



UNIVERSITY OF CALGARY

Winter 2020

FACULTY OF ARTS

Department of Sociology

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

GRADUATE SEMINAR IN SOCIOLOGICAL THEORY			
Course Number	SOCI631/731 – REVISED FOR REMOTE DELIVERY		
Pre/Co-Requisites	Sociology 331 and 333 or equivalents; or consent of the Department.		
Instructor Name	Matt Patterson	Email	matt.patterson@ucalgary.ca
Instructor Email Policy	Feel free to contact me over e-mail at any time. Please put your course number and section in your e-mail's subject line. E-mails will be answered within one business day. I do not answer emails over the weekend.		
Office Location	SS916	Office Hours	Contact by e-mail only. Phone conversations can be arranged by appointment.
Telephone No.	403-220-5037		
Class Dates	January 14 to April 14, 2020		
Class Times	Tuesdays, 9:00 am – 11:45 am		
Class Location	VIA ZOOM (see D2L for link)		

NOTE ABOUT REMOTE DELIVERY:

The course will proceed as originally planned with all the same assignments and grade distribution. The only difference is that seminar sessions will be moved online via Zoom. The March 17th session will be used to try out the software and all readings, presentations, and reading responses will be pushed back by one week. Since Week 13 originally had no readings assigned, we will not lose any readings as a result of this change.

Please see the participation section for a brief note on how participation grades will be changed.

Course Description

Theory courses in sociology are almost always taught based on a canon of great works by great figures: classical figures like Karl Marx or Max Weber, or “contemporary” figures like Michel Foucault or Harold

Blumer¹. This approach, which reflects a style of teaching most common in the humanities, often feels like an odd fit within sociology graduate programs that are largely modeled on a scientific approach. Most MA theses and PhD dissertations are based on the scientific idea that knowledge is in a constant process of improvement and refinement through systematic empirical observation. New ideas replace old ones. Theory courses, meanwhile, often rely on the idea that certain high-status ideas transcend time. According to this logic, rather than surpassing canonical theories with new theories, the point is to deepen our understanding of the canon. Arguments in theory are often won, not by who has the strongest empirical support behind their argument, but by who can demonstrate a deeper knowledge of the canon.

This theory course is different. It is designed to create more continuity between the study of sociological theory and your future thesis/dissertation work. First, rather than focusing on great figures and their great ideas, this course is designed around important sociological concepts that provide basic building blocks for contemporary sociological analysis. While most of you probably will not use Max Weber in your own research, you almost certainly will engage with some idea of social structure, consciousness, or culture (to name just a few examples). That said, reading Weber's work is a good way to develop a stronger grasp of these concepts. However, you can also learn about the concepts by reading recent work published by contemporary sociologists. In this course, we will be reading a diversity of work ranging from the 19th-century to forthcoming articles. Some of the authors we will read are canonical figures. Others are still PhD candidates or post-docs at the beginning of their careers.

Second, in addition to learning about existing *theories*, this course will also place an emphasis on learning to *theorize*. While you may not think of yourselves as theorists, all of you will be required to produce new knowledge as part of your thesis or dissertation work. This could mean creating a brand new theory to explain your empirical observations. More likely, you will be building on or modifying existing theories. As we will learn, theorizing is a creative and intuitive process. However, it is also a process that depends on having a lot of existing theories floating around in your head that you can creatively draw on and combine in new ways to make sense of unexpected or surprising empirical findings.

Course Objectives/Learning Outcomes

This course is designed to provide students with...

- An in-depth understanding of several important theoretical concepts such as social action, social structure, culture, and power.
- The ability to critically assess and compare sociological theories across a wide range of empirical topics and substantive areas of research.
- Apply theoretical concepts in developing and answering sociological research questions.
- Construct original theoretical explanations of social phenomena.

¹ Ironically, many "contemporary" sociological theorists died decades ago and published their most famous works before many of your professors were born.

Readings

Required Readings

There is approximately 100 pages of required readings assigned each week. These readings will be made up of 3-5 articles and book chapters. Almost all of the readings are accessible via D2L, either uploaded directly or linked via the University of Calgary Library's website.

In addition to the electronic readings, there is one required book that is available to purchase via the University of Calgary Bookstore:

- Berger, Peter L. and Thomas Luckmann. 1966. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. New York: Anchor Books.

Supplementary Readings

In addition to the required readings, this syllabus provides a list of supplementary readings that relate to the week's topic. While these readings are not required, you may find them useful for topics that you address in your assignments.

