

SOCIOLOGY 9002a

Classical Sociological Theory

Fall 2019

Dr Scott Schaffer

Course Meetings: Weds 130pm to 430pm, SSC 5235

Office Hours: Weds 10am to 12pm, or by Skype appointment

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COURSE DESCRIPTION

It is important for any graduate student in any discipline to have a solid understanding of the conceptual and historical foundations of that discipline. That is no truer for any discipline than sociology, where the history of our endeavour *is* predicated on the basis of theoretical responses to what appears on its face to be a simple question: namely, *what exactly is the social?* The canonical thinkers of the discipline all worked to develop clear conceptions of what actually counted as the subject matter of sociological study (as opposed to political, economic, cultural, psychological, and biological, among other things), and understanding those theoretical conceptions of what makes what we do different from what is done on other floors in SSC is crucial to learning to do good sociological research.

As well, the things we all come here to study -- inequality, crime, health, education, social change, work, social changes across the life course, and so on -- are not immediate or unmediated things that we can observe in the world, like cells, chemical reactions, or voting behaviour. How we go about identifying, observing, measuring, and understanding the things we study in sociology depends completely upon how it is that we conceptualise them -- or, to put it another way, how we construct the sociological "objects" that we then bring to the social world to study. Good sociology, the kind you will learn how to produce during your graduate career here at UWO, does not simply take someone else's object wholesale; it should examine its components, its construction, its contours, to see if it is put together properly and appropriately, and to rethink its construction if need be, before deploying it in the process of a study. That takes theory.

The goal of this course is to enable you to link these two seemingly disparate elements of the discipline -- the abstract, almost philosophical part with the "dirty fingernails" side of measurement and analysis -- in what is the process of *theorizing*, or what I prefer to call "writing your theory chapter first". Our task will be to figure out how the classical sociological thinkers conceived of the sociological endeavour from start to finish, and how we can utilise those conceptions in the pursuit of our own research. And much like "arts and crafts" days back in school, this will involve playing with the ideas and texts, poking them to see where they stretch, recolouring them, and putting them together in new ways. Through the workshops in this course, you will learn the skills you will need in order to build better

sociological objects and gain a deeper understanding of the social world you came here to study.

COURSE TEXTS

There are two books that are required for the course. These books will be available through the UWO Bookstore, and used copies can be found in online shops.

Paul Davidson Reynolds, *A Primer in Theory Construction*. Allyn and Bacon Publishers, 2006 (though previous editions are acceptable). ISBN: 9780205501281
Pierre Bourdieu, Jean-Claude Chamboredon, and Jean-Claude Passeron, *The Craft of Sociology: Epistemological Preliminaries*. De Gruyter, 1991. ISBN: 9783110119404

Additional required readings will be available on OWL per the reading schedule below. Please be sure to bring *print copies of the readings* with you to class each week.

Finally, every participant in the course should have a good sociological dictionary and a good sociology writer's manual. If you are in need of either of these, or of identifying secondary examinations of the theorists we're reading this term, please ask and I can provide you a list.

ASSIGNMENTS

Weekly Reading Memos

Each week, you are required to submit a *maximum* two-page memo engaging with the course readings. These memos are meant to be interrogations of the readings -- think pieces of a sort, showing that and how you have engaged with that week's readings. They can be what you found intriguing, interesting, confusing, or downright bizarre in the readings. But most importantly, they should be *what you want to discuss in that week's class session*. Memos need to be sent to everyone in the class by 6pm on the Monday before each week's class. Everyone needs to read through the memos before the start of class on Wednesday and should have access to them in class.

Memos will not be marked on the basis of "quality" -- they don't have to be polished arguments -- but rather on the basis of the seriousness of your engagement with the readings. They will receive full credit, half-credit, or no credit, based on the following evaluation:

- **Full credit:** Doesn't simply summarize a reading, but probes an issue across readings; poses questions likely to provoke an extended discussion; integrates ideas gleaned from one set of readings with those from other weeks in this course or learning from other courses.
- **Half-credit:** Identifies an issue, but doesn't track that issue across readings; lies somewhere between summary of readings and integration of readings; focusses primarily on one, possibly two readings from that week; poses questions not likely to provoke an extended discussion.

- No credit: Summarizes only — doesn't identify an issue or track it across readings; doesn't poses questions likely to lead to an interesting or engaging discussion.

