



# SOCI703

## Social Theory

S1 Evening 2018

*Dept of Sociology*

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### Disclaimer

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## General Information

|   |
|---|
| Unit convenor and teaching staff<br>Norbert Ebert<br><a href="mailto:norbert.ebert@mq.edu.au">norbert.ebert@mq.edu.au</a>   |
| Credit points<br>4  |
| Prerequisites<br>Admission to MRes  |
| Corequisites  |
| Co-badged status  |
| Unit description<br>This unit provides an advanced introduction to core social theories and is open to students from all disciplines. The focus is on the relationship between social theory and empirical research as an essential and meaningful skill for postgraduate research in various disciplines. The candidate will acquire an advanced understanding of social theory and an awareness of how theory is informed by but also informs empirical research. The design of the unit takes into account students' own research plans and designs and provides them with the competence to apply both theoretical and empirical research skills. |

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

This unit provides an advanced introduction to core social theories and is open to students from all disciplines. The focus is on the relationship between social theory and empirical research as an essential and meaningful skill for postgraduate research in various disciplines. The candidate will acquire an advanced understanding of social theory and an awareness of how theory is informed by but also informs empirical research. The design of the unit takes into account students' own research plans and designs and provides them with the competence to apply both theoretical and empirical research skills.

## Assessment Tasks

| Name                           | Weighting | Hurdle | Due        |
|--------------------------------|-----------|--------|------------|
| <u>participation</u>           | 10%       | No     | weekly     |
| <u>working with concepts 1</u> | 20%       | No     | 06/04/2018 |
| <u>working with concepts 2</u> | 30%       | No     | 18/05/2018 |
| <u>final essay</u>             | 40%       | No     | 06/06/2018 |

### participation

Due: **weekly**

Weighting: **10%**

Participation means to actively contribute to and initiate class activity, discussion and class preparation. The expectation is that you come prepared (readings/topics) and engage in class discussion on that basis. The quality and precision of the contribution is what counts.

While there are no formal presentations, every week another student will be chosen to briefly introduce the topic of the week.

Physical attendance alone is not sufficient.

This class is run as a seminar so your participation is crucial. It is also your space to raise questions.

On successful completion you will be able to:

- This unit provides an advanced introduction to core social theories and is open to students from all disciplines. The focus is on the relationship between social theory and empirical research as an essential and meaningful skill for postgraduate research in various disciplines. The candidate will acquire an advanced understanding of social theory and an awareness of how theory is informed by but also informs empirical research. The design of the unit takes into account students' own research plans and designs and provides them with the competence to apply both theoretical and empirical research skills.

### working with concepts 1

Due: **06/04/2018**

Weighting: **20%**

This 'conceptual work' is after class participation your second building block towards the final assignment. Your task is:

- identify a concept (from week 1- 6) that has been introduced or emerged from the course material (readings, lectures, discussions)
- name the theorist(s) and their main contributions to the definition of the concept
- independently research the concept beyond the given course material in order to elaborate on tradition and development of the concept
- define and describe the concept as precisely and accurately as possible using the material provided in the course in no more than 1000 words
- do so in your own words. You are allowed to quote, but quotes need to be referenced according to academic standard and a list of references needs to be provided at the end of the written assignment.

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## working with concepts 2

Due: **18/05/2018**

Weighting: **30%**

The task is the same as 'working with concepts 1'. However, you need to choose a different concept. It can be from week 1 - 10 though.

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## final essay

Due: **06/06/2018**

Weighting: **40%**

Your final assignment is a long essay (3000-4000 words) which builds on the previous two assignments, the conceptual works. What you are required to do is to analyse a real life example with the use of the two concepts previously defined. This means you need to set the two concepts into relation and show how they intersect (see the week on intersectionality) in your example and thus help to gain insights into the example. Your assignment needs to:

- use the conceptual work 1 and 2 and incorporate the feedback given to improve them
- clearly define the real life example
- provide an in-depth intersectional analysis of the real life example using the concepts

The essay needs to be written and referenced according to academic standards

On successful completion you will be able to:

- This unit provides an advanced introduction to core social theories and is open to students from all disciplines. The focus is on the relationship between social theory and empirical research as an essential and meaningful skill for postgraduate research in various disciplines. The candidate will acquire an advanced understanding of social theory and an awareness of how theory is informed by but also informs empirical research. The design of the unit takes into account students' own research plans and designs and provides them with the competence to apply both theoretical and empirical research skills.

