

## **SOCI333 L01 – CONTEMPORARY SOCIOLOGICAL THEORY – WINTER 2014**

REVISED JAN 6, 2013

Location: Math Sciences Building, Room 211

Schedule: Monday, Wednesday, Friday 1:00pm-1:50pm

Instructor: Dr. Michael Adorjan

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Office: SS 952

Office Hours: By appointment

### **Course Description**

This course surveys major developments in sociological theory following the second World War. The major theoretical paradigms include functionalism, conflict theory, critical theory, symbolic interactionism, ethnomethodology, phenomenology, feminism, and postmodernism. Some recurring questions, concepts and issues will be reinforced across the varying theoretical perspectives, including debates centered on freedom and structure, meaning and interpretation, discourse and reality, and self and society.

### **Learning Outcomes**

By the end of this course students will be expected to:

- Demonstrate a strong grasp of contemporary developments in sociological theory since World War 2
- Critically reflect upon both strengths and weaknesses of these theories
- Apply knowledge of theories to news events, popular culture and daily life

### **Course Assessment**

- TWO (2) mid-term examinations: 30% (15% each) **HELD IN CLASS ON WED. FEB 12<sup>TH</sup> AND MON. MAR 10<sup>TH</sup>.**
- ONE (1) critical reflection: 40% **DUE ON FRIDAY APRIL 18<sup>TH</sup>, 2014 AT 11:50pm**
- ONE (1) final examination (set during Official Examination Period): 30%

### **MID-TERM EXAM**

Two mid-term examinations will be held in class on Wed. Feb. 12<sup>th</sup> and Mon. Mar. 10<sup>th</sup>. The full 50 minutes of class time will be available. The first exam will cover all material (i.e. readings and lecture discussions) from functionalism through theories related to freedom and structure. The second exam will cover all material from symbolic interactionism to post-modernism (up to Baudrillard).

### **CRITICAL REFLECTION**

In order to underscore the connections between sociological theories and everyday life, students will prepare a critical reflection which should demonstrate concrete

knowledge of a particular theoretical paradigm but also how it may be applied to a contemporary news event OR pop cultural product (e.g. movie, television series) AND personal and professional experiences.

All reflections *must use proper referencing*, including in-text citations and bibliographic references to original sources (e.g. a scanned copy of a news article or URL link) as well as required course readings.

Drawing basic theoretical connections is necessary but not sufficient for a good grade. Students are required to:

- reveal the connections between the news events/circumstances and related sociological theories.
- include insights and thoughts about sociological theory and its application to current events and personal or professional circumstances.
- suggest how recent news events and circumstances *challenge or advance* existing sociological theories.

Each reflection must cover at least ONE specific theoretical paradigm from which students have a choice (see time table below). Reflections will be graded based on the grade descriptors for reflective writing, found in the appendix of this syllabus.

Reflections must be no more than 10 pages double spaced on 8.5"x11" ('standard') paper, with standard 1" margins on all sides. The page limit does NOT include space for references, which are REQUIRED. Students may use Times New Roman font, but are encouraged if possible to use either Cambria or Calibri. There is no minimum length requirement: it is up to the student's discretion related to covering the required components outlined above. All reflections must be emailed directly to 'madorjan@ucalgary.ca' in Microsoft Word format (either .doc or .docx).

**CRIME THEORY REFLECTIONS ARE DUE ON FRIDAY APRIL 18<sup>TH</sup>, 2014 AT 11:50pm.**

#### FINAL EXAM

The final exam will test knowledge from all readings, lecture discussions and screened films, from the second mid-term to the end of the course (i.e. from post-modernism (Foucault) to the 'cyber turn'). The date of the final exam will be announced according to regular examination timetabling procedures.

## Grading

Letter Grades will be assigned based on the following scale:

95 - 100 = A+	67 - 71 = C +
90 - 94 = A	63 - 66 = C
85 - 89 = A -	59 - 62 = C -
80 - 84 = B +	54 - 58 = D +
76 - 79 = B	50 - 53 = D
72 - 75 = B -	00 - 49 = F

In addition to this general scale, grade descriptors for reflective writing will be employed in this course (see appendix of this syllabus). Student feedback on their critical reflection will include reference to these grade descriptors.

