



# UNIVERSITY OF CALGARY

Winter 2022

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE:			
Course Number	SOC 333 – LEC 1		
Pre/Co-Requisites	SOC 331		
Instructor Name	Dr Dean Curran	Email	dcurran@ucalgary.ca
Instructor Email Policy	Feel free to contact me over email. Please put your course and section number in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. Emails will be answered within two business days, though usually shorter than this – though I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining to assignments or exams. If you have a course-related question, please check the course outline first. E-mail is primarily for administrative purposes and does not fit well as a replacement for an office visit. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.		
Office Location		Office Hours	Mon 12-1pm
Telephone No.	N/A		
TA Name		TA Email	
TA Office Location		TA Office Hours	
Class Dates	Wednesday		
Class Times	12:00pm-12:50pm		
Class Location	SS109		

## Course Description

This is a required course for students majoring in Sociology. This course is intended as an introduction to contemporary sociological theory. Contemporary Sociological Theory

provides an introduction to: research areas, issues of concern, theories, methods, and concepts that significantly influence contemporary sociology more generally.

### Course Objectives/Learning Outcomes

At the end of this course, students should have knowledge and understanding of:

- The dominant theoretical approaches in contemporary sociological theory.
- How these different approaches relate to each other and to developments in contemporary society.

This course should also enhance students' ability to:

- To theorize in a critical and analytical manner about social life.
- Write clearly and cogently about contemporary social theory.
- Make a contribution to existing debates in contemporary sociological theory by fashioning and defending their own arguments.

### *Theory and Theorizing*

In this course it is essential that students engage in a theoretical manner with the course material in their participation and writing. It is essential that students not merely describe and summarize the readings. A theoretical analysis seeks to abstract certain key ideas, arguments, concepts from the specific content of a text and then reconstructs the arguments, ideas, or concepts in such a way that we are able to better grasp the relations between different ideas and concepts. This process of abstraction and reconstruction may be for the purpose of: better understanding a specific concept of a theorist (such as Weber's "rationalization" or Durkheim's "anomie"); better understanding the relation between the different concepts of a specific thinker (such as how Marx's theory of class relates to his theory of value); or better understanding the relation between two thinkers' conception of social reality (such as the connection between Marx's understanding of "alienation" and Durkheim's "social facts"). This improved understanding through the process of abstraction and reconstruction may be for such purposes such as: (1) helping to better understand the theorist's work in their own terms, (2) critiquing the work of the thinker, or (3) identifying how to apply the basic theories of a thinker to a very different context than the one for which they were originally formulated.

### *Learning and Discussion*

While many truths that we hold may appear self-evident to ourselves, rather than remaining in our silos, a core part of the task of universities and of critical social theory is to critically engage with other viewpoints and to learn to further articulate the reasons for one's views. It is particularly important that we engage in respectful conversation in classroom discussions; likewise, it is important to emphasize that disagreement does not in itself automatically constitute disrespect of other viewpoints. In challenging dominant views in society and our own views, we can further our ability to better understand society as well better enable ourselves to engage in critical debates ongoing in contemporary society.

### Course Format

This course will involve some synchronous and asynchronous elements and will be provided in a blended format with some on-line, some in-person. On Wednesday at 12:00pm-12:50pm the course will be in person. In person class will involve small group and larger group discussion.

Ppt slides and video taped lectures, on the other hand, will be posted on D2L so students can watch at their own time.

### **Class Etiquette**

Use of cell phones or internet on laptops distracts other students and the instructor and hence is not permitted. Based on previous feedback from students, the policy for this class will be that laptops without the use of internet is permitted, but that if laptops are used for other than taking notes, permission to use a laptop will be withdrawn.

