



<b>SOCI 333 (LEC 03) Contemporary Sociological Theory</b>			
<b>Pre/Co-Requisites</b>	SOCI 331		
<b>Instructor:</b>	Dr. Dean Curran	<b>Lecture Location:</b>	AD140
<b>Phone:</b>		<b>Lecture Days/Time:</b>	Tuesday 14:00-15:15
<b>Email:</b>	dcurran@ucalgary.ca		
<b>Office:</b>	SS 918	<b>Office Hours:</b>	Tuesday 12:45-13:45
<b>Instructor Email Policy</b>	<p>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 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.</p>		

**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 important 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 Tuesday at 2:00pm-3:15pm 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 non-work related use of 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 are permitted, but that if laptops are used for other than taking notes, permission to use a laptop will be withdrawn.

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### **Required Textbooks, Readings, Materials, Electronic Resources**

- S. Appelrouth & L. Edles (2015) *Sociological Theory in the Contemporary Era: Text and Readings*. Sage, 3<sup>rd</sup> edition.
- 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](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;

**Schedule of Lectures and Readings (These may be subject to change)**

**Class will synchronous and in-person**

Wk	Date	Course Topic	Reading
1	10-Jan	<b>Course Intro</b>	No readings
2	17-Jan	<b>Goffman</b>	" <b>Goffman</b> " <i>Sociological Theory</i> , pp. 255-294
3	24-Jan	<b>Critical Theory</b>	" <b>Critical Theory</b> " in <i>Sociological Theory</i> , pp. 81-127
4	31-Jan	<b>Arendt</b>	<b>Arendt</b> "The Public and the Private Realm" in <i>The Portable Hannah Arendt</i> , pp. 191-218 [on D2L]
5	07-Feb	<b>Foucault</b>	" <b>Foucault</b> " <i>Sociological Theory</i> , pp.391-418
6	14-Feb	Midterm (in-class)	
	21-Feb	Break	
7	28-Feb	<b>Bourdieu</b>	" <b>Bourdieu</b> ", <i>Sociological Theory</i> , pp. 418-454.
8	07-Mar	<b>Giddens</b>	" <b>Giddens</b> " <i>Sociological Theory</i> , pp. 592-617
			<b>Giddens Reader</b> excerpts [on D2L]
9	14-Mar	<b>Gender</b>	" <b>Smith</b> " <i>Sociological Theory</i> , pp. 375-390
			" <b>Hill Collins</b> ", <i>Sociological Theory</i> , pp. 164-178
10	21-Mar	<b>Race, Ethnicity, &amp; Imperialism</b>	" <b>Said</b> ", <i>Sociological Theory</i> , pp. 455-479
			<b>Fei Xiaotong</b> "Special Characteristics of Rural Society" in <i>From the Soil</i> , pp. 37-44 [on D2L]
11	28-Mar	<b>Habermas</b>	" <b>Habermas</b> " <i>Sociological Theory</i> , pp. 127-164
12	04-Apr	<b>Review</b>	Review Previous Readings & Class Notes
13	12-Apr	<b>No Class</b>	

**Methods of Assessment and Grading Weights**

COMPONENT	WEIGHTING	DUE DATES/DAY
Midterm	30%	<b>Feb 14, 2022 (in-class)</b>
Term Paper	35%	<b>March 14, 2022 (at 4pm via D2L)</b>
Take-Home Paper	35%	<b>April 13, 2022 (at 4pm via D2L)</b>
Total	100%	

**Final Examination**

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 4<sup>th</sup> by 4pm and will be due on D2L, **April 13th, 2022 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.**

**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. 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” in the course outline. Due via D2L on March 14, 2022 at 4pm.

### *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)

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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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### *Submission and Late Policy*

The term 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 with receive a mark of F.

**Criteria for Essays:**

This is a checklist to help evaluate essays 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.

## **Grading Scale**

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.

## **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>

## **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](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](mailto: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](mailto: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](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)  
Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association  
Phone: 403-220-5997  
Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)  
URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman  
Phone: 403-220-6420  
Email: [ombuds@ucalgary.ca](mailto: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/>.