



SOCI 333 (01) CONTEMPORARY SOCIOLOGICAL THEORY			
Pre/Co-Requisites	Sociology 331 or consent of the Department		
Instructor:	Dr. Michael Adorjan	Lecture Location:	SB146
Phone:	403-220-5982	Lecture Days/Time:	MWF 12-12:50pm
Email:	madorjan@ucalgary.ca		
Office:	SS952	Office Hours:	By appointment
Instructor Email Policy	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 assignment, specific theories and concepts, etc.), A WINDOW OF THREE (3) DAYS MAXIMUM, NOT INCLUDING WEEKENDS should be anticipated for a response. Students should bear this in mind if last minute questions or issues arise, especially before any mid-terms and/or end-term examinations.		

Course Description

This course surveys major developments in sociological theory following the second World War. The major theoretical paradigms we cover are: functionalism, conflict theory, materialism, symbolic interactionism, postmodernism, feminism and intersectionality. 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.

Course Objectives/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
- Develop a sociological imagination regarding one’s position in society, connecting personal experiences with the theoretical and thematic concepts developed in the course

Required Textbooks, Readings, Materials, Electronic Resources

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

In addition to the course textbook, there will be an additional required reading, posted to D2L, which will cover contemporary feminist theories.

LEARNING TECHNOLOGIES AND REQUIREMENTS

Students will be required to access the D2L site for this course, including announcements and to submit coursework. This course will be 'in person', though in exceptional circumstances such as instructor illness and absence, 'Yuja' pre-recorded lectures may be posted to D2L.

Schedule of Lectures and Readings

- 1 – Introductions: Thomas Hobbes and Contemporary Theory

Mann Ch.2: Hobbes – pg.#24

- 2 – Functionalism: Parsons and Merton

Mann Ch.2: Parsons – pg.#31-39; Merton – pg.#39-41

- 3 – Conflict theory and midterm review

Mann Ch.2: Mills – pg.#45-51

MIDTERM FEB 15TH [see details below]

TERM BREAK (FEB 19-25) [Feb 20th – Family Day holiday]

- 4 – Materialism: Bourdieu

Mann Ch.3: Bourdieu – pg.#85-89

- 5 – Symbolic Interactionism: Blumer and Goffman

Mann Ch.6: Blumer – pg.#190-196; Goffman – pg.#196-206

- 6 – Postmodernism and Foucault

Mann Ch.7: Foucault – pg.#237-240; pg.#250-257

- 7 – Feminism and Intersectionality: Smith, Connell and Collins

Ritzer and Stepnisky (2022) *Contemporary Sociological Theory and its Classic Roots*. Chapter 8: Contemporary Feminist Theories. Patricia Madoo Lengermann and Gillian Niebrugge. Pp. 217-256. [we will not cover the entire chapter, but will focus on sections covering Dorothy Smith, Raewyn Connell and Patricia Hill Collins.

NO CLASS ON April 7th – Good Friday

NO CLASS ON April 10th – Easter Monday

Methods of Assessment and Grading Weights

COMPONENT	WEIGHTING	DUE DATES/DAY
MIDTERM (written exam)	30%	FEB 15, 2023
CRITICAL REFLECTION VIDEO LOG	35%	MAR 15, 2023*
TAKE HOME (written) EXAM	35%	APR 19, 2023
Total	100%	

* **IMPORTANT:** For the vlog assignment, students will be permitted a one week submission window, i.e., between March 15-March 22, 2023, without penalty. Late coursework policy applies after this point – please see details below. If the in-person midterm is missed due to illness or personal circumstances, students will need to write a deferral exam which is scheduled by the sociology department. For the take home exam, students have one week to submit their exam to D2L. The exam will be posted on D2L some time on April 12th following the final class. The due date of April 19th for the final exam is firm, no further time will be permitted and submissions past this point (outside of illness or personal circumstances) will be graded 0 (zero).

MIDTERM EXAM

The final scope of the midterm, format, etc. will be announced by end of January, though it is *likely* to cover Parsons, Merton and Mills. The midterm will be held in class. The full class time will be devoted to the midterm. No lecture will occur on this day. The midterm will be written, including both short answer and longform answer (critical thinking) questions. Details will be discussed in class.