Since these are intended to serve as the basis of the discussion, no late memos will be accepted after Monday at 6pm. If you have to miss a class, you are still expected to prepare a memo for that week on time.

Midterm Examination

There will be a take-home midterm examination, which will ask you to write a number of short essays in response to questions derived from our workshops and discussions in the course. It will be due to Turnitin (via OWL) on Sat Oct 19/2019 at 6pm EST.

Class Discussion and Engagement

This course is a workshop course — a version of a seminar — meaning that the course will rely a great deal on your participation and your contributions to the discussion, as well as your responses to questions and challenges posed to you by me and your colleagues. As well, discussion forums will be created on OWL, enabling you to continue the discussions with your colleagues even outside of class time, and your contributions to these discussion forums will also factor into your participation mark. You should note that merely being physically present in class for every class session is only worth about 50% of the participation mark (“showing up is half the job” — so perfect attendance and perfect silence will lead to a 50% for engagement); and talking off the top of your head without being prepared or engaging with the texts is not regarded as “discussion.” You should come prepared with notes, page references, highlights, thoughts, insights, and questions, and be ready to share them with others. Even “I don't understand...” is a valuable starting point for our discussions.

Final Examination

There will be a take-home final examination for this course, due on Fri Dec 20/2019 at 6pm EDT to the Assignments tab on OWL.

Grade Breakdown and Grading Guidelines

Evaluation guidelines for written work are listed in the Course FAQ handout, which is available on OWL. You should read them thoroughly, both at the start of the term and prior to submitting assignments as they will provide you with a comprehensive checklist for your work.

I do my best to ensure that the evaluation of your work is as impartial as possible and reflects the quality of what you submit at the due date and time as measured against the evaluation guidelines. Marks are assigned to your written work based on how it stacks up to standard academic expectations of students at your academic level. Thus, it is entirely possible that marks on written work here will be lower than in other courses. I have designed this course to ensure that as a general rule, if a student completes all of the work with the seriousness appropriate to a graduate seminar, they will pass the course with at least a B.

If you have issues with the evaluation of your work, you may submit to me a one-page statement of how it is that you think your work as submitted was wrongly evaluated *no sooner than 24 hours after I return the work to you*. We will then meet to discuss the issue. Please note that I reserve the right to elevate your mark, maintain the mark as applied, or to lower the mark depending on that re-evaluation.

The weighting of the assignments in the course:

Reading Memos	20% of your course mark
Midterm Examination	20% of your course mark
Workshop and Course Engagement	30% of your course mark
Final Examination	30% of your course mark

PRINCIPLES FOR WORKSHOP DISCUSSIONS AND PROFESSIONAL SUCCESS (in this course and the rest of your graduate study)

The idea behind the workshop model for the course is a simple one: To turn our examination of classical sociology and the philosophy of social science into a collective and collaborative learning endeavour. However, this simple idea, as past experience has shown, requires that a few basic principles be made explicit.

- 1. Readings.** There is often a tendency in seminars to turn every seminar into a general “bull session” where people talk off the top of their head about what they think the texts are about. *This is not acceptable in this course.* The focus of our work is the readings and your interrogations of them, as well as bringing these to the point of my pedagogical agenda. This is not to say that general discussions of the readings or other materials or issues cannot be brought to bear on our discussions. It is to say that we will constantly be moving back to the texts, so you need to be prepared for that move.
- 2. Listen.** Good discussions pick up trains of thought in the room; unsatisfying discussions are collections of things people want to say without reference to anything else said in the class. Be less concerned with figuring out what your brilliant comment will be, and focus more on the collaborative aspect of our learning environment.
- 3. Brevity.** Keep your interventions focussed on the issues and texts at hand. Long, meandering, overblown speeches rarely contribute as much as one thinks.
- 4. Equity and Respect.** I acknowledge that some members of our workshop will have different personalities and different degrees of exposure to the material, and that these will lead to different levels of active participation. However, individually and as a group, we should be aware of these factors and work to ensure as equitable participation as possible and to work to create a classroom environment where all members feel enabled to participate. Course participants need to be attentive to this and to curtail speeches by people who have dominated the discussion if need be.

5. Types of interventions. Not every contribution in class needs to be a brilliant insight. No intervention should be regarded as "too simple" as long as it reflects an attempt to seriously engage with the material and a preparation to do so. It is appropriate to ask for clarifications of readings or previous comments, as well as to make substantive points on the topics at hand. *Sometimes, the best contribution is a question.* And it is perfectly acceptable to ask for a brief pause or a slow-down in order to catch up.

