and the Immediate in Braudel and Wallerstein |
| 10 | June 1 | EACH STUDENT WILL BE PRESENTING AND DISCUSSING HIS/HER RESEARCH PAPERS TO THE CLASS |

6/1/15  
Class Session # 5  
Research Paper due printed on Monday, June 1 in class, and in Word on Blackboard