## Required Readings

The following textbook, available at the bookstore, is required for this course. Other required readings will be made available to supplement this text at various points during the term. Please see the timetable for details.

- Douglas Mann (2011). *Understanding Society: A Survey of Modern Social Theory* (Second Edition). Oxford: Oxford University Press.

Alternative textbooks are also recommended to help supplement the main text by Mann. Three suggestions are:

- Ruth Wallace and Alison Wolf (2006). *Contemporary Sociological Theory: Expanding the Classical Tradition* (Sixth Edition). New Jersey: Pearson.
- Richard Munch (1994). *Sociological Theory: Development Since the 1960s* (Third Edition). Chicago: Nelson-Hall.
- Doyle Johnson (2008). *Contemporary Sociological Theory: An Integrated Multi-Level Approach*. (e-book available)

## Lecture Timetable

The timetable indicates a loose roadmap, though it is subject to change and the exact lecture schedule will depend on classroom discussions and ongoing checks for student understanding of the material. Please stay alert to Blackboard for any announcements.

DATE	TOPIC	READINGS
WED JAN 8	Course Introduction	
FRI JAN 10	What is Theory? What is Modernity?	Mann Ch.1.
MON JAN 13	Paradigms of Social Theory	Mann Ch.1.
WED JAN 15	Functionalism	Mann Ch.2: Hobbes - pg.#24

		Parsons – pg.#31-39
FRI JAN 17 (course drop deadline)	Functionalism Conflict Theory	Mann Ch.2: Merton – pg.#39-41 Coser – pg.#41-43 Dahrendorf – pg.#43-44
MON JAN 20 (course swap deadline)	Conflict Theory	Mann Ch.2: Mills – pg.#45-51
WED JAN 22	Materialism	Mann Ch.3: Gramsci – pg.#71-73 Althusser – pg.#73-76
FRI JAN 24	Materialism	Mann Ch.3: Sartre – pg.#77-81 Bourdieu – pg.#85-89
MON JAN 27	Materialism	Mann Ch.3: Bourdieu – pg.#85-89 Baudrillard – pg.#89-92
WED JAN 29	Critical Theory	Mann Ch.4: Nietzsche and Hegel – pg.#98-103
FRI JAN 31	Critical Theory	Mann Ch.4: Adorno – pg.#107-113 Marcuse – pg.#113-117
MON FEB 3	Critical Theory	Mann Ch.4: Marcuse – pg.#113-117 Habermas – pg.#122-125
WED FEB 5	Freedom and Structure	Mann Ch.5: Human Agency vs. Social Structure – pg.#144-145 Gadamer – pg.#167-169 Homans – pg.#170-175
FRI FEB 7	Freedom and Structure	Mann Ch.5: Homans – pg.#170-175 Blau – pg.#175-177
MON FEB 10	Freedom & Structure	Mann Ch.5: Giddens – pg.#177-181
<b>WED FEB 12</b>	<b>Mid-Term Exam#1</b>	
FRI FEB 14	Symbolic Interactionism	Mann Ch.6: Cooley & Mead – pg.#185-190
READING WEEK FEB 16-23	Reading (theoretically)	
MON FEB 24	Symbolic Interactionism	Mann Ch.6: Blumer – pg.#190-196 Goffman – pg.#196-206
WED FEB 26	Symbolic Interactionism	Mann Ch.6: Goffman – pg.#196-206
FRI FEB 28	Phenomenology & Ethnomethodology	Mann Ch.6: Husserl & Schutz –