Methods of Assessment and Grading Weights

<u>Assignment</u>	<u>Due Date</u>	<u>% of Final Grade</u>
Participation	Weekly	15%
Reflection Papers	Weekly (x 4)	20%
Seminar Presentation	TBD	20%
Paper Proposal	February 25 th	10%
Final Paper	April 21 st	35%

Participation

In seminars, unlike in lectures, the instructor plays a passive role. You are expected to come to class each week prepared not only to participate in a discussion of the readings, but also keep the discussion moving forward. 15% of your final grade will depend on you attending and participating in seminar discussions. Participation will be graded on a score of five and averaged across all 12 seminars:

- Absent 0/5
- In attendance, but no participation 2/5
- Speaks at least once 3/5
- Speaks multiple times 4/5
- Demonstrates strong command of readings and steers discussion 5/5

It is important to note that participation does not require making some ground breaking, irrefutable argument in response to the readings. If you found parts of the readings unclear, feel free to bring this up with the class. The point of participation is not to show off what you already know, but to learn new things. Asking a good question is as valuable a contribution to class discussion as answering one.

Due to the unpredictable nature of online seminars, students who feel that they have not had an adequate chance to participate during actual seminar sessions, can e-mail the professor a short list of points (3-5) about the readings. These points can include brief observations, criticisms, or questions.

Seminar Presentation

Each student will be expected to choose one week in which they prepare a presentation on the readings and lead a group discussion. Presentations should last between 15 and 30 minutes and focus not on summary, but rather critical appraisal (i.e. what are the important insights and/or significant weaknesses of the readings) and synthesis (i.e. discussing how readings relate to each other). Handouts and/or presentation slides are encouraged but not required. In addition to presenting a response, you should prepare two discussion questions to spur the discussion for the rest of the session.

Reflection Papers

Over the course of the term you are expected to submit **four** reflection papers. Reflection papers are due before the class and can be submitted in hard copy or electronically. The reflection papers should be 500-1000 words in length. The purpose of the reflection paper is not to summarize the readings, but to draw on the readings to discuss the topic of the week (e.g. the self, social structure, culture and action, power, etc.). There are many different approaches you can take in writing these papers. You could compare and contrast the articles. You could use one article to critique the others. You can identify an underlying limitation of all of the articles. These are just examples. Given the short length of the reflection papers, the purpose is not to write a solid argument, but to think creatively and critically about the readings through your writing.

It is recommended that you submit one of the four reflection papers on the same week of your presentation, since the reflection paper can serve as the basis for the presentation.

Paper Proposal and Final Paper

In keeping with the goal of this course to make sociological theory relevant to your own thesis and dissertation work, the paper proposal and final paper assignments are designed to help you develop a theory within your own area of interest. The idea behind this assignment is for you to, *first*, identify a landmark paper or book within your area of interest – a work of sociology that is dominant within your field and with which you will be expected to engage in your own thesis/dissertation. *Second*, as part of this assignment you will be required to subject this paper/book to critical assessment based on some of the concepts and issues we studied in class. What notions of social structure does the work draw on? How does the work theorizing how people make decisions and act? What are the strengths and limitations of the work in explaining important phenomena within your field of research? These strengths and limitations could be logical or empirical.

The *third* task of this assignment will then be to construct an alternative theory that overcomes these limitations. In developing this theory, you will be expected to draw on some of the course readings as “building blocks” in your theory.

To help you prepare for this assignment, you are asked to submit a paper proposal on February 25th identify and briefly summarizing the article or book that you want to focus on. Additionally, you should briefly describe how you anticipate critiquing the argument and how you might go about developing an alternative theory. The proposal should be 500-1000 words in length.

The final paper itself should be 15-20 pages in length. Additional information on the paper will be provided later in the term.

Students who are interested in writing a different type of final paper are encouraged to speak to the professor about their ideas.

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%	4.0	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	85 – 89%	3.7	Very good performance
B+	80 – 84%	3.3	Good performance
B	75 – 79%	3.0	Satisfactory performance
B-	70 – 74%	2.7	Minimum pass for students in the Faculty of Graduate Studies
C+	67 – 69%	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.

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.

Schedule of Lectures and Readings

Week 1: What is Theory?

January 14

A discussion of the course outline, expectations, and an overview of what sociologists mean when they use the term “theory” and how it will be used in this course.

Required Readings:

Gabriel Abend. 2008. “The Meaning of ‘Theory’.” *Sociological Theory* 26(2): 173-99.