6. Discussion tone. The workshop model is one that has its heart a notion of what I would call *cooperative, collaborative conflict*. That is, it is perfectly acceptable to have disagreements about the materials or course issues, as they can often highlight differences in interpretation that can productively lead to theoretical advances and improvements in our understanding. Those differences, as well as the ways in which they are stated, should be oriented to this goal at all times. Participants should be attentive to the ways in which discussions are conducted in order to ensure that the discussion is not marked by aggressiveness, competitiveness, or other tricks in what Erik Olin Wright calls "the repertoire of male verbal domination" or Pierre Bourdieu calls "linguistic violence."

7. Preparation for discussions. Good seminars depend on serious preparation by students. This means the following:

- a. Doing the readings carefully -- not reading every word necessarily, but studying the readings.
- b. Reading the memos written by other students, as well as writing down any reactions to any you find interesting. This kind of "virtual dialogue" can be very productive for our collective workshop.
- c. Try to discuss the material with at least one other student before each class session, whether in person or online.

8. Professionalism. Graduate school is very often the first step in the development of your professional lives and personas. My expectation is that you will by now be aware of the professional norms of academia and the UWO Department of Sociology and will act accordingly. If not, please ask me.

This includes the following:

- a. working to meet the expectations and requirements of the course and the instructor;
- b. pursuing your own work following the principles of academic honesty and that your work will reflect your best effort;
- c. conducting yourself professionally both in the department and outside of it; and,
- d. remembering that graduate study involves a significant amount of *training* in areas that students may not see at the time are important to your professional development, but that those with expertise in the field recognise as being important for one's intellectual development.

The full UWO Student Code of Conduct can be found at <https://www.uwo.ca/univsec/pdf/board/code.pdf>; I would advise everyone to be aware of it.

COURSE SCHEDULE

Below is the preliminary schedule of readings and workshops/discussions for the course. Generally speaking, we will endeavour to hold to this schedule, so you should plan your time accordingly. Workshops will generally be directed by me; discussions will be less directed — but every week requires your participation.

Important Note: This is a graduate-level course. You are responsible for your own learning, as well as recognising *and addressing* any gaps in your previous education. As you are at UWO to learn to be an independent researcher, if you recognise now or come to see that there are gaps in your preparation for this course, you need to take the initiative to fill those gaps. I am more than happy to provide you with resources so that you can do that. My responsibility is to take your previous experience and education and extend, further, and develop that knowledge — not to remediate.

As you are reading, be sure that you do not attempt to simply turn pages or skim to get through the texts as quickly as possible. “The answers” are “not there”; they require careful reading, careful thinking, note-taking, idea-jotting, mind-mapping, doodles, and any other number of possible ways for you to sort out your ideas about them. They are here to provoke you, to get inside your head and rattle around until they mesh together with some other thing to create A New Idea. Let that happen.

Please note that the workshop model will result in some flexibility in the readings as they are listed below. Some readings may be moved from optional to required and vice versa. Some may be left on the “cutting room” floor. Depending on current events, other readings may be introduced. What is listed below is the map of the course as it stands at the start of the term, and you should prepare for it as such. I will always let you know at least a week in advance if our readings for a class session will change. Please make sure that you have the readings and your notes on them with you in class. Hard copies are preferred for important pedagogical reasons.

Course and Reading Schedule

Starred readings are available on OWL.

Week 1: Weds Sep 11. Introduction to the course and the sociological workshop.

Note: I will proceed on the first day of class as if you have read these works. I would strongly suggest that you endeavour to do so before class begins, as they will set out the basic themes and issues that we will deal with in the course. If you cannot get to them before the term begins, *do not fret* — you can read them after the first class session and get caught up.

Reynolds, *A Primer in Theory Construction*, Introduction (pp. 10-17)

* Abend, "The Meaning of 'Theory'," *Sociological Theory* 26: 2, pp. 173-199.