		pg.#207-211 Berger & Luckmann – pg.#211-213
MON MAR 3	Phenomenology & Ethnomethodology	Mann Ch.6: Berger & Luckmann – pg.#211-213 Garfinkel – pg.#213-216
WED MAR 5	Postmodernism	Mann Ch. 8: Lyotard – pg.#261-264 Mann Ch. 9: Jameson – pg.#283-286
FRI MAR 7	Postmodernism	Mann Ch. 9: Baudrillard – pg.#288- 298
<b>MON MAR 10</b>	<b>Mid-Term Exam#2</b>	
WED MAR 12	Postmodernism	Mann Ch. 7: Foucault – pg.#250-257
FRI MAR 14	Feminism	Mann Ch.10: Three Waves – pg.#322- 329 Firestone – pg.#329-333
MON MAR 17	Feminism	Mann Ch.10: Gilligan – pg.#337-339 Smith – pg.#342-345
WED MAR 19	Feminism	Mann Ch.10: Smith – pg.#342-345 Haraway – pg.#349-351
FRI MAR 21	Globalization, McDonaldization & Corporatism	Mann Ch.12: Ritzer – pg.#394-399 Bauman – pg.#405-408
MON MAR 24	Globalization, McDonaldization & Corporatism	Mann Ch.12: Bauman – pg.#405-408 Saul – pg.#415-422
WED MAR 26	Globalization, McDonaldization & Corporatism	Mann Ch.12: Saul – pg.#415-422 Klein – pg.#423-430
FRI MAR 28	Globalization, McDonaldization & Corporatism	Film Screening: The Corporation Part 1
MON MAR 31	Globalization, McDonaldization & Corporatism	Film Screening: The Corporation Part 2 and Discussion
WED APR 2	Who Am I? The Self and Society	Mann Ch.13: Race Theory – pg.#436- 443
FRI APR 4	Who Am I? The Self and Society	Mann Ch.13: Sex, Gender and Performativity – pg.#443-450

MON APR 7	Who Am I? The Self and Society	Mann Ch.13: Queer Theory – pg.#450-457
WED APR 9	Convergences – Globalization, Race Theory, and Kanye West	Adorjan, Michael and Athena Elafros (2012). “Conflict diamonds’, globalization and consumption: An examination of Kanye West’s Diamonds from Sierra Leone”, in <i>Race/Gender/Class/Media 3.0: Considering Diversity across Audiences, Content, and Producers</i> (Third edition), Rebecca Ann Lind (ed.). Boston: Pearson. Pp. 280-284.
FRI APR 11	Future Directions – The Cyber Turn	Film Screening: The ‘Deep Web’ & Discussion
MON APR 14	Exam Review	

### **Technology in the Classroom**

Students are encouraged to bring their electronic devices to class (e.g. laptops, smartphones, tablets, etc.) to assist with note taking and learning. Students are expected NOT to distract other students by watching any videos or engaging in any video chats, answering phone calls (unless emergencies), playing video games, or any other activity that would distract other students either through audio or video content. All devices must be set to buzzer or silent mode during the lecture.

### **Email and Correspondence**

Questions and comments are always welcome about all aspects of this course. While every attempt will be made to respond to emailed inquiries promptly (e.g. questions about a forthcoming test or exam, specific theories and concepts, etc.), A WINDOW OF THREE (3) DAYS MAXIMUM should be anticipated for a response. Students should bear this in mind especially if last minute questions or issues arise, especially before any mid-terms and/or end-term examinations.

### **Grade Appeals**

If students wish to appeal a grade on any assignment or examination, they are required to make an appointment with the instructor and bring with them a written document specifying what grade they believe they should have earned and the reasons for that grade. The instructor retains the right NOT to change the grade, to raise the grade or LOWER the grade after consultation with the student.

## University Policies and Protocols

### IMPORTANT NOTICES

The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.

**Academic Misconduct:** A writer who presents the ideas or words of another as if they were the writer's own (that is, without proper citation) commits plagiarism. 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-2-1.html>

Students are also advised to consult the University Calendar, which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct.

While it is worth pointing out that plagiarism is not tolerated in the University of Calgary, students may not fully grasp what constitutes plagiarism. Students should avoid making quotes or drawing on figures from nowhere - they must provide sources of reference for quotation and/or citations. This applies to images and media clips as well. Failure to observe this would risk a charge of plagiarism, which is a disciplinary offence and may warrant disciplinary action.