Supplementary:

Max Horkheimer [1937]1975. “Traditional and Critical Theory.” Pp. 188-243 in *Critical Theory: Selected Essays*. New York: Bloomsbury.

Week 2: Theory Creation

January 21

As mentioned, in addition to learning about existing theories, this course is also focused on theorizing or theory creation. This week we look at a few readings that discuss the practice of creating and using theories in empirical research.

Required Readings:

Robert K. Merton. 1957. “The Bearing of Sociological Theory on Empirical Research” and “The Bearing of Empirical Research on Sociological Theory” Pages 85-117 in *Social Theory and Social Structure*. Glencoe: Free Press.

Patricia Hill Collins 1986. “Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought.” *Social Problems* 33(6): S14-S32.

Stefan Timmermans and Iddo Tavory 2012. “Theory Construction in Qualitative Research: From Grounded Theory to Abductive Analysis.” *Sociological Theory* 30(3) 167-86.

Supplementary Readings:

Glaser, Barney G. and Anselm L. Strauss. 1967. *The Discovery of Grounded Theory*. New York: Aldine.

Burawoy, Michael. 1998. “The Extended Case Method.” *Sociological Theory* 16(1): 4–33.

Philip S. Gorski (2004). “The Poverty of Deductivism: A Constructive Realist Model of Sociological Explanation.” *Sociological Methodology* 34(1): 1-33.

Richard Swedberg 2012. “Theorizing in Sociology and Social Science: Turning to the Context of Discovery.” *Theory and Society* 41(1): 1-40.

“What is Good Theorizing?” 2017 Symposium in *Sociological Theory* 35(2).

Week 3: Causality and Social Action

January 28

Why do some people vote Conservative? Why do some people choose to apply for university? Why do people buy certain consumer products over others? These questions concern the explanation of social actions. Social actions, according to Max Weber, refers to behaviour that is (1) subjectively meaningful for the actor herself, and (2) is meaningfully oriented toward the behaviour of other actors. For Weber,

and Talcott Parsons after him, social action was the ultimate object of sociological inquiry. Both of these theorists conceptualized social action as the combination of particular means with particular ends. This week we consider what it means to “explain” social action.

Required Readings:

John Levi Martin 2011. Pages 1-111 in *The Explanation of Social Action*. New York: Oxford University Press.

Neil Gross 2009. “A Pragmatist Theory of Social Mechanisms.” *American Sociological Review* 2009 74(3): 358-379.

Supplementary Readings:

Max Weber 1947. “The Definitions of Sociology and of Social Action” and “The Types of Social Action” Pp. 88-118 in *The Theory of Social and Economic Organization*. New York: The Free Press.

Talcott Parsons [1937]1968 *The Structure of Social Action*. New York: Free Press (particularly the first 125 pages).

Mustafa Emirbayer and Ann Mische 1998. “What is Agency?” *American Journal of Sociology* 103(4): 962-1023.

Week 4: The Self and Consciousness

February 4

According to George Herbert Mead, people are not born social actors. Rather they develop the capacity for social action through a graduate process of socialization. Only when a person has developed a sense of “self” – of who they think they are and how they think society views them – are they in a position to act socially. This week we shift from a focus on “acts” to examine theories of the self – what creates it and how it influences actions.

Readings:

Georg Simmel 1971. “Group Expansion and the Development of Individuality.” Pp. 251-93 in Donald N. Levine (ed.) *Georg Simmel on Individuality and Social Forms*. Chicago: University of Chicago Press.

Peter L. Berger and Thomas Luckmann 1966. “Society as Subjective Reality.” Pp. 129-84 in *The Social Construction of Reality*. New York: Anchor Books.

Tobias Schröder, Jesse Hoey, and Kimberly B. Rogers 2016. “Modeling Dynamic Identities and Uncertainty in Social Interactions: Bayesian Affect Control Theory.” *American Sociological Review* 81(4): 828-855.

Supplementary Readings:

Karl Marx 1844. “Estranged Labour.”

<https://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm>

George Herbert Mead. [1934] 1967 *Mind, Self, & Society*. Chicago: University of Chicago Press.

Alex V. Barnard 2016. “Making the City ‘Second Nature’: Freegan ‘Dumpster Divers’ and the Materiality of Morality.” *American Journal of Sociology* 121(4): 1017-50.

Week 5: Practices, Habits and Embodiment

February 11

Traditional explanations of social action and the self have tended to draw a distinction between the mind, which processes information and makes/formulates plans of action, and the body, which carries out those actions. However, this “Cartesian dualism” has come under scrutiny in recent decades and sociologists have increasingly focused on theories of human behaviour that rely less on abstract thinking and more on bodily processes.

