



# UNIVERSITY OF CALGARY

**Fall 2021**

FACULTY OF ARTS

Department of Sociology

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

COURSE TITLE:			
<b>Course Number</b>	SOC 331 – LEC 1		
<b>Pre/Co-Requisites</b>	Sociology 201 or consent of the Department.		
<b>Instructor Name</b>	Dr. Dean Curran	<b>Email</b>	dcurran@ucalgary.ca
<b>Instructor Email Policy</b>	Feel free to contact me over email. Please put your course number and section 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 assignments or exams. If you have a course-related question, please check the course outline first. Questions about the course content and readings, concerns about grades, or any other personal issues can also be dealt with during my office hours.		
<b>Office Location</b>	On Zoom	<b>Office Hours</b>	Monday 11:00-12:00pm via Zoom Link
<b>Telephone No.</b>			
<b>TA Name</b>		<b>TA Email</b>	
<b>TA Office Location</b>		<b>TA Office Hours</b>	
<b>Class Dates</b>	Wednesday		
<b>Class Times</b>	11:00pm-11:50pm		
<b>Class Location</b>	Online [On Zoom]		

## Course Description

This is a required course for students majoring in Sociology. This course is intended as an introduction to classical sociological theory. In addition to serving as a prerequisite for SOCI 333, Contemporary Sociological Theory, classical sociological theory provides an introduction to: research areas, issues of concern, theories, methods, and concepts that continue to 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 classical 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 classical social theory.
- Make a contribution to existing debates in classical 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.

## Course Format

This will course will involve some synchronous and asynchronous elements. On Wednesday at 11:00-11:50pm, the course will be synchronous as we will hold a class meeting on Zoom. Students are encouraged to participate with questions, comments and thoughts on the readings. The midterm will also be synchronous, with a 3 day window to complete. Ppt slides and video taped lectures, on the other hand, will be posted on D2L so students can watch at their own time.

## Learning Resources --Required Textbooks, Readings, Materials, Electronic Resources

- Craig Calhoun, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk (eds) (2012) *Classical Sociological Theory*, 3<sup>rd</sup> Edition. Malden, MA: Wiley-Blackwell. [This book is available at the UCalgary Bookstore].
- Readings on D2L

## Recommended Textbooks, Readings, Materials, Electronic Resources

- Ian Craib (1997) *Classical Social Theory: An Introduction to the Thought of Marx, Weber, Durkheim, and Simmel*. Oxford: Oxford University Press. [This book is available at the UCalgary Bookstore]. For those who are finding the material difficult, this book is an excellent resource. Affordable used copies are often available through on-line sellers.

## 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](http://d2l.ucalgary.ca)).

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

Depending on D2L permissions, some secondary source readings may be substituted. However, significant advance notice will be provided regarding any substitutions.

Wk	Date	Course Topic	Reading
1	08-Sep	<b>Course Intro</b>	Pickering, Mary “Auguste Comte” in G. Ritzer (eds) <i>The Blackwell Companion to Major Classical Social Theorists</i> . Malden: Blackwell, <b>pp. 13–25</b> [on D2L].
2	15-Sep	<b>Marx I</b>	Marx, K. “The Economic and Philosophic Manuscripts of 1844” in Calhoun et al. (eds) (2012) <i>Classical Sociological Theory</i> , 3 <sup>rd</sup> Edition (Henceforth <i>CST</i> ), <b>pp. 146–155</b> . Karl Marx ([1843] 1983) From “The Kreuznach Manuscripts: Critique of Hegel’s Philosophy of Right” in E. Kamenka (ed.) <i>The Portable Karl Marx</i> , London: Penguin, <b>pp. 87–90</b> [on D2L].
3	22-Sep	<b>Marx II</b>	Marx, K. “The German Ideology” and “Manifesto of the Communist Party” in <i>CST</i> <b>pp. 142–45, 156–171</b> .
4	29-Sep	<b>Marx III</b>	Marx, K. “Wage Labour and Capital” and “Classes” in <i>CST</i> 3 <sup>rd</sup> Edition, <b>pp. 182-191</b> .
5	06-Oct	<b>Durkheim I</b>	Durkheim, E. “The Rules of Sociological Method” in <i>CST</i> , <b>pp. 201–19</b> .

