

**HSOC 401**  
**Foundations of Social Science Method**

**Instructors:**

Dr. Jesse Hendrikse  
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Email: [jlhendri@ucalgary.ca](mailto:jlhendri@ucalgary.ca)

**Office Hours/Policy on Answering Student Emails**

Students are encouraged to meet with the Instructor outside of class time. To do so, make an appointment by email. Emails will be responded to within 48hrs.

**Teaching Assistant:**

Nicholas Boettcher-Sheard  
Email: [nkboettc@ucalgary.ca](mailto:nkboettc@ucalgary.ca)

**Time and Location:**

WF 1300-1420hrs  
HS 1405B  
Foothills Campus

**Prerequisite/Co-Requisite:**

Health and Society 201 and third year or higher in the BHSc Honours or Health and Society minor program or approval of the Instructor

**Course Description:**

An examination of some philosophical principles underlying and debates involving methodology in the social sciences. Consideration will be given to features both common to the social sciences as well as to those which distinguish them. Where appropriate, applications to health phenomena will be emphasized.

**Overarching Theme**

Natural and social science are often at odds with one another. The two approaches compete for funding and legitimacy, and becoming an expert in any discipline can make it difficult to appreciate alternative modes of inquiry. This situation is troubling, since there is widespread agreement that complex health issues are best addressed by integrating knowledge from a plurality of sources.

This course investigates the tension between natural and social sciences through a careful and sustained examination of 20<sup>th</sup> century developments in science studies. In particular, we will look at the movement known as *logical positivism* and how reactions to positivism have shaped contemporary views on how scientific inquiry produces knowledge. As the course proceeds, students will connect ideas from the readings and lectures with their own areas of scholarly interest.

**Global Objectives**

The overall objective of this course is to develop a sense of how science produces knowledge and whether (and in what ways) natural and social science differ in their standards of evidence.

## Learning Objectives

By the end of this course, students should be able to...

1. Situate contemporary understanding of science in its historical context
2. Engage concepts from lectures and readings to critically assess issues emerging from the social/natural science divide
3. Draw on existing knowledge and disciplinary perspectives to explore foundational issues in social and natural science
4. Develop seminar leadership skills by facilitating a discussion that creatively and critically assesses ideas about science, knowledge and evidence

## Required Textbooks

Godfrey-Smith, Peter (2003). *Theory and Reality*. University of Chicago Press. (Available online through the UofC Library and at the Medical Bookstore)

## Recommended Resources

CBC Radio *Ideas* "How to Think About Science" series:

[www.cbc.ca/ideas/episodes/2009/01/02/how-to-think-about-science-part-1---24-listen/](http://www.cbc.ca/ideas/episodes/2009/01/02/how-to-think-about-science-part-1---24-listen/)

*The Stanford Encyclopedia of Philosophy*—<http://www.plato.stanford.edu>

In particular, check out Helen Longino's entry <http://plato.stanford.edu/entries/scientific-knowledge-social/>

*Philosopher's Index*—Available through the UC Library portal.

Lorraine Toews (BHSc Programme Librarian)— [ltoews@ucalgary.ca](mailto:ltoews@ucalgary.ca)

## A Note regarding readings

A list of required readings will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

## Evaluation

The University policy on grading and related matters is described in section F of the 2019-2020 Calendar.

In determining the overall grade in the course, the following weights will be used:

Description	Percentage of Grade	Due Date	Learning Objectives Addressed
Reflection	15%	September 29	Draw on existing knowledge and disciplinary perspectives to explore foundational issues in social and natural science