Readings:

Pierre Bourdieu 1990. “Structures, Habitus, Practices,” “Belief and the Body,” and “The Logic of Practice.” Pp. 52-97 in *The Logic of Practice*. Stanford: Stanford University Press.

Gabriel Ignatow 2007. “Theories of Embodied Knowledge: New Directions for Cultural and Cognitive Sociology.” *Journal for the Theory of Social Behavior* 37: 115-135.

Athena Engman and Cynthia Cranford 2016. “Habit and the Body: Lessons for Social Theories of Habit from the Experience of People with Physical Disabilities.” *Sociological Theory* 34(1): 27-44.

Supplementary Readings:

Omar Lizardo 2004. “The Cognitive Origins of Bourdieu’s Habitus.” *Journal for the Theory of Social Behavior* 34: 375-401.

Vanina Leschziner and Gordon Brett 2019. “Beyond Two Minds: Cognitive, Embodied, and Evaluative Processes in Creativity.” *Social Psychology Quarterly*.

READING WEEK – NO CLASS

FEBRUARY 18

Week 6: Interactions

February 25

This week we begin shifting from a focus on individual social actors toward the context within which actions occur. We begin by focusing on the micro-level structures of interpersonal interactions. While most of the theories we have encountered so far have implicitly or explicitly addressed interaction, this week we examine the structures of interactions in more detail.

Readings:

Erving Goffman 1959. “Performances.” Pp. 17-76 in *The Presentation of Self in Everyday Life*. New York: Anchor Books.

Candace West and Don H. Zimmerman 1987. “Doing Gender.” *Gender & Society* 1(2): 125-151.

Iddo Tavory 2018. “Between Situations: Anticipation, Rhythms, and the Theory of Interaction.” *Sociological Theory* 36(2): 117-133.

Supplementary Readings:

Randall Collins 2004. *Interaction Ritual Chains*. Princeton: Princeton University Press.

Week 7: Social Structures I – Institutionalization and Change

March 3

In order for people to interact, they must be placed in the same time and space by larger, more macro-level social structures. But what exactly is a social structure? This week we focus on basic definitional

issues. Often we think of social structures in terms of rigidity – that there are some forms of social life that get reproduced across space and time and within the behaviour of many different actors. In some cases we call the establishment of these structures “institutionalization”. However, institutionalization also raises the question of how we should explain its opposite: social change.

Readings:

- John Levi Martin and Monica Lee 2015. “Social Structure.” Pp 713-18 in James D. White (ed.) *International Encyclopedia of the Social & Behavioral Sciences, 2nd edition, Volume 22*. Oxford: Elsevier.
- Peter L. Berger and Thomas Luckmann 1966. “Society as Objective Reality.” Pp. 47-128 in *The Social Construction of Reality*. New York: Anchor Books.
- Paul J. DiMaggio and Walter W. Powell 1983. “The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields.” *American Sociological Review* 48(2): 147-160.
- William H. Sewell, Jr. 1992. “A Theory of Structure: Duality, Agency, and Transformation.” *American Journal of Sociology* 98(1): 1-29.

Supplementary Readings:

- Valerie A. Haines 1985. “From Organicist to Relational Human Ecology.” *Sociological Theory* 3(1): 65-74.
- Sida Liu and Mustafa Emirbayer. 2016. “Field and Ecology.” *Sociological Theory* 34(1): 62-79.
- Walter W. Powell and Paul J. DiMaggio (eds.) 1991 *The New Institutionalism in Organizational Analysis*. Chicago: University of Chicago Press. (Particularly the Introduction and Chapter 10).
- Michel Callon and Bruno Latour 1981. “Unscrewing the Big Leviathan: How Actors Macro-Structure Reality and How Sociologists Help Them to do so.” Pp. 277-303 in Karin Knorr-Cetina and Aaron Victor Cicourel (eds.) *Advances in Social Theory and Methodology: Toward an Integration of Micro-and Macro-Sociologies*. Boston: Routledge.

Week 8: Social Structures II – Conflict and Inequality

March 10

Another question raised within studies of social structure is how people within the same society get divided into subgroups with unequal access to power and resources. Particularly relevant is how those groups with more power and resources are able to exercise more influence over how society becomes structured in the first place. This week we shift our focus from the stability and change of social structures to understanding conflict and inequality within them.