## Delivery and Resources

All resource will be made available either through the library or iLearn.

## Unit Schedule

|   |                    |   |
|---|--------------------|---|
| 1 | 28/<br>02/<br>2018 | <b>Introduction to SOCI703: How to study social theory.</b><br><br>Berki, R. N. (1977) The History of Political Thought, Dent and Sons: London pp. 197-201.         |
| 2 | 07/<br>03/<br>2018 | <b>Some Foundations of Social Theory</b><br><br>Swingwood, A. (2000) A Short History of Sociological Thought, Palgrave Macmillan: Basingstoke, Chapter 1, pp. 3-27. |
| 3 | 14/<br>03/<br>2018 | <b>Classical Social Theory</b><br><br>Hughes J. A., Martin P. J. and Sharrock W W. (1997) Understanding Classical Sociology, pp. 1-17.                              |

|    |                    |   |
|----|--------------------|---|
| 4  | 21/<br>03/<br>2018 | <b>On the Use(fulness) of Theoretical Concepts</b><br><br>Blumer H. (1954) 'What is Wrong With Social Theory?', <i>American Sociological Review</i> , 19(1), pp. 3-10.  |
| 5  | 28/<br>03/<br>2018 | <b>Structure and Agency</b><br><br>Giddens A. & Sutton P. W. (2017) <i>Essential Concepts in Sociology</i> , pp. 23-26<br><br>Robbins D. (2017) 'Pierre Bourdieu', in Stones R (ed.) <i>Key Sociological Thinker</i> , Palgrave Macmillan: Basingstoke, pp. 229-243.<br><br>Carreira da Silva, F. (2017) 'G. H. Mead' in Stones R (ed.) <i>Key Sociological Thinker</i> , Palgrave Macmillan: Basingstoke, pp. 117-127. |
| 6  | 04/<br>04/<br>2018 | <b>Living in Modernity</b><br><br>Bauman Z. (1995) 'Searching for a Centre that Holds', in Featherstone M., Lash, S. and Robertson R. (eds), <i>Global Modernities</i> , London: Sage, pp. 140-153.   |
| 7  | 11/<br>04/<br>2018 | <b>Second and/or Late-Modernity</b><br><br>Beck, U., Bonss, W. and Lau, C. (2003) 'The Theory of Reflexive Modernization', <i>Theory, Culture and Society</i> , Vol. 20(2), pp. 1-33.   |
|    | 18/<br>04/<br>2018 | mid-session break   |
|    | 25/<br>04/<br>2018 | mid-session break   |
| 8  | 02/<br>05/<br>2018 | <b>Political Social Theory (Civil Society)</b><br><br>Markus M (1995) 'Civil Society and the Politisation of Needs', in Gavroglu K. et al. (eds.) <i>Science, Politics and Social Practice</i> , Springer Netherlands, pp. 161-179.<br><br>Giddens A. & Sutton P. W. (2017) <i>Essential Concepts in Sociology</i> , pp. 197-200.   |
| 9  | 09/<br>05/<br>2018 | <b>The (Un)finished Project of Modernity</b><br><br>Outhwaite, W. (2017) 'Jürgen Habermas', in Stones R (ed.) <i>Key Sociological Thinker</i> , Palgrave Macmillan: Basingstoke, pp. 218-228.   |
| 10 | 16/<br>05/<br>2018 | <b>From Consensus to Conflict Theory</b><br><br>Petherbridge, D. (2013) <i>The Critical Theory of Axel Honneth</i> , pp. 11-19, Lexington Books: New York.  |
| 11 | 23/<br>05/<br>2018 | <b>Emotions in Theory</b><br><br>Williams S. J. (2017) 'Arlie Hochschild', in Stones R (ed.) <i>Key Sociological Thinker</i> , Palgrave Macmillan: Basingstoke, pp. 351-363.  |