Paper Analysis (of a reading selection for one of the 10x student-led seminars)	10%	Analyses are to be submitted to D2L by 2359hrs on Sunday following the Seminar in which the target paper was discussed  First option: October 27  Final option: December 1	Situate contemporary understanding of science in its historical context  Engage concepts from lectures and readings to critically assess issues emerging from the social/natural divide  Draw on existing knowledge and disciplinary perspectives to explore foundational issues in social and natural science
Pre-seminar materials (agenda/outline/description of activities, reading analysis and justification)  Student Group-led Seminar (in-class presentation)	15%  15%	Pre-seminar materials due 5 days prior to in-class seminar presentation  Seminars run from September 25 to December 4	Develop seminar leadership skills by facilitating a discussion that creatively and critically assesses ideas about science, knowledge and evidence  Draw on existing knowledge and disciplinary perspectives to explore foundational issues in social and natural science  Engage concepts from lectures and readings to critically assess issues emerging from the social/natural sciences divide  Situate contemporary understanding of science in its historical context
Written Term-Paper Proposal	5%	November 10	Situate contemporary understanding of science in its historical context  Engage concepts from lectures and readings to critically assess issues emerging from the social/natural sciences divide  Draw on existing knowledge and disciplinary perspectives to explore foundational issues in social and natural science
Term Paper (10-12pp) General Theme: What (if anything)	30%	December 9	Situate contemporary understanding of science in its historical context

distinguishes natural from the social science?			Engage concepts from lectures and readings to critically assess issues emerging from the social/natural sciences divide  Draw on existing knowledge and disciplinary perspectives to explore foundational issues in social and natural science
Participation	10%	Ongoing  (NB: all students are expected to attend their peers' seminar and proposal sessions)	Engage concepts from lectures and readings to critically assess issues emerging from the social/natural sciences divide  Draw on existing knowledge and disciplinary perspectives to explore foundational issues in social and natural science

There will be NO Registrar-scheduled final exam for this course

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

#### **A Note regarding Writing Assignments:**

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2019-20 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Health Sciences values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

#### **Grading Scheme:**

<b>Letter Grade</b>	<b>Description</b>	<b>Percentage</b>
<b>A+</b>	Outstanding performance	97-100
<b>A</b>	Excellent performance	90-96
<b>A-</b>	Approaching excellent performance	85-89
<b>B+</b>	Exceeding good performance	80-84
<b>B</b>	Good performance	75-79
<b>B-</b>	Approaching good performance	70-74
<b>C+</b>	Exceeding satisfactory performance	65-69
<b>C</b>	Satisfactory performance	60-64

<b>C-</b>	Approaching satisfactory performance	57-59
<b>D+</b>	Marginal pass	54-56
<b>D</b>	Minimal pass	50-53
<b>F</b>	Did not meet course requirements	0-49

### **Missed Components of Term Work:**

**Students will lose 5% per day late past the deadline for all assignments and term work.** In this case, assignments will **NOT** be accepted more than 72 hours after the posted deadline and students failing to submit any assignment within this time frame will receive a mark of zero for that assignment. The only exceptions to this policy are those in keeping with the *University of Calgary Calendar* (illness, religious conviction, or domestic affliction), which are received **in advance**, in writing and with supporting documentation. Traffic jams and late or full busses are common events in Calgary and are **NOT** acceptable reasons for late arrivals to classes, meetings and examinations. Plan for transportation delays. Religious observances do not excuse late submissions. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to the other guidelines on this subject, as outlined in the *University of Calgary Calendar*.

### **Brightspace by Desire2Learn (D2L)**

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

### **Policies Governing the Course:**

#### **Attendance**

It is important that students make every effort to attend all sessions, since much learning in this course will be gained through in-class discussions. Please notify the instructor directly via email for any extended absences. Also note that the Participation component for the course will be determined in part by attendance at student-led seminars.

#### **Conduct During Lectures**

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to conduct themselves in a mature and courteous manner during ALL lectures. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

**Students are expected to take notes during class and should not rely solely on material supplied by the instructors.**

#### **Electronic Devices**

The Bachelor of Health Sciences program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a

manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of both the user and those sitting nearby. Students are to refrain from accessing websites that may be distracting for fellow learners (i.e. personal email, Facebook, YouTube).