Readings:

- Pierre Bourdieu 1986. “The Forms of Capital.” Pp. 241-58 in John Richardson (ed.) *Handbook of Theory and Research for the Sociology of Education*. New York: Greenwood.
- Michael Burawoy and Erick Olin Wright 2001. “Sociological Marxism.” Pp. 459-86 in Jonathan H. Turner (ed.) *Handbook of Sociological Theory*. New York: Kluwer Academic/Plenum Publishers.
- Barbara J. Risman 2004. “Gender as a Social Structure: Theory Wrestling with Activism.” *Gender & Society* 18(4): 429-50.
- Paige L. Sweet 2019. “The Sociology of Gaslighting.” *American Sociological Review*.

Supplementary Readings:

Karl Marx and Frederick Engels. 1848. *Manifesto of the Communist Party*.

<https://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf>

Pierre Bourdieu. 1983. "The field of cultural production, or: the economic world reversed." *Poetics* 12(4): 311-56.

Eduardo Bonilla-Silva. 1997. "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review* 62(3): 465-480.

Week 9: Zoom Test Week

March 17

NO READINGS: This week will be used to test Zoom in anticipation for moving all future seminar sessions to Zoom.

Week 10: Culture and Structure

March 24

In sociological theory, there is a long history of distinguishing social structures constituted by the interactions of people and material objects from some supra-individual system of meanings, values, knowledge, and other seemingly immaterial things. Karl Marx distinguished the economic base of society from its ideological superstructure. Durkheim distinguished the division of labour in society from the collective consciousness. Simmel distinguished the formal structures of social interaction from the meaningful "content" that those structures had for actors. Eventually Talcott Parsons adopted the terminology that we use today, distinguishing the "social" and "cultural" systems. This week we examine how some social theorists have conceptualized the relationship between social structure and culture.

Readings:

Clifford Geertz 1973. "Thick Description: Toward an Interpretive Theory of Culture." Pp. 3-30 in *The Interpretation of Cultures*. Basic Books.

Margaret S. Archer 1996. "The Myth of Cultural Integration" Pp. 1-20 in *Culture and Agency: The Place of Culture in Social Theory*. Cambridge University Press.

Michèle Lamont and Virág Molnár. 2002. "The Study of Boundaries in the Social Sciences." *Annual Review of Sociology* 28: 167-195.

Amir Goldberg, Sameer B Srivastava, V. Govind Manian, William Monroe, and Christopher Potts 2016. "Fitting In or Standing Out? The Tradeoffs of Structural and Cultural Embeddedness." *American Sociological Review* 81(6): 1190-222.

Supplementary Readings:

Talcott Parsons 1972. "Culture and Social System Revisited." *Social Science Quarterly* 53(2): 253-66.

Bonnie H. Erickson 1996. "Culture, Class, and Connections." *American Journal of Sociology* 102(1): 217-51.

John Mohr and Vincent Duquenne 1997. "The Duality of Culture and Practice: Poverty Relief in New York City, 1888-1917." *Theory and Society* 26: 305-56.

Week 11: Culture in Action

March 31

Last week we explored the relationship between theories of culture and social structure. This week we focus on the relationship between culture and social action. How does culture influence the way people act? As Ann Swidler explains, traditional cultural explanations of action that were based on “norms and values” fell out of favour in the 1960s and ‘70s because they tended to be tautological. Why did Actor X do Y? Because Actor X values Y. How do we know Actor X values Y? Because Actor X does Y. In more recent years, sociologists have developed more sophisticated theories that incorporate culture into explanations of action. This week, we will examine a few of them.

Readings:

Ann Swidler 1986. “Culture in Action: Symbols and Strategies.” *American Sociological Review* 51(2): 273-86.

Jeffrey C. Alexander 2004. “Cultural Pragmatics: Social Performance Between Ritual and Strategy.” *Sociological Theory* 22(4): 527-73.

Omar Lizardo 2017. “Improving Cultural Analysis: Considering Personal Culture in its Declarative and Nondeclarative Modes.” *American Sociological Review* 82(1): 88-115.

Supplementary Readings:

Talcott Parsons 1935. “The Place of Ultimate Values in Sociological Theory.” *International Journal of Ethics* 45(3): 282-316.

Stephen Vaisey 2009. “Motivation and Justification: A Dual-Process Model of Culture in Action.” *American Journal of Sociology* 114(6): 1675-1715.

Lizardo, Omar and Michael Strand. 2010. “Skills, toolkits, contexts and institutions: Clarifying the relationship between different approaches to cognition in cultural sociology.” *Poetics* 38(2): 205-28.

