

HSOC 401
Foundations of Social Science Method

Instructors:

Dr. Jesse Hendrikse (he/him)
Email: 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 2 work days.

Teaching Assistant:

Hannah O’Riain (they/them)
Email: hannah.oriain2@ucalgary.ca

Time and Location:

WF 1300-1420hrs
Location – Check D2L
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 that 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 symbolic power, 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 20th century developments in science studies. 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.

Course Learning Outcomes

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

Transferable Skill Development:

Many of the skills and abilities that you are developing in your coursework are transferable to the workforce, graduate and professional studies and other facets of life. Employers seek applicants with transferable skills because they can be an asset in the workplace, regardless of industry or sector. Transferable skills are core skills for your success in building your future career.

The work that you will do in HSOC 401 will help you build the following transferable skills:

- **Collaboration:** Work respectfully with others from different backgrounds, cultures, and countries.
- **Verbal Communication:** Learn and share information by presenting, listening, and interacting with others.
- **Creativity and Innovation:** Find different and better ways to do things, being curious, thinking imaginatively.
- **Critical Thinking:** Actively and skillfully conceptualize, apply, analyze, synthesize, and/or evaluate information (data, facts, observable phenomena, and research findings) to make a reasoned judgement or draw a reasonable conclusion.
- **Information Literacy:** Find, understand, and use information presented through words, symbols, and images
- **Written Communication:** Share ideas and information by using words, images, and symbols.

Learning Resources

Required Readings

Links or citations for all required readings will be available on D2L or sent by email.

Recommended Textbooks/Readings

Godfrey-Smith, Peter (2003 or 2021). Theory and Reality: an introduction to the philosophy of science. University of Chicago Press. (1st edition available online through the UofC Library. An e-copy of the 2nd edition can be purchased through the UofC Bookstore here: <https://calgary-store.vitalsource.com/products/theory-and-reality-peter-godfrey-smith-v9780226771137?term=978-0-226-61865-4>)

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/

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/>

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.

Learning Technology Requirements

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.

Evaluation

The University policy on grading and related matters is described in section F of the 2023-2024 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 | 10% Pass/Fail | October 2 | 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) | 15% | Pre-seminar materials due 7 days prior to in-class seminar presentation | Develop seminar leadership skills by facilitating a discussion that creatively and critically assesses ideas about science, knowledge and evidence |
| Student Group-led Seminar (in-class presentation) | 25% | | <p>Draw on existing knowledge and disciplinary perspectives to explore foundational issues in social and natural science</p> <p>Engage concepts from lectures and readings to critically assess issues emerging from the social/natural sciences divide</p> <p>Situate contemporary understanding of science in its historical context</p> |

| Description | Percentage of Grade | Due Date | Learning Objectives Addressed |
|--|---------------------|--|--|
| Written Term-Paper Proposal (max 1000 words) | 10% | November 20 | <p>Situate contemporary understanding of science in its historical context</p> <p>Engage concepts from lectures and readings to critically assess issues emerging from the social/natural sciences divide</p> <p>Draw on existing knowledge and disciplinary perspectives to explore foundational issues in social and natural science</p> |
| Term Paper (max 3000 words) | 30% | December 11 | <p>Situate contemporary understanding of science in its historical context</p> <p>Engage concepts from lectures and readings to critically assess issues emerging from the social/natural sciences divide</p> <p>Draw on existing knowledge and disciplinary perspectives to explore foundational issues in social and natural science</p> |
| Participation | 10% | <p>Ongoing</p> <p>Students are expected to attend peers' seminars and participate in online discussions about seminar readings</p> | <p>Engage concepts from lectures and readings to critically assess issues emerging from the social/natural sciences divide</p> <p>Draw on existing knowledge and disciplinary perspectives to explore foundational issues in social and natural science</p> |

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 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 2023-24 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). Sources used in research papers must be properly documented. The University of Calgary offers 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:

| Letter Grade | Description | Percentage |
|--------------|--------------------------------------|------------|
| A+ | Outstanding performance | 96-100 |
| A | Excellent performance | 90-95.99 |
| A- | Approaching excellent performance | 85-89 |
| B+ | Exceeding good performance | 80-84 |
| B | Good performance | 75-79 |
| B- | Approaching good performance | 70-74 |
| C+ | Exceeding satisfactory performance | 65-69 |
| C | Satisfactory performance | 60-64 |
| C- | Approaching satisfactory performance | 57-59 |
| D+ | Marginal pass | 54-56 |
| D | Minimal pass | 50-53 |
| F | Does 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. 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.

www.ucalgary.ca/pubs/calendar/current/e-4.html

Course Evaluations and Student Feedback

Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Aparicio-Ting, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (feapartic@ucalgary.ca).