* Alford, *The Craft of Inquiry*, chapter 1 (pp. 11-20)

* Rojas, *Theory for the Working Sociologist*, chapter 1 (pp. 1-19)

Week 2: Weds Sep 18. What is the role of theory in sociology? *I. The epistemological break*

Reading Memos begin

Bourdieu, *et al.*, *The Craft of Sociology*, Introduction and Part I (pp. 3-32), and associated readings (Texts 3-9, 11-13, 18; pp. 93-117, 119-129, 144-146):

Kaplan, selection from *The Conduct of Inquiry*

Durkheim, selection from *The Rules of Sociological Method*

Mauss, selection from "La prière"

Goldthorpe and Lockwood, "Affluence and the British Class Structure"

Durkheim, selection from *Education and Sociology*, *The Rules of Sociological Method*, and "Sociology and the Social Sciences"

Marx, selection from *The Poverty of Philosophy* and *The Grundrisse*

Durkheim, selection from *The Rules of Sociological Method*

Weber, selection from *The Protestant Ethic and the Spirit of Capitalism*

Bachelard, selection from *The Philosophy of No*

* Alford, *The Craft of Inquiry*, chapter 2 (pp. 25-29)

* Abbott, *Methods of Discovery*, chapter 2 (pp. 41-79)

Week 3: Weds Sep 25. What is the role of theory in sociology? *II. Paradigms and ways of thinking*

Reynolds, *A Primer in Theory Construction*, chapter 2 (pp. 19-44)

* Merleau-Ponty, "The philosopher and sociology"

* Gadamer, "Hermeneutical understanding"

Week 4: Weds Oct 2. What is the social? Where do we find it? How can we study it?
Objects, concepts, and constructs

Reynolds, *A Primer in Theory Construction*, chapter 3 (pp. 45-64)

Bourdieu, *et al.*, *The Craft of Sociology*, Part II (pp. 33-57) and associated readings (Texts 19-28, 30, 33; pp. 147-182, 185-190, 196-200):

Marx, selection from *The Grundrisse*

Weber, selection from *The Methodology of the Social Sciences*

Durkheim, selection from *The Rules of Sociological Method*

Bachelard, selection from *The New Scientific Spirit*

Katz, selection from "The Two-Step Flow of Communication"

Simiand, selection from *Statistique et expérience*

Schatzman and Strauss, selection from "Social Class and Modes of Communication"

Goldthorpe and Lockwood, selection from "Affluence and the British Class Structure"

Lévi-Strauss, selection from *Introduction to the Work of Marcel Mauss*

Mauss, selection from "Introduction à l'analyse de quelques phénomènes religieux"

Weber, selection from *Economy and Society and The Methodology of the Social Sciences*

Campbell, selection from *Foundations of Science*

Week 5: Weds Oct 9. What are we able to actually say about the things we study?
Ontology and statements about "things"

Reynolds, *A Primer in Theory Construction*, chapter 4 (pp. 67-82)
Bourdieu, *et al.*, *The Craft of Sociology*, Part III (pp. 57-68) and associated readings (Texts 34-35, 37-41; pp. 201-210, 214-232):

Canguilhem, selection from *La connaissance de la vie* and "Leçons sur la méthode"

Mills, selection from *The Sociological Imagination*

Wind, selection from "Some Points of Contact between History and Natural Science"

Darwin, selection from *The Origin of Species*

Bachelard, selection from *Le rationalisme appliqué*

Canguilhem, selection from "Leçons sur la méthode"

Durkheim, selection from "Sociology and Its Scientific Field"

- * Durkheim, "What is a social fact?"
- * Hempel, "Concept and theory in social science"
- * Schutz, "Concept and theory formation in the social sciences"

Week 6: Weds Oct 16. How do we come to know the things we claim to study?
Measurement, epistemology, and ontology

- * Rojas, *Theory for the Working Sociologist*, chapter 4
- * Nagel, "Methodological problems of the social sciences"
- * Hacking, selections from *Social Construction of What*

Sat Oct 19, 6pm EST: Midterm Examination DUE to Turnitin (via OWL)

Week 7: Weds Oct 23. How do we know when things are related? *Assessing relationships*

Reynolds, *A Primer in Theory Construction*, chapter 5 (pp. 83-116)

Week 8: Weds Oct 30. What kind of science is sociology? *Forms of relationships*

- * Aneshensel, *Theory-Based Data Analysis*, chapter 3 (pp. 57-68)
- * Neurath, "The scientific world conception"
- * Habermas, "Knowledge and human interests" and "The tasks of a critical theory"
- * Dilthey, "The development of hermeneutics"

Weds Nov 6 – No class: Reading Week.

