



SOCI 631/731 GRADUATE SEMINAR IN SOCIOLOGICAL THEORY			
Pre/Co-Requisites	Sociology 331 and 333 or equivalents; or consent of the Department.		
Instructor:	Matt Patterson	Lecture Location:	SS921
Phone:	403-220-5037	Lecture Days/Time:	Tues. 9:00 – 11:45 AM
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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 1950s to forthcoming articles. Some of the authors we will read are canonical figures. Others are just 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 an original theory to explain your empirical observations. More likely, you will be building on or

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

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 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.

Required Readings, Electronic Resources

There is approximately 100 pages of required readings assigned each week. These readings will be made up of 3-4 articles and book chapters. All the readings are accessible via the University of Calgary Library's website and links are available on D2L.

In addition to readings, all relevant course material including any lecture slides and assignment information sheets can be found on D2L.

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>

Methods of Assessment and Grading Weights

<u>Assignment</u>	<u>Due Date</u>	<u>% of Final Grade</u>
Participation	Weekly	10%
Seminar Presentation	TBD	15%
Paper #1: Theoretical Review	February 17 th	20%
Paper #2: Critical Reflection	March 21 st	25%
Paper #3: Original Theorization	April 18 th	30%

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. 10% 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 13 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 groundbreaking, 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.

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.

Paper Assignments

In keeping with the goal of this course to make sociological theory relevant to your own thesis and dissertation work, three interrelated paper assignments are designed to help you advance upon a dominant theory within your area of interest by developing your own original theoretical ideas.

Paper #1: Theoretical Review (10 pages maximum, double-spaced):

In the first paper, you are asked to provide a review of one major work of sociological theory (of your choosing). This work could be a theory that is central to your own area of interest, important to sociology as a whole, or just something that interests you on a personal level. The work should generally be a book or a set of four to five related articles by the same author(s). Please get approval of the work with the instructor before you begin your assignment. You can also talk to the instructor to brainstorm ideas for possible works. Given that you will need to complete the assignment by mid-February, it is advised that you choose your theory as early in the term as possible so that you have enough time to read it and write your paper.

The main task of the theoretical review paper is to provide an analytical overview of the work of theory. What is this work trying to accomplish? What are the main components of its argument? What evidence does it use? What are the existing theories and perspectives that inform the work? How does it attempt to advance beyond existing theories? If there are parts of the theory that seem important but which you find unclear or confusing, you should note these as well. The main idea behind this assignment is for you to independently read, comprehend, and write about a long-form, comprehensive work of sociological theory. At this point, you will not need to go beyond the theory in terms of presenting a critique or alternative ideas.

Paper #2: Critical Reflection (10 pages maximum, double-spaced):

Having already outlined the theoretical work in paper #1, the purpose of paper #2 is to provide a critical assessment. There are basically two components to a critical assessment. First, you should identify the significance of the theoretical work. Why did you waste all this time reading it in the first place? Without re-summarizing the theory, explain its main value to a particular area of research, or the field of sociology more generally.

Second, you should discuss the limitations of the theory. There are many ways to do this, and we will be discussing them during the seminar. Perhaps the theory is empirically wrong. It may imply or predict things about the world that are demonstrably false. More likely, your critique will focus on logical inconsistencies within the theory itself. It may be based on dubious assumptions. It may focus primarily on one explanation without considering possible alternatives. The theory may come out of a larger theoretical paradigm that has its own limitations.

Good critiques need to consider the original aim of the article (which is why paper #1 is important to get right). If a theory purports to explain why immigrants have higher unemployment rates than Canadian-born citizens, you cannot critique it for failing to explain employment differences across gender groups. However, in theorizing immigrant unemployment, the theory may focus primarily on individual-level characteristics, while ignoring the macro-level or structural forces at work. This would be a valid avenue of critique.

In developing your critical assessment of the theoretical work, you are encouraged to draw on existing sources, including course readings and other relevant academic work.

One last thing to keep in mind is that paper #2 sets up paper #3. That is, you want to construct a critique of the existing theory that will serve as a launching pad for your own creative theorizing.

Paper #3: Original Theorization (20 pages maximum, double-spaced):

Having identified the main ideas behind the theoretical work (paper #1) and discussed the limitations or problems of that theory (paper #2), paper #3 will involve creatively developing your own original theory as a way of responding to those limitations.

As with paper #2, we will be discussing strategies for theorizing throughout the term. Your paper may propose a completely alternative explanation for the phenomenon that the original theoretical work sought to explain. Alternatively, your paper might just represent a subtle revision of the original theory in order to resolve some of its logical inconsistencies or erroneous assumptions.

Whatever your approach, you should draw on course readings and other academic material to support your theory. Many of these readings can provide theoretical “building blocks” that you can incorporate into your paper.

Grading Scale

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

Grade	Percent	Description
A+	95 – 100%	Outstanding performance
A	90 – 94%	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	85 – 89%	Very good performance
B+	80 – 84%	Good performance
B	75 – 79%	Satisfactory performance
B-	70 – 74%	Minimum pass for students in the Faculty of Graduate Studies
C+	67 – 69%	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.