Attendance

Students are strongly encouraged to attend every session. In particular, your class participation mark will be impacted by your attendance at classmates' presentations.

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 frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at <https://www.ucalgary.ca/student-services/student-conduct/policy> .

Students are expected to take notes during class and should not rely solely on material supplied by the instructors. Instructors may or may not post lectures notes to D2L, at their individual discretion. Instructors may cover concepts or examples in class that may not be posted to D2L but may be assessed.

Use of Internet and Electronic Communication Devices in Class

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 others during class time.

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-electronic-resources-and-information-policy>.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Copyright

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

Instructor Intellectual Property

Course materials created by instructors (including course outlines, 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 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

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>). SAS will process the request and issue letters of accommodations to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to Dr. Aparicio-Ting, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (feaparc@ucalgary.ca).

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.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): 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. **It also includes using of third party websites/services to access past/current course material, essay/assignment writing services, or real-time assistance in completing assessments, seeking answers to assessment questions and similar, whether paid, bartered or unpaid.**

For information of the Student Academic Misconduct Policy and Procedures, please visit; <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>.

Additional information is available on the Academic Integrity website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

Recording of Lectures

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

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/student-services/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 business days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-Violence-Policy.pdf>.

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

| | |
|---|---|
| Student Success Centre | http://www.ucalgary.ca/ssc/ |
| Student Wellness Centre | http://www.ucalgary.ca/wellnesscentre/ |
| Student Advocacy and Wellness Hub (CSM) | https://cumming.ucalgary.ca/mdprogram/current-students/student-advising-wellness |
| Distress Centre | http://www.distresscentre.com/ |
| Library Resources | http://library.ucalgary.ca |

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 (<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/student-services/ombuds/ or email 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 suypaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or 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 <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.

The following is a list of topics for class and associated readings. 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 | TOPIC/ACTIVITY | READING |
|--------|---|--|
| 05-Sep | Introductions/Syllabus Review/Whiteboard Exercise | NONE |
| 07-Sep | Social science under threat | Lind |
| 12-Sep | Social inquiry in the health sciences | Albert et al. |
| 14-Sep | Reflection assignment | NONE |
| 19-Sep | Seminar Topics | NONE |
| 21-Sep | Logical Positivism | PGS 2 |
| 26-Sep | Falsification | PGS 4 |
| 28-Sep | Paradigms | PGS 5 and 6 (1st ed) PGS 5 (2nd ed) |
| 03-Oct | Sociology of Science | PGS 8 (1st ed) PGS 7 (2nd ed) |
| 05-Oct | Social Structure | PGS 11 |
| 10-Oct | TBD | TBD |
| 12-Oct | TBD | TBD |
| 17-Oct | TBD | TBD |
| 19-Oct | Group 1 Seminar | TBD |
| 24-Oct | Group 2 Seminar | TBD |
| 26-Oct | Group 3 Seminar | TBD |
| 31-Oct | Group 4 Seminar | TBD |
| 02-Nov | Group 5 Seminar | TBD |
| 07-Nov | Group 6 Seminar | TBD |
| 09-Nov | Group 7 Seminar | TBD |
| 14-Nov | TERM BREAK | NONE |
| 16-Nov | TERM BREAK | NONE |
| 21-Nov | Group 8 Seminar | TBD |
| 23-Nov | Group 9 Seminar | TBD |
| 28-Nov | Group 10 Seminar | TBD |
| 30-Nov | Group 11 Seminar | TBD |
| 05-Dec | Term Paper drop-in | NONE |