Week 9: Weds Nov 13. How do we know when we “know something”? *Verification and falsification of claims to knowledge*

Reynolds, *A Primer in Theory Construction*, chapter 6 (pp. 117-140)

- * Popper, “The problem of induction”
- * Carnap, “Confirmation, testing, and meaning”
- * Simmel, “On the nature of historical understanding” and “How is society possible?”
- * Resnick, “What a nerdy debate about p-values shows about science — and how to fix it”
- * Matthews, Wasserstein, and Spiegelhalter, “The ASA’s *p*-value statement, one year on”

Week 10: Weds Nov 20. What is the role of theory in sociology? *III. Making arguments and building theory*

- * Alford, *The Craft of Inquiry*, chapter 3 (pp. 32-53)
- * Horkheimer, “Traditional and critical theory”
- * Marcuse, “Philosophy and critical theory”
- * Habermas, “The hermeneutic claim to universality”
- * Parsons, “Theory and empirical fact”

Week 11: Weds Nov 27. What approach to the social is appropriate, either scientifically or ethically? *The responsibilities of the sociologist*

Bourdieu, *et al.*, *The Craft of Sociology*, Conclusion (pp. 64-79) and associated readings (Texts 42-44; pp. 233-246):

Bachelard, selection from *La formation de l’esprit scientifique*

Maget, selection from *Guide d’étude directe des comportements culturels*

Polanyi, selection from *Personal Knowledge: Towards a Post-Critical Philosophy*

- * Rosenberg, *Philosophy of Social Science*, chapters 13-14 (pp. 252-306)
- * Apel, “Types of social science in light of human cognitive interests”
- * Unger, “The critical argument”

Week 12: Weds Dec 4. So what do we know about theory now? *Recapping our journey*

No reading memo due

Fri Dec 20, 6pm EST: Final Examination DUE to Turnitin (via OWL)

COURSE POLICIES

It is crucial that you read, understand, and agree to these policies. Your continued enrolment in the course constitutes acceptance of these policies and expectations of you during the term.

Academic Integrity and Plagiarism: UWO promotes the pursuit of scholarly activity in an open, honest, and responsible manner. All students should act with personal integrity, respect for other students, and help maintain an environment in which all can succeed through the fruits of their efforts. Violations of academic integrity will be treated very seriously.

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a **major** academic offence (see the Scholastic Offence Policy in the Western Academic Calendar), and I take it very seriously.

All required papers *will* be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between UWO and Turnitin.com (<http://www.turnitin.com>).

Students who submit work found to be substantially plagiarised (i.e., work in which plagiarism can be demonstrated in substance) will be subject to the procedures outlined in the Scholastic Discipline for Graduate Students section of the Western Academic Calendar. This referral will be done without exception. Further information can be found at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf.

Accommodations: Only in exceptional circumstances may a student be provided special accommodation in the completion of a course requirement (i.e., exams, papers). To request a one-time accommodation (brief illness, family emergency), the student should inform the professor when they are able so accommodation can be made. Accommodations for an ongoing disability may be requested through Services for Students with Disabilities (SSD) at UWO. SSD is a confidential service, working with students and their programs, normally their graduate chair, to ensure that appropriate academic accommodations to program requirements are arranged. More information can be found at <http://grad.uwo.ca/administration/regulations/14.html>. Students are encouraged to consult the program graduate chair if they would like to discuss the appropriateness of this option for their situation.

Attendance. Your attendance in class sessions is expected and constitutes part of your mark. If you are unable to attend a class session for medical or compassionate reasons, you must inform me as soon as possible. Updates on attendance records will be provided on request.

Communications: Email is my preferred method of contact. Any professor should tell you this: **Write your emails to me as you would want any letter of recommendation I might write on your behalf written for you.** They should be professionally prepared, spell- and grammar-checked, and not written in “text message” format. Please allow 24 hours for responses during the regular work week.

Completion of Course Requirements: Course requirements must be completed by the end of the term in which the course is offered (Fall: December 31; Winter: April 30, Summer: August 31). Only in exceptional circumstances may a student take additional time to complete the course requirements. In such a case, the student must first meet with the Graduate Chair to request permission to carry the incomplete. Medical documentation, where required, will be kept on file in the Sociology graduate program office. More details regarding incompletes are outlined in the Graduate Handbook: http://www.sociology.uwo.ca/graduate_handbook/course_information.html.

Health and Wellness: As part of a successful graduate experience at UWO, we encourage students to make their health and wellness a priority. Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their graduate chair, or other relevant administrators in their unit. The Wellness Education Centre (lower level UCC) assists students in finding mental health and other related resources best suited to their needs: <http://se.uwo.ca/wec.html>. UWO's School of Graduate and Postdoctoral Studies' Living Well website provides tips for thriving at grad school and other helpful information: http://grad.uwo.ca/current_students/living_well/index.html.