Week 12: Power and the State

April 7

Power has been an undercurrent in the issues discussed in all of the previous weeks. This week we make it the explicit focus of our discussion. The most famous definition of power comes to us from Max Weber as the chances of an actor to realize their ends even in the face of opposition from others. At the extreme, according to Weber, power can be exercised through physical violence. Indeed, Weber defined the State as the holder of a monopoly on the use of violence – the ultimate seat of power and domination in a society. However, as Foucault has argued, power is rarely exercised in such a direct way. This week we consider the ideas of Foucault and several sociologists on the topic of power, domination, and the State.

Readings:

Michel Foucault [1977]1995. “Docile Bodies,” pp. 135-69 in *Discipline & Punish*. New York: Vintage Books.

Pierre Bourdieu 1989. “Social Space and Symbolic Power.” *Sociological Theory* 7(1): 14-25.

Lynne Haney 1996. “Homeboys, Babies, Men in Suits: The State and the Reproduction of Male Dominance.” *American Sociological Review* 61(5): 759-78.

Chandra Mukerji 2010. "The Territorial State as a Figured World of Power: Strategies, Logistics, and Impersonal Rule." *Sociological Theory* 28(4): 402-424.

Pallavi Banerjee and Raewyn Connell 2018. "Gender Theory as Southern Theory." Pp. 57-68 in Barbara J. Risman, Carissa M. Froyum, and William J. Scarborough (eds.) *Handbook of the Sociology of Gender*. Heidelberg: Springer.

Supplementary Readings:

Simmel, Georg. 1896. "Superiority and Subordination as Subject-Matter of Sociology." *American Journal of Sociology* 2(2): 167-89.

Parsons, Talcott. 1963. "On the Concept of Political Power." *Proceedings of the American Philosophical Society*. 107(3): 232-62.

Foucault, Michel. 1982. "The Subject and Power." *Critical Inquiry* 8(4): 77-95.

Foucault, Michel. 1991. "Governmentality." Pp. 87-104 in Graham Burchell, Colin Gordon, and Peter Miller (eds.) *The Foucault Effect*. Chicago: University of Chicago Press.

Reed, I. A. (2013). Power Relational, Discursive, and Performative Dimensions. *Sociological Theory* 31(3): 193-218.

Week 13: Space and Time

April 14

The final concepts we address in this course are space and time. While all social life takes place within particular spatial locations and at specific times, sociologists have a tendency to neglect the importance of these factors. Indeed, much of sociological theory involves abstracting social processes beyond particular moments of space and time. However, all of our sociological explanations are limited in terms of space and time. While classical economists thought of rational choice, for example, as being a universal human quality, Karl Marx argued that this mode of thinking was really a modern product of Western European societies – an argument that is largely uncontroversial today. Two of this week's readings (Abbott and Molotch et al.) focus on how space and time come together to shape social practices. A third reading (Harvey) looks at how space and time are actually incorporated into social practices in different ways.

Readings:

David Harvey 1989. "The Experience of Space and Time," pp. 211-239 in *The Condition of Postmodernity*. Cambridge: Blackwell.

Andrew Abbott 1997. "Of Time and Space: The Contemporary Relevance of the Chicago School." *Social Forces* 75(4): 1149-82.

Harvey Molotch, William Freudenburg, Krista E. Paulsen 2000. "History Repeats Itself, But How? City Character, Urban Tradition, and the Accomplishment of Place." *American Sociological Review* 65(6): 791-823.

Supplementary Readings:

Park, Robert E., Ernest W. Burgess, and Roderick D. McKenzie. 1925. *The City*. Chicago, IL: University of Chicago Press.

Gieryn, Thomas F. 2000. "A Space for Place in Sociology." *Annual Review of Sociology* 26: 463–496.

Other Important Information

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.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.

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>

Absences and Deferrals

You can rephrase this to fit your purposes but bear in mind that instructors cannot require doctors' notes, and the link to the calendar information about documentation must be included.

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. Further information can be found at: <https://www.ucalgary.ca/registrar/exams/deferred-exams>

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It's available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred_termwork15_0.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).

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/. 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.

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/ or email ombuds@ucalgary.ca.

Student Representation

The Graduate Student Association VP Academic can be contacted at vpa.gsa@ucalgary.ca

For more information, and to contact other elected officials with the GSA, please visit this link:

<https://www.ucalgary.ca/pubs/calendar/grad/current/graduate-students-association-gsa-grad.html>

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.