Schedule of Lectures and Readings

Week 1: What is Theory?

January 10

A discussion of the course outline, expectations, and an overview of what sociologists mean when they use the term “theory”, and theory’s status as a subdiscipline within contemporary sociology.

Required Readings:

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

Lizardo, Omar. 2020. “The End of Theorists: The Relevance, Opportunities, and Pitfalls of Theorizing in Sociology Today.” *SocArXiv*. <http://osf.io/preprints/socarxiv/3ws5f>

Week 2: Theory Creation

January 17

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. We begin with one of the most famous articulations of theory’s role vis-à-vis empirical research in Merton’s *Social Theory and Social Structure*. Next, we consider how the positionality of the theorist themselves can be used as a resource in theorizing, as argued by Collins. Finally, we encounter Timmermans and Tavory’s pragmatist perspective on theorizing as a creative process of “abductive analysis”.

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.

Week 3: Agency, Action, and Practice

January 24

Social actions, according to Max Weber, refers to behaviour that is (1) subjectively meaningful for the actor themselves, 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 theorists conceptualized social action as the combination of specific means and ends. However, other theorists have argued that our actions tend not to be determined by the identification of future ends, but rather by the habits and routines we have developed through our past actions. These theorists tend to conceptualize the social act as a form of "practice". This week we will examine theories that take the act as their primary focus, comparing future-oriented theories of action with past-oriented theories of practices, and others that seek to bridge this divide.

Required 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.

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

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.

Week 4: The Self and Consciousness

January 31

According to George Herbert Mead, people are not born social actors. Rather they develop the capacity for social action through a gradual process of socialization. Through socialization, human subjects gain the capacity for self-consciousness or self-objectification. That is, they become able to reflect on themselves as an object of abstract thought. This week we shift from a focus on social acts to examine actors themselves. We begin by considering the tortured history of the concept of "socialization" in a review article by Guhin et al. (2021). We then turn to two articles by Ahmed (2006) and Green (2007) that consider queer theory from the perspective of phenomenology and pragmatism respectively.

Readings:

Guhin, Jeffrey, Jessica McCrory Calarco, and Cynthia Miller-Idriss. 2021. "Whatever Happened to Socialization?" *Annual Review of Sociology* 47: 109-129.

Ahmed, Sara. 2006. "Orientations: Toward a Queer Phenomenology." *GLQ* 12(4): 543-74.

Green, Adam Isaiah. 2007. "Queer Theory and Sociology: Locating the Subject and the Self in Sexuality Studies." *Sociological Theory* 25(1): 26-45.

Week 5: Interactions

February 7

In the previous week, we looked at how people develop a sense of self through their interactions with others. From Herbert Blumer's symbolic interactionism, to Harold Garfinkle's ethnomethodology, to Erving Goffman's dramaturgical perspective, there are many traditions in sociology that take what Goffman called the "interaction situation" as their primary object of study. According to many of these theories, social interactions have a logic unto themselves that cannot be reduced to the social identities of the individuals involved, nor to pre-existing social norms and structures that transcend individual

situations. Instead, these perspectives examine how people's own actions and sense of identity are continually reformulated within the immediate context of the interaction situation. Likewise, interactionists also look at how larger, macro-level social institutions are constituted and maintained through micro-level interactional dilemmas that must be continually resolved. Each of the readings this week address both sides of interaction.

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.

Chong, Phillipa K. 2021. "Dilemma Work: Problem-Solving Multiple Work Roles into One Work Life." *Work and Occupations* 48(4):432-469.

Week 6: Paper #1 Discussion Session

February 14

This week we take a break from assigned readings for you to focus on completing paper #1. In seminar this week, each student will briefly present a summary of the theoretical work that they have been studying for paper #1, as well as discussing their preliminary ideas for papers #2 and #3.

These presentations will not be graded but do contribute to participation marks.

- Paper #1 Due Friday, February 17th

READING WEEK – NO CLASS

FEBRUARY 21

Week 7: Social Structure

February 28

In order for people to interact, at least face-to-face, they must occupy some common position within space and time. Much of sociology is based on the idea that the distribution of people across space and time is relatively stable and can therefore be measured, explained, and become the basis for societal-level comparisons. However, sociologists have often gone beyond just thinking about these social regularities as existing in a statistical sense. Theorists such as Emile Durkheim also considered that many of them exist in a moral sense. That is, they exist because individuals feel morally constrained in their range of possible behaviours. These regularities, therefore, have a *sui generis* existence and exercise causal force over the individuals who make up society.

While influential, Durkheim's theories have led to unending debate over the ontological and epistemological status of what has become known as "social structure". It has also inspired new theories of structure that attempt not only to resolve these thorny philosophical issues, but also balance structure with agency, stability with change, and ideas with material things. Anthony Giddens' *The Constitution of Society* represented one of the most influential attempts in postwar sociology to retheorize social structure. This week we consider his work as well as two critical responses from Sewell and Lizardo.