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

Cell phones (or similar devices) should **be turned off** (not merely silent) upon entering the classroom. Sending/receiving text messages or leaving the class to take calls is disruptive to the entire class and will not be tolerated unless absolutely necessary. Students who disregard this rule during lectures or tutorials will be asked to leave. These items are not permitted under any circumstance during exams/quizzes, etc.

### **Copyright**

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students ([library.ucalgary.ca/files/library/guidance\\_for\\_students.pdf](http://library.ucalgary.ca/files/library/guidance_for_students.pdf)). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

### **A Note Regarding Instructor Intellectual Property**

Generally speaking, 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 Accommodations Based on Disability or Medical Condition**

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/](http://www.ucalgary.ca/access/).

### **Accommodations on Protected Grounds other than Disability**

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor or to the designated BHSc program contact, Mrs. Jennifer Logan ([jljlogan@ucalgary.ca](mailto:jljlogan@ucalgary.ca)), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **Academic Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html> Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. Please know that the

University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and plagiarism, will be reported to the Associate Dean for investigation;** infractions will be noted on the record of a student found to be guilty.

### **Recording of Lectures**

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

### **Other Important Information**

#### **Freedom of Information and Protection of Privacy Act**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

#### **Appeals**

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 days** of first being notified of the grade.

<https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

#### **Resources for Support of Student Learning, Success, Safety and Wellness**

Student Success Centre	<a href="http://www.ucalgary.ca/ssc/">http://www.ucalgary.ca/ssc/</a>
Student Wellness Centre	<a href="http://www.ucalgary.ca/wellnesscentre/">http://www.ucalgary.ca/wellnesscentre/</a>
Distress Centre	<a href="http://www.distresscentre.com/">http://www.distresscentre.com/</a>
Library Resources	<a href="http://library.ucalgary.ca">http://library.ucalgary.ca</a>

#### **Wellness and 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 SU Wellness Centre (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

#### **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/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

#### **BHSc Student Faculty Liaison Committee (SFLC)**

The BHSc SFLC, with elected representatives from all majors, serves to raise issues of interest to BHSc students to the program administration, including items pertaining to curriculum, scheduling and events. A list of current representatives can be found on the BHSc website.

**Student Union (SU) Information**

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); the SU representatives for the Cumming School of Medicine can be reached at [medrep1@su.ucalgary.ca](mailto:medrep1@su.ucalgary.ca) or [medrep2@su.ucalgary.ca](mailto:medrep2@su.ucalgary.ca).

**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>

**Emergency Evacuation/Assembly Points**

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <http://www.ucalgary.ca/emergencyplan/node/55> <https://www.ucalgary.ca/emergencyplan/building-evacuation/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.

## Class Schedule

The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements.

DATE	DAY	TOPIC	READING
06-Sep	F	Course Intro/syllabus Review/whiteboard exercise	NONE
11-Sep	W	Social science under threat	Lind
13-Sep	F	Group Topic selections	NONE
18-Sep	W	Social inquiry in the health sciences	Albert et al.
20-Sep	F	Reflection Workshop	None
25-Sep	W	Group 1	
27-Sep	F	Analysis Workshop	TBC
02-Oct	W	Group 2	
04-Oct	F	Philosophy of Science	PGS 1
09-Oct	W	Group 3	
11-Oct	F	Logical Positivism	PGS 2
16-Oct	W	Group 4	
18-Oct	F	Induction and Confirmation	PGS 3
23-Oct	W	Group 5	
25-Oct	F	Falsification	PGS 4
29-Oct	W	Group 6	
01-Nov	F	Paradigms	PGS 5 and 6
06-Nov	W	Group 7	
08-Nov	F	Beyond Kuhn	PGS 7
13-Nov	W	TERM BREAK. NO CLASS	
15-Nov	F	TERM BREAK. NO CLASS	
20-Nov	W	Group 8	
22-Nov	F	Sociology of Science	PGS 8
27-Nov	W	Group 9	
29-Nov	F	Naturalism and Social Structure	PGS 10 and 11
04-Dec	W	Group 10	
06-Dec	F	Wrap up	NONE