6	13-Oct	<b>Durkheim II</b>	Durkheim, E. "The Division of Labour in Society" in <i>CST</i> , pp. 220-242.
7	20-Oct	<b>Midterm</b>	No Class meeting. Midterm: Released: 18 Oct. Due 21 Oct 1pm
8	27-Oct	<b>Durkheim III</b>	Durkheim, E. "The Elementary Forms of the Religious Life", in <i>CST</i> , pp. 243–252.
9	03-Nov	<b>Weber I</b>	Weber, M. "Objectivity in Social Science" and "Types of Social Action", in Calhoun et al. (eds) <i>CST</i> , pp. 273–279, 289–290.
	10-Nov	<b>Term Break</b>	
10	17-Nov	<b>Weber II</b>	Weber, M. "The Protestant Ethic and the Spirit of Capitalism" in <i>CST</i> , pp. 291-309.
11	24-Nov	<b>Weber III</b>	Weber, M. "The Distribution of Power within the Political Community" and "The Types of Legitimate Domination" in <i>CST</i> , pp. 310-327.
12	01-Dec	<b>Excluded</b>	Du Bois "The Souls of Black Folks" in <i>CST</i> , pp. 404-409.
			Wollstonecraft, M. (1999) "Section I" <i>A Vindication of the Rights of Woman</i> . Oxford pp. 71-75. [on D2L]
13	08-Dec	<b>Review</b>	No readings

#### Schedule of Recommended Readings

Wk	Date	Course Topic	Recommended Reading
1	08-Sep	<b>Course Intro</b>	
2	15-Sep	<b>Marx I</b>	Ian Craib (1997) "Human Powers 1: the theory of alienation" <i>Classical Social Theory: An Introduction to the Thought of Marx, Weber, Durkheim, and Simmel</i> . Oxford: Oxford University Press (Henceforth Craib), pp. 88–91.
3	22-Sep	<b>Marx II</b>	Ian Craib (1997) "Marx and the Meaning of History" Craib, pp. 204–229.
4	29-Sep	<b>Marx III</b>	Ian Craib (1997) "Was Marx a Marxist?" in Craib, pp. 92–112.
5	06-Oct	<b>Durkheim I</b>	Ian Craib (1997) "Durkheim: The Discovery of Social Facts?" and "Karl Marx: the primacy of production", in Craib, pp. 25–41.

6	13-Oct	<b>Durkheim II</b>	• Ian Craib (1997) “Durkheim: drunk and orderly” and “Durkheim’s organic analogy”, in Craib, pp. 63–69, 187–203.
7	20-Oct	<b>Midterm</b>	
8	27-Oct	<b>Durkheim III</b>	Ian Craib (1997) “Durkheim: drunk and orderly” ,in Craib pp. 70–82.
9	03-Nov	<b>Weber I</b>	Ian Craib (1997) “Max Weber: the primacy of social action” and ‘The liberal Weber” in Craib, pp. 43–52, 119–123.
	10-Nov	<b>Term Break</b>	
10	17-Nov	<b>Weber II</b>	Ian Craib (1997) “Weber as a tragic liberal: the rise of the West” in Craib, pp. 233–56.
11	24-Nov	<b>Weber III</b>	Ian Craib (1997) “The liberal Weber”(2nd part) Classical Social Theory: An Introduction to the Thought of Marx, Weber, Durkheim, and Simmel. Oxford: Oxford University Press, pp. 123–45.
12	01-Dec	<b>Excluded</b>	C. Lemert “W.E.B. Du Bois” in G. Ritzer (eds) The Blackwell Companion to Major Classical Social Theorists. Malden: Blackwell, pp. 333-54. [on D2L]
13	08-Dec	<b>Review &amp; Discussion</b>	

## Methods of Assessment and Grading Weights

Reading Reflections: 5%

Mid-term: 30% (Released: **October `18<sup>th</sup>, 2021; Due Oct 21, 2021 1pm via D2L.**)