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### **Learning Resources**

- S. Appelrouth & L. Edles (2015) *Sociological Theory in the Contemporary Era: Text and Readings*. Sage
- Readings on D2L

### **Learning Technologies and Requirements**

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

#### **\* For online, remote or blended courses:**

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

## Schedule of Lectures and Readings –

**Class will synchronous and in-person**

Wk	Date	Course Topic	Reading
1	Jan 12	<b>Course Intro, Merton &amp; Popper</b>	" <b>Merton</b> " <i>Sociological Theory</i> , p. 59-79 " in S. Appelrouth & L. Edles (2015) <i>Sociological Theory in the Contemporary Era: Text and Readings</i> [henceforth <i>Sociological Theory</i> ]  Karl Popper (2002 [1963]) chapter 1 (selections) <i>Conjectures and Refutations: The Growth of Scientific Knowledge</i> . Routledge, pp. 42-66 (sections i-vi) [on D2L]
2	Jan 19	<b>Goffman</b>	" <b>Goffman</b> " <i>Sociological Theory</i> , pp. 255-294
3	Jan 26	<b>Critical Theory</b>	" <b>Critical Theory</b> " in <i>Sociological Theory</i> , pp. 81-127
4	Feb 2	<b>Arendt</b>	<b>Arendt</b> "The Public and the Private Realm" in <i>The Portable Hannah Arendt</i> (2003), pp. 191-218 [on D2L]
5	Feb 9	<b>Foucault</b>	" <b>Foucault</b> " <i>Sociological Theory</i> , pp.391-418
6	Feb 16	Midterm (in-class)	
	Feb 23	Break	
7	March 2	<b>Phenomenology</b>	" <b>Berger &amp; Luckmann</b> " <i>Sociological Theory</i> , pp. 340-359
8	Mar 9	<b>Bourdieu</b>	" <b>Bourdieu</b> ", <i>Sociological Theory</i> , pp. 418-454.
9	Mar 16	<b>Giddens</b>	" <b>Giddens</b> " <i>Sociological Theory</i> , pp. 592-617
			<i>Giddens Reader</i> (1993) xcerpts [on D2L]
10	Mar 23	<b>Gender</b>	" <b>Smith</b> " <i>Sociological Theory</i> , pp. 375-390
			" <b>Hill Collins</b> ", <i>Sociological Theory</i> , pp. 164-178
11	Mar 30	<b>Race, Ethnicity, &amp; Imperialism</b>	" <b>Said</b> ", <i>Sociological Theory</i> , pp. 455-479
			<b>Fei Xiaotong</b> (1992) "Special Characteristics of Rural Society" in <i>From the Soil</i> , pp. 37-44 [on D2L]
12	Apr 6	<b>Habermas</b>	" <b>Habermas</b> " <i>Sociological Theory</i> , pp. 127-164

## ***Updated Course Outline – Changes to midterm due to on-line provision***

### **Methods of Assessment and Grading Weights**

Midterm (~~In-class~~): 30% (~~Feb 16th, 2022~~). Released on Feb 14, 2022. Due Feb 17, 2022 at 4pm on D2L Dropbox

Term Paper – 35% (Due March 16<sup>th</sup>, 2022) (due on D2L at 4pm)

Take home Paper – 35% (Released April 7, 2022. Due April 14, 2022) (Due on D2L)

### **Updated Midterm**

This assessment will be a take home exam that will be posted on D2L on the morning of Monday February 14, 2022 and will be due via the D2L dropbox on Thursday February 17th at 4pm. The take home exam will consist of two questions – one long answer and one short essay. It will be based on all thinkers covered in the first five weeks of the course. Office hours and Pass will not be held during the period of the exam.

### **~~Mid-Term (in-class)~~**

~~The mid-term will take place during class and will be on the readings and lectures of the first five weeks of the course.~~

### **Theory Paper**

The theory paper is a core component of assessment for this course. The paper assignment is intended to enable students to develop a substantive theoretical paper and to further develop the skills associated with this task. The readings in this course are intended to provide an in-depth introduction to many of the key debates in contemporary sociological theory. Students will receive a list of potential essay topics. This paper should be 1500 words with 200 words allowance on either side. Further information about the paper will be provided during the course. In drawing up an essay, students may wish to look at the “Criteria for Essays”, which is the final page of the course outline.