CRITICAL REFLECTION VLOG

Critical reflection in sociology is different from a ‘regular’ essay in several ways (adapted from MacDonald, 2011):

- Links experience to knowledge (especially, for this course, theoretical knowledge)
- Engages both reason and emotion
- Situates individual experiences within a broader social and cultural context
- Helps to understand and challenge one’s values, beliefs and biases, in order to determine their impact on our ideas and actions
- Question unexamined assumptions related to personal identity and knowledge of society
- Helps to imagine alternative ways to think and act

Unlike traditional academic essays, critical reflection, in written or oral form:

- Makes use of the first person
- Considers the self an object of inquiry
- Incorporates experiences as a form of evidence
- Still follows formal English and follows proper referencing and citation guidelines in written form, and formal English in oral form

The critical reflection in this course is geared to be a structured piece of sociological analysis, rather than other varieties of reflection such as simply a journal or self-assessment. You will be evaluated on your level of engagement and knowledge with theory through your reflection upon theory. You will be required to choose ONE theoretical paradigm covered in

the course (and focus further on a particular version of that theory – see below). You are welcome to address more than one theory and/or theorist within a theoretical paradigm, though be careful given the time requirements needed to demonstrate your knowledge of theory as well as your reflection on that theory

Be careful that in your selection of a particular paradigm (i.e., theoretical framework) and its application you pay heed to the differences among theorists within that paradigm and select a particular version of the theory that you find most striking and relevant when considering links to required tasks (see below). So for example if you choose symbolic interactionism you may apply Blumer or Goffman, though Goffman's dramaturgical approach offers specific theoretical concepts Blumer's 'joint action', say, does not. You are free to select any theory from the beginning to end of the course, though most students prefer to select a theorist and theoretical framework already covered in lectures.

Required Tasks

You are required to focus on EITHER:

1 – A contemporary news event OR popular culture phenomena (e.g., movie, television series, online video, etc.)

There is flexibility regarding what counts as 'contemporary' events, though within the last couple of years is preferred, and you are encouraged to seek feedback on what you wish to reflect upon early on. News events can be local to Calgary, national or international.

OR

2 – A particular personal OR professional experience [the details of what you reveal in your reflection will remain confidentially kept between you and Dr. Adorjan]

You are then tasked to address all of the following related to either #1 or #2:

- Describe the central tenets and assumptions of the theoretical paradigm you've selected
- Succinctly summarize the topics selected/personal experiences [include links to news clips or online videos where possible]
- Justify why you selected the theory in relation to the topics discussed, and reveal the connections between them
- Unpack in more detail both the strengths and weaknesses of your chosen theory, and in particular in relation to the particular theorist chosen, in explaining and understanding the topics discussed
- Despite the weaknesses you identify, justify why the theory is still useful

To remain focused, you are recommended to select only a single news/pop culture item or personal or professional experience. Secondary sources are not required, though direct reference to the textbook is expected (i.e., not just citing class discussions and lecture notes). Secondary sources are also recommended as they may help to analyze and apply nuances of your chosen theory not illuminated through the general textbook.

Assessment of reflections

Drawing basic theoretical connections is necessary but not sufficient for a good grade. You will be assessed both based on your ability to critically engage with theory as well as your level of application and 'sociological imagination'. A rubric for the vlog assignment is found at the end of the course outline.

Video Log Information

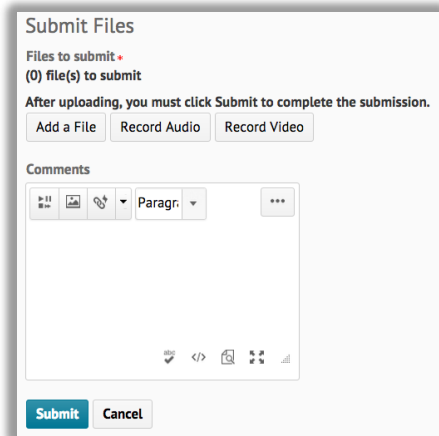
The video log or 'vlog' reflection will be due March 15th at 11:50pm via D2L. As noted above, **for the vlog assignment, students will be permitted a one week submission window, i.e., between March 15-March 22, 2023, without penalty. Late coursework policy applies after this point.** Late penalties apply at 10% per day, up to 3 days late, after which the grade will be 0% (F). Recognizing that upload times may vary, with D2L uploads sometimes very slow, students should email me right away if they expect much of a delay in their file submission. Please note that I recognize D2L slow uploading may be stressful and will accept late submissions up to a few hours with the understanding that students contact me to alert me to the technical issue. Files submitted a few hours late with a sufficient 'heads up' of a technical issue with uploading will not be penalized, but those submitted beyond this threshold with no email regarding technical issues will be impacted by the late penalties outlined above. Where possible students are encouraged to submit early on in the one week period to ensure the vlog videos are uploaded.

FORMAT DETAILS:

Vlog videos should be submitted to the confidential D2L dropbox folder (only Dr. A. will have access to the videos). The vlog must be no longer than 10 minutes, and must show your face to be able to identify you and give you credit. Think of this assignment as an oral presentation but one that is individualized and confidentially submitted and viewed. Vlogs that go over by a few seconds will not be docked marks, but vlogs over 10 seconds the time limit risk losing some marks (I'm testing oral presentation skills and concision, and also this is to ensure that file sizes are manageable). There is no minimum length for the

vlog. Students are not expected to have advanced video editing skills; special effects are not required nor is their presence assessed in relation to the grade.