Readings:

Giddens, Anthony. 1984. *The Constitution of Society*. Berkeley: University of California Press. Chapters 1 and 4.

William H. Sewell, Jr. 1992. "A Theory of Structure: Duality, Agency, and Transformation." *American Journal of Sociology* 98(1): 1-29.

Lizardo, Omar. 2010. "Beyond the Antinomies of Structure: Levi-Strauss, Giddens, Bourdieu, and Sewell." *Theory and Society* 39(6): 651-688.

Week 8: Culture, Meaning, and Symbol Systems

March 7

As discussed last week, one way to think about the regularities of social life is to focus on the actual distribution of material things, such as people, objects, and behaviours, across time and space. Another way, however, is to think about shared moral prescriptions that exist in the minds of individuals. This division has often been conceptualized as social structure and culture respectively. Talcott Parsons, for example, distinguished the "cultural system" from the "social system". For Parsons, culture was essential to action because it provided an external source of meaning. Without external meanings imposed by systems of language, knowledge, value, he reasoned, coordinated actions are impossible.

This week we consider the extent to which culture can be theorized as an external, somewhat stable, system of meanings and/or symbols. We begin with Leschziner and Brett's review of the culture/structure divide in classical theory. We then get a neo-Marxist perspective on this divide from Hall. This can be contrasted by Alexander and Smith who argue for a perspective based on "cultural autonomy" in developing their "strong program". Finally, we turn to an article by Lizardo which demonstrates the huge influence of cognitive science on how many sociologists theorize culture today.

Readings:

Leschziner, Vanina and Gordon Brett. 2021. "Symbol Systems and Social Structures" Pp. 559-582 in Seth Abrutyn and Omar Lizardo (eds.) *The Handbook of Classical Sociological Theory*. Cham: Springer.

Hall, Stuart. 1986. "The Problem of Ideology – Marxism without Guarantees." *Journal of Communication Inquiry* 10(2): 28-44.

Alexander, Jeffrey, and Philip Smith. 2002. "The Strong Program in Cultural Theory: Elements of a Structural Hermeneutics." Pp. 135-50 in Jonathan Turner (ed.) *Handbook of Sociological Theory*, pp. 135-150. New York: Kluwer Academic.

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

Week 9: Institutions, Organizations, and Networks

March 14

Social structure and culture do not just exist at the level of society. Society is divided into many subsystems that are constituted around particular abstract concepts, role sets, and practices, usually based on the explicit belief that these things serve an important social function. For Parsons, this is the definition of a "social institution", and it includes things like families, schools, and cities. Within each institution we find actual people engaged in coordinated actions through the formation of particular organizations and networks. This week we examine theories that attempt to explain institutions, organizations, and social networks, and their interrelations.

Readings:

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.

Mohr, John W. and Harrison C. White. 2008. "How to Model an Institution." *Theory and Society* 37(5): 485-512.

Small, Mario Luis. 2006. "Neighborhood Institutions as Resource Brokers: Childcare Centers, Interorganizational Ties, and Resource Access Among the Poor." *Social Problems* 53(2): 274-292.

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.

Week 10: Capitalism and Class

March 21

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. Classical sociologists like Marx and Weber were particularly interested in how industrial capitalist societies resulted in major class divisions. This week we focus on contemporary sociological theories of capitalism and class.

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.

Curran, Dean. 2013. "Risk Society and the Distribution of Bads: Theorizing Class in the Risk Society." *The British Journal of Sociology* 64(1): 44-62.

Fourcade, Marion and Kieran Healy. 2017. "Seeing Like a Market." *Socio-Economic Review* 15(1): 9-29.

Week 11: Racism, Sexism, and Intersectionality

March 28

While Marx and Weber focused on capitalism and class, for W. E. B. DuBois the "color-line" represented the primary axis of inequality that characterized the 20th century. However, DuBois did not see the institutions of capitalism and race as two separate, independent sources of inequality. Rather, he recognized that they were deeply integrated without one being reducible to the other. This week we consider structural theories of racism and sexism. Though we have considered race and gender in previous weeks, the theories today examine these concepts specifically in terms of how they become the basis for the unequal distribution of resources and power. Furthermore, we will consider the concept of "intersectionality" which has emerged as a dominant lens through which to understand how multiple forms of inequality overlap and interact.

- **Paper #2 due Tuesday, March 21.**

Readings:

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

Choo, Hae Yeon and Myra Marx Ferree. 2010. "Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities." *Sociological Theory* 28(2): 129-149.

Ray, Victor 2019. "A Theory of Racialized Organizations." *American Sociological Review* 84(1): 26-53.

Paige L. Sweet 2019. "The Sociology of Gaslighting." *American Sociological Review* 84(5): 851-875.

Power has been an undercurrent in 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.

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.

This week we review the major themes from the course and students will also have an opportunity to share the theories they are developing for paper #3.

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/>.