|    |                    |  |
|----|--------------------|--|
| 12 | 30/<br>05/<br>2018 | <p><b>Theoretical Specialisation and/or Intersectionality</b></p> <p>Hancock A. M. (2007) 'Intersectionality as a Normative and Empirical Paradigm' <i>Politics and Gender</i>, 3(2) pp. 248-254.</p> <p><a href="https://www-cambridge-org.simsrad.net.ocs.mq.edu.au/core/services/aop-cambridge-core/content/view/CE656DB6D6AF9676D72418A6D2B49DBE/S1743923X07000062a.pdf/intersectionality_as_a_normative_and_empirical_paradigm.pdf">https://www-cambridge-org.simsrad.net.ocs.mq.edu.au/core/services/aop-cambridge-core/content/view/CE656DB6D6AF9676D72418A6D2B49DBE/S1743923X07000062a.pdf/intersectionality_as_a_normative_and_empirical_paradigm.pdf</a></p> <p>Simien E. M. (2007) 'Doing Intersectionality Research: From Conceptual Issues to Practical Examples', <i>Politics and Gender</i>, 3(2) pp. 264-271.</p> <p><a href="https://www-cambridge-org.simsrad.net.ocs.mq.edu.au/core/services/aop-cambridge-core/content/view/99ECDD173F18FD373CAD349B70EA98E8/S1743923X07000086a.pdf/doing_intersectionality_research_from_conceptual_issues_to_practical_examples.pdf">https://www-cambridge-org.simsrad.net.ocs.mq.edu.au/core/services/aop-cambridge-core/content/view/99ECDD173F18FD373CAD349B70EA98E8/S1743923X07000086a.pdf/doing_intersectionality_research_from_conceptual_issues_to_practical_examples.pdf</a></p> |
| 13 | 06/<br>06/<br>2018 | <p><b>Wrap up!</b></p>   |

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of

Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit <ask.mq.edu.au>.

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills (<mq.edu.au/learningskills>) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at <ask.mq.edu.au>

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:



## Learning outcome

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## Assessment tasks

- participation
- working with concepts 1
- working with concepts 2
- final essay

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## Learning outcome

- This unit provides an advanced introduction to core social theories and is open to students from all disciplines. The focus is on the relationship between social theory and empirical research as an essential and meaningful skill for postgraduate research in various disciplines. The candidate will acquire an advanced understanding of social theory and an awareness of how theory is informed by but also informs empirical research. The design of the unit takes into account students' own research plans and designs and provides them with the competence to apply both theoretical and empirical research skills.

## Assessment tasks

- participation
- final essay

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcome

- This unit provides an advanced introduction to core social theories and is open to students from all disciplines. The focus is on the relationship between social theory and empirical research as an essential and meaningful skill for postgraduate research in various disciplines. The candidate will acquire an advanced understanding of social theory and an awareness of how theory is informed by but also informs empirical research. The design of the unit takes into account students' own research plans and designs and provides them with the competence to apply both theoretical and empirical research skills.

### Assessment tasks

- working with concepts 1
- working with concepts 2
- final essay

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcome

- This unit provides an advanced introduction to core social theories and is open to students from all disciplines. The focus is on the relationship between social theory and empirical research as an essential and meaningful skill for postgraduate research in various disciplines. The candidate will acquire an advanced understanding of social theory and an awareness of how theory is informed by but also informs empirical research. The design of the unit takes into account students' own research plans and designs and provides them with the competence to apply both theoretical and empirical research skills.

## Assessment tasks

- participation
- working with concepts 1
- working with concepts 2
- final essay

## Late penalty policy

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

If you encounter any problems in relation to submitting assignments on time, it is best to let the convenor know as early as possible, that is, before the deadline. It is at that point that we can address questions and issue and find the appropriate solutions to help you submit on time.