Many students choose to record their video via their phones, tablets, or computers. Editing of the video is welcome – i.e., students are not required to ‘get it perfect’ in one take. Alternatively, students can record the vlog through the ‘record video’ function in the dropbox submission folder:



However, students who make use of this feature should note that D2L permits each recorded video to be a maximum of 3 minutes in length. Therefore, to fulfil the requirements of the vlog, students will likely wish to upload more than one video (often three videos, two of which are three minutes in length, and one of which is one minute, fulfilling the 10-minute maximum time permitted). Any format is welcome so long as the video is able to be opened by Dr. A. Unrecognized video formats will likely cause delays in receiving a grade. Students should be advised that while D2L permits large files, file compression is recommended as upload times are lengthy for larger files. D2L will not accept files larger than one gigabyte, so students are encouraged to use video compression technology to keep files under 500 megabytes if possible.

If students are experiencing technical difficulties recording their videos, or if they do not wish to record the videos directly on their devices, they are encouraged to book an ‘audio/visual editing suite’ on the 3rd floor of the Taylor Family Digital Library (i.e., the ‘digital media commons’). There is a website to book time in advance:

<https://library.ucalgary.ca/services/labnext>

<https://workrooms.ucalgary.ca/spaces?lid=1394>

FINAL TAKE HOME EXAM

For the take home exam, students have one week to submit their exam to D2L. The exam will be posted on D2L some time on April 12th following the final class. The due date of April 19th, 11:50pm, for the final exam is firm, no further time will be permitted and submissions past this point (outside of illness or personal circumstances) will be graded 0 (zero).

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+	96 – 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.

Missed or Late Coursework

For the vlog assignment, students will be permitted a one week submission window, i.e., between March 15-March 22, 2023, without penalty. Late coursework policy applies after this point. If the in-person midterm is missed due to illness or personal circumstances, students will need to write a deferral exam which is scheduled by the sociology department. For the take home exam, students have one week to submit their exam to D2L. The exam will be posted on D2L some time on April 12th following the final class. The due date of April 19th for the final exam is firm, no further time will be permitted and submissions past this point (outside of illness or personal circumstances) will be graded 0 (zero).

Technology Use

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 browsing social media sites, watching any videos, answering phone calls or text messages (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.

Students May be Audio or Video Recorded

NA

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>

Grade Descriptors for Theoretical Reflection Video Log

	Grade A	Grade B	Grade C	Grade D	Grade F
Addressing the Task	Identifies and addresses clearly the main tasks and the subsidiary, embedded, or implicit aspects coherently and lucidly.	Identifies and addresses the main tasks and most of the subsidiary, embedded or implicit aspects.	Addresses the main tasks but some only superficially.	Some of the main tasks are not addressed, with others addressed only superficially.	Lacks an understanding of what the assignment requires or responds inappropriately or tangentially to the task or topic.
Theoretical Engagement	Vlog consistently demonstrates informed, thoughtful and sustained intellectual engagement with the chosen theoretical framework. Theoretical ideas are applied appropriately and insightfully. Demonstrates ability to engage with both strengths and limitations of the theory and to apply the theory to new areas in a critical and insightful way.	Vlog demonstrates informed and thoughtful intellectual engagement with the chosen theoretical framework. Theoretical ideas are applied appropriately. Demonstrates ability to engage with both strengths and limitations of the theory.	Vlog indicates some intellectual engagement with the chosen theoretical framework, but not always with sufficient depth, breadth or understanding. Theoretical ideas are sometimes applied inappropriately or tenuously.	Vlog indicates superficial engagement with the chosen theoretical framework. The vlog suffers from poor articulation and consistently vague references.	Vlog indicates an absence of intellectual engagement with a particular theoretical framework. Theoretical references are irrelevant or superficial and arguments are seriously flawed.
Mechanics	Oral presentation is clearly audible and well spoken. Time limit of 10 minutes is adhered to.	Oral presentation is clearly audible and well spoken, though the vlog slightly exceeds the 10-minute time limit (i.e., by up to 10 seconds).	Oral presentation has a few technical difficulties affecting the clarity of its audibility AND/OR the presentation is average in clarity and spoken word AND/OR the vlog moderately exceeds the 10-minute time limit (i.e., by up to 30 seconds).	Oral presentation has serious technical difficulties affecting the clarity of its audibility AND/OR the presentation is below average in clarity and spoken word AND/OR the vlog exceeds the 10-minute time limit (by over 30 seconds).	Oral presentation has serious technical difficulties affecting the clarity of its audibility AND/OR the presentation suffers serious problems in clarity and spoken word AND/OR the vlog greatly exceeds the 10-minute time limit.

Revised for SOCI333, December 2022

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of that email may be requested as proof of the attempt to contact the instructor.

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/P22_deferral-of-term-work_lapseGrade.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) for approval by the Associate Dean.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic Accommodations:

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. 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

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

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 Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. 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.

Freedom of Information and Protection of Privacy (FOIP) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see

<https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. 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.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student 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 supports 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 the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.