**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 provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

### **Attendance**

Students are required to attend and actively participate in class. If a student should miss a class, it is their responsibility to inform the instructor (preferably in advance) along with the reason. Students may be required to produce appropriate documentation.

### **Deferral/Late Policy:**

Late assignments will be docked **10% per day** for a maximum of **3 days**, after which the **grade will be 0 (zero or "F")**. Students are advised not to 'test' this policy. Regular doctor's appointments do **not** constitute medical emergencies and no accommodations will be made for them. Do not choose to schedule them during scheduled examinations.

If possible, please provide advance notice to the instructor if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the

health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student. If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology. 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 about deadlines, and where paperwork should be taken can be found at:

[http://www.ucalgary.ca/registrar/forms\\_students](http://www.ucalgary.ca/registrar/forms_students)

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It’s available at:

<http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

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).

**Student Representation:** The 2013-14 Students’ Union VP Academic’s email is: [suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca). The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: [arts1@ucalgary.ca](mailto:arts1@ucalgary.ca), [arts2@ucalgary.ca](mailto:arts2@ucalgary.ca), [arts3@ucalgary.ca](mailto:arts3@ucalgary.ca), and [arts4@ucalgary.ca](mailto:arts4@ucalgary.ca). You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>.

### **Emergency Evacuations**

Emergency Evacuation: This class is held in the Math Sciences building. In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at Social Sciences food court, or alternatively ICT food court. Please check these assembly point locations for your other classes at:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

### **Academic Accommodation**

Academic Accommodation: Students with a disability, who require academic accommodation, must register with the Student Accessibility Services (formerly the Disability Resource Centre) (MC 452, phone 403-220-8237). Please provide academic accommodation letters to the instructor as early in the semester as possible and no later than two weeks after the course begins.

### **Ethics Research**



This course *requires* students NOT to engage in research involving any human subjects (it is 'theoretical').

### **Safewalk**

The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the "Help" phones located around Campus.

## APPENDIX

Standard citation and referencing styles include APA and MLA. So long as students are *consistent* in their referencing style, either approach is acceptable. See for example:

- Cite right: a quick guide to citation styles--MLA, APA, Chicago, the sciences, professions, and more [available as an e-book through the library]

### Citations in the body of a portfolio/essay:

Deviance was conceived as a statistic aberration given a normally distributed orderly society (Best 2004, 7). Fuller and Myers (1941) defined social problems as “an actual or imagined deviation from some social norm cherished by a considerable number of persons” (p. 25).

### **OR**

Deviance was conceived as a statistic aberration (Best 2004:7) given a normally distributed orderly society. Fuller and Myers (1941) defined social problems as “an actual or imagined deviation from some social norm cherished by a considerable number of persons” (p. 25).

Use quotations only for exact reproductions of original text and presentation. Paraphrased passages (where you write/summarize in your own words what an author wrote) do not require quotations but **still require citation and referencing** You do not need quotes but should cite paraphrased summations (as in the first citation for ‘Best 2004, 7’).

Please avoid androcentric (male centered) generic nouns/pronouns: Chair**man**, polic**eman**, “in general an individual in society wants to feel normal. **He** will often act in a way to complete this self perception.” Instead use chairperson, police officer, and he/she or she/he or s/he.

### Referencing for a bibliography:

Journal:

Wrong, Dennis H., “The Oversocialized Conception of Man in Modern Sociology”, American Sociological Review, 26, 2, April 1961, 183-193.

Book:

Spector, Malcolm and John Kitsuse, Constructing Social Problems, Cummings Publishing Company, Menlo Park, 1977.

### **OR**

Wrong, Dennis H. April 1961. “The Oversocialized Conception of Man in Modern Sociology.” *American Sociological Review* 26, 2:183-193.

Spector, Malcolm and John Kitsuse. 1977. *Constructing Social Problems*. Menlo Park,

Cummings Publishing Company.

Newer forms of multimedia have a variety of ways to be referenced. So long as the reader/marker can find the source if it is online, that it include the title of the online article if applicable, the author of the online article if applicable, and that you include the date you accessed the source, that will be sufficient for this course. Indenting the second line may cause interference with the URL that is listed. Indenting is thus not necessary for online sources.