UWO provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in the Campus Recreation Centre: <http://www.westernmustangs.ca/index.aspx?path=ims#>. Numerous cultural events are offered throughout the year. Also we encourage you to check out the Faculty of Music web page (<http://www.music.uwo.ca>) and our own McIntosh Gallery (<http://www.mcintoshgallery.ca>). Students who are in emotional or mental distress should refer to Mental Health @ Western (http://www.health.uwo.ca/mental_health) for a complete list of options for how to obtain help.

Laptop/Tablet Policy: Laptops are generally not useful in this course and are not recommended. As this is a seminar/workshop course, your goal should not be capturing every word that I say, but rather engaging fully in the workshop process. If you believe that not having use of a laptop in class will be unduly detrimental to your success in the course and can submit a justified argument to support this claim, accommodations may be made at my discretion. Tablets are acceptable if used for handwritten note-taking (i.e., with a stylus). You may record our workshop discussions for your personal note-taking use.

Mobile Phone Policy: All phones are to be shut off at the start of class, except if you have a dire emergency that you are having to attend to (such as an immediate family member's illness or hospitalization, or your spouse's/domestic partner's impending delivery), in which case you need to let me know at the start of class. Phones that go off in class will have messages taken and delivered publicly. Text messaging is absolutely prohibited during class times.

Other Important Issues: *My Pedagogical Prime Directive is No BS.* This course outline details what I require of my students, and should you meet those requirements, you can expect an intellectually fulfilling class session and course. If you fail to meet those requirements, I reserve the right to excuse you from the class session, either individually or collectively, as I

firmly believe that you cannot adequately benefit from what goes on in my classroom without having put in the necessary preparation before class and the necessary engagement in class. I also have nearly twenty years' evidence for this belief, should you need it. I hope that you will not.

I will actively work to respond to issues that come up in class, either during the term or on a daily basis. To that end, I reserve the right to change, adapt, or amend this course outline, the reading schedule, and other policy issues at any time in order to make possible the improvement of the course; *however, I will only do so with the consent of and input from the class as a whole.*

Finally, any issues that you feel are impacting on your ability to do well in the course, whether they are issues inside or outside the classroom, should be brought *directly to me* as soon as possible. If the issue is not adequately resolved through the discussion with me, you need to follow the Sociology department's protocols for addressing a grievance. I take what goes on in this course very seriously and personally; I hope you will as well.

COURSE EXPECTATIONS & LEARNING OUTCOMES

As with any senior-level course, you are expected to be fully engaged in this course and able to largely direct your own learning. In order to do that, you should be prepared to meet the following expectations:

- Consistent attendance in class sessions, with you having read the materials prior to class, being prepared to discuss the materials, to pose any questions that you have, and to engage yourself and others in the learning process;
- Attendance in my office hours whenever you have a question or need help in understanding the materials or issues under discussion;
- Thoughtful reflection on the course materials and issues prior to coming to class, thoughtful discussion of these materials and issues during class sessions, and further reflection and engagement with them after class;
- The diligent pursuit of all assignments, with you committed to doing your best work on each one and dedicated to improving the quality of that "best work" throughout the term;
- And, overall, your commitment to giving us your best work in every class session and throughout the term.

If you engage with and meet these expectations, you can expect that by the end of this term, you will be able to do the following (among other things that you'll be surprised you've learned how to do and discovered about yourself):

- Engage in a thoughtful manner with the key concepts, theoretical positions, and arguments of the theorists who developed the discipline of sociology;
- Develop clear, well-thought, and increasingly sophisticated responses to questions, and the capacity to construct refined sociological questions;
- Display facility in and fluency with sociological and theoretical concepts and utilise them in the development of oral and written arguments;

- Demonstrate an understanding of the ways in which theory is constructed, operates as a basis for sociological analysis, is refined, and relates to the research process;
- Build the skills associated with sociological thinking and the deployment of the "sociological imagination";
- Develop and demonstrate the skills required to do advanced sociological research, both the "hard skills" of theoretical facility and fluency, a willingness to independently seek out knowledge to answer questions, and a work ethic consistent with your level of expertise, as well as the soft skills associated with professional conduct;
- And understand and discuss the continuing relevance of sociological theory for the future of Canadian sociological research and thereby Canadian society.