Term Paper: 35% (**Due Nov 17, 2021 at 1pm via D2L**)

Take home final exam: 30% (Released: December 8, 2021. Due **December 15<sup>th</sup>, 2020 at 4pm via D2L**)

### Reading Reflections

Reading reflections involve writing 1-2 paragraphs on the readings (approximately 200-400 words). Students are required to upload their reading reflection on D2L before the Wednesday class begins. Students need to attend the Zoom seminar for the week that they submit a reading reflection. To receive full marks reading reflections needs to be submitted for at least five weeks. These reading reflections will be marked as pass/fail.

### Mid-Term (on D2L)

The mid-term will be on the readings and lectures of the first six weeks of the course. **Midterms that are late will receive an F grade. There will be no exceptions for incorrectly uploaded submissions.**

## Theory Paper

The final term paper is a core component of assessment for this course. The term 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 classical sociological theory. Suggested essay topics will be released by Week 8. This paper should be 2000 words with 10% (i.e. 200 words allowance) on either side.

## Submission and Late Policy

The term paper is to be handed in on D2L by 1pm. 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). Accommodations are unlikely to be allowed for late entry other than illness or another serious and documented situation – talk to me prior to the deadline. Take-home exams that are late will receive a mark of F.

## Final Exam

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 December 8<sup>th</sup> by 4pm and will be due one week later on D2L, **December 15<sup>th</sup>, 2020 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 each of your assessments, the following behaviours 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 sources (online or otherwise) not provided by the instructor to create study notes to prepare for course assessments (to be used with or without citations in the 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
- Use of online materials not provided by the instructor during assessments

If explicitly prohibited, student engagement in any of the above behaviors may constitute academic misconduct.

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*Office Hours:* During office hours you are free to connect via Zoom without an appointment at any time. If you are unable to make that time, please contact me in advance so that we can try to arrange an appointment. Office hours are a very effective and efficient way of providing help and I encourage all students to make use of my office hours. In lieu of face-to-face office hours, students can email in questions or connect via Zoom with the instructor during office hours.

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

<b>Grade</b>	<b>Percent range</b>	<b>Grade Point Value</b>	<b>Description</b>
<b>A+</b>	95 – 100%	4.0	Outstanding performance
<b>A</b>	90 – 94.99%	4.0	Excellent performance
<b>A-</b>	85 – 89.99%	3.7	Approaching excellent performance
<b>B+</b>	80 – 84.99%	3.3	Exceeding good performance
<b>B</b>	75 – 79.99%	3.0	Good performance
<b>B-</b>	70 – 74.99%	2.7	Approaching good performance
<b>C+</b>	67 – 69.99%	2.3	Exceeding satisfactory performance
<b>C</b>	63 – 66.99%	2.0	Satisfactory performance
<b>C-</b>	59 – 62.99%	1.7	Approaching satisfactory performance
<b>D+</b>	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
<b>D</b>	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
<b>F</b>	<50%	0	Failure. Did not meet course requirements.

### Absences and Deferrals

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors 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. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

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

**Deferred Term Work Form:** Deferral of term work past the end of a term requires a form to be filled out. More information about deferred term work is provided by the Registrar.

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

### 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 his or her 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.

### Guidelines for Zoom Meetings

If video conferencing tools such as Zoom or MS Teams will be used during course activities, provide information related to student learning and conduct, and indicate whether these sessions will be recorded.

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.



The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## 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.

### Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

### 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/policies/files/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

Note that the audio or video recording of lectures and taking screengrabs 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/policies/files/policies/non-academic-misconduct-policy.pdf>.

### Sharing of Lecture Notes and Exam Questions

Note that 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/policies/files/policies/non-academic-misconduct-policy.pdf>.

### 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 Accommodations is available at:

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

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.

## **Criteria for Papers:**

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?

### **A Paper**

The paper will be very good in all these dimensions.

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### **B Paper**

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 Paper**

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 Paper**

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

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### **F Paper**

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