### **Final Exam Information**

The final exam will be a take-home. It will cover the entire course material, both readings and lectures. Proper citation practice must be used in the take-home essays. The questions will be placed on D2L on April 7<sup>th</sup> by 4pm and will be due one week later on D2L, **April 14th, 2021 at 4pm via D2L**. Take-home exams that are late will receive an F grade. **Students are responsible for checking that they have uploaded the correct file – there will be no exceptions for incorrectly uploaded submissions.**

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For all assignments the following are not permitted:

- Collaboration between students (e.g., discussing questions, approaches to answers, suggestions of where to find relevant material in notes or texts) in any way (voice, text, chat, etc.) during the time that an assessment is available
- Use of/memorization of/copying from collaboratively-authored study notes (such as those generated or shared in chat groups, file sharing sites, etc.) in course assessments
- Use of online file sharing and “tutoring” sites such as CourseHero, Chegg, etc. for the creation of study notes to prepare for (or use in) assessments
- For the take-home, use of online materials not provided by the instructor during assessments

If explicitly prohibited by instructors for a particular assessment, student engagement in any of the above behaviors may constitute academic misconduct.

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#### *General Referencing Guidelines*

For the midterm, paper, and take-home, always include page numbers of the source you are referencing - just using a date is not enough. Harvard style (in text citations with date and page e.g. (Marx 1848: 139) is recommended)

#### *Submission and Late Policy*

The paper will receive a late penalty of FIVE (5) MARKS PER FULL OR PART DAY (a weekend counts as two full days). Any paper more than one (1) week late without a valid extension will receive a mark of zero (0). Talk to me prior to the deadline. Take-home exams that are late will receive a mark of F.

## Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	95 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

## Absences and Deferrals

Students who miss class assessments (tests, participation activities, or other assignments) should inform their instructor as soon as possible. If the reason provided for the absence is acceptable, the instructor may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

**Deferred Final Exam Form:** Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information can be found at:

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

**Deferred Term Work Form:** Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre ([ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)) for approval by the Associate Dean.

## Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis

for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss their own work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

### Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.

### Media Recording

*Please refer to the following statement on media recording of students:*

[https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP\\_FINAL.pdf](https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf)

#### **\*Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

#### **\*Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

#### **\*Media recording for the assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

### Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ( <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright->

[Policy.pdf](#)) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### Recording of Lectures

The audio or video recording of lectures and taking screenshots of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

### Sharing of Lecture Notes and Exam Questions

Publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

### Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodation is available at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

## Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website go to: <https://library.ucalgary.ca>

## Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

## Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

## Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

## Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

## Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

## Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

Revised November 2021

### **Criteria for Essays:**

This is a checklist to help evaluate a paper submitted in this course. The greater degree to which each question can be answered positively to a high level, the better the paper.

#### **Thesis Statement**

Is it identifiable and clear?

Is it manageable rather than being too broad for a short paper?

Is it something substantive and does it provide the key argument(s) of the paper?

Does the paper actually then closely follow the thesis?

#### **Theoretical Understandings**

Does the paper identify the key elements of the concepts that it is discussing?

Does it explain these concepts clearly and accurately and in sufficient depth?

Does its further discussion of the concepts demonstrate an overall understanding of the theorists involved in the paper, as well as integrating other literatures into the paper well?

Does it move beyond simply describing or summarizing the readings to analyze them and their underlying reasons and understandings?

Can it apply these concepts to new contexts and arguments in an insightful way?

Does the paper manifest a critical understanding of the subject matter of the paper?

Does the paper manifest a certain level of originality or creativity in understanding and critically analyzing the theorists discussed?

#### **Writing Quality**

Is the grammar and spelling correct?

Is it clear what the meaning of the sentences and paragraphs is?

Does it follow a clear structure, and provide the reader with an understanding of where the argument is proceeding, rather than being disorganized or disjointed?

#### **Evidence**

Does the paper provide reasons for the arguments and conclusions that it makes?

Are the reasons provided clear and persuasive?

In making claims about a certain thinker's ideas does it provide proper evidence of these claims through proper citation (book and page number) and argumentation?

#### **Grade Level**

**A:** The paper will be very good in all these dimensions.

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**B:** The paper will be good on all of these dimensions, or adequate on some dimensions and very good on other dimensions.

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**C:** The paper will be satisfactory on all of these dimensions, or poor on some and good (or very good) on others.

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**D:** The paper is poor on some of these dimensions and satisfactory on some of these dimensions.

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**F:** The paper will be poor on these dimensions or inadequate on one or more of these dimensions.