Kiss, Jemima. "Should Students Be Banned from Google and Wikipedia?"  
[http://blogs.guardian.co.uk/digitalcontent/2008/01/should\\_students\\_be\\_banned\\_from.html](http://blogs.guardian.co.uk/digitalcontent/2008/01/should_students_be_banned_from.html). Accessed on April 2 2008.

How about a movie? Same general principle – include the name of the movie, the year, and also the director. No need to list actors/actresses. [www.imdb.com](http://www.imdb.com) is a good source.

*Fight Club*. 2000. Directed by David Fincher.

A television show? If possible include season and episode information. [www.tv.com](http://www.tv.com) is a useful source.

*Breaking Bad*. "Blood Money." Season 5, Episode 9. Directed by Bryan Cranston.

## Grade Descriptors for Reflective Writing

	Grade A	Grade B	Grade C	Grade D	Grade F
<b>Addressing the Task</b>	Identifies and addresses clearly the main question(s) and the subsidiary, embedded, or implicit aspects, addressing their relationships to each other.	Identifies and addresses the main question(s) and most of the subsidiary, embedded or implicit aspects.	Identifies and addresses the main question(s) and some of the subsidiary, embedded or implicit aspects.	Identifies part of the main question(s) and a few of the subsidiary, embedded, or implicit aspects but only addresses them partially.	Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.
<b>Intellectual Engagement with Concepts, Theories or Issues</b>	Writings consistently demonstrate informed, thoughtful and sustained intellectual engagement with a broad range of relevant concepts, theories and issues. Theoretical ideas are applied to lived experience appropriately and insightfully. Viewpoints are always clearly articulated, meticulously supported and from multiple perspectives.	Writings mostly demonstrate informed and thoughtful intellectual engagement with a broad range of relevant concepts, theories and issues. Theoretical ideas are applied to lived experience mostly appropriately and at times insightfully. Viewpoints are in the main clearly articulated, well supported and from multiple perspectives.	Writings mostly indicate informed intellectual engagement with concepts, theories and issues but not always with sufficient depth, breadth or understanding. Applies theoretical ideas to lived experience but sometimes inappropriately or tenuously. Viewpoints are in the main clearly articulated but are not always sufficiently supported or from multiple perspectives.	Writings indicate some intellectual engagement with concepts, theories or issues but mostly at a superficial level. Writings are largely descriptive or anecdotal but do indicate some attempt to apply theoretical ideas to lived experience. Viewpoints are offered but tend to be poorly articulated, insufficiently supported and from a single perspective.	Writings reveal an absence of intellectual engagement with concepts, theories or issues. Writings are irrelevant or superficial. No attempt to link concepts and theories with lived experience. Viewpoints are poorly articulated and unsupported or supported with seriously flawed arguments.
<b>Personal Development</b>	Develops extensive and highly perceptive self-understandings from reflective writings. Consistently demonstrates a willingness and ability to subject own beliefs, values and behaviours to critical scrutiny and an openness to change.	Develops perceptive self-understandings from reflective writings. Demonstrates a willingness and ability to subject own beliefs, values and behaviours to critical scrutiny and an openness to change.	Develops some perceptive self-understandings from reflective writings. Generally disposed to scrutinizing own beliefs, values and behaviours but not always in a sufficiently critical manner. Shows some openness to change.	Develops some limited self-understandings from reflective writings. Shows willingness to examine own beliefs, values and behaviours but mostly without sufficient questioning of them. Occasionally, shows openness to change.	No evidence of the development of self-understanding from the reflective writings. Unwilling or unable to scrutinize own beliefs, values and behaviours. Shows no openness to change.
<b>Mechanics</b>	The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear.	The language is generally accurate but contains a few systematic errors in complex grammar and vocabulary.	The language is mostly accurate, and errors, when they occur, are mainly in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible.	The language is sufficient for meaning to be understood with effort. However, the language contains frequent errors in simple and complex grammar and vocabulary that are distracting.	Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible.

Source: The University of Hong Kong, Common Core curriculum