

## **HSOC 401**

### **Foundations of Social Science Method**

#### **Instructors:**

Dr. Jesse Hendrikse  
Office: TRW 3D11  
Email: [jlhendri@ucalgary.ca](mailto:jlhendri@ucalgary.ca)

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

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

#### **Teaching Assistant:**

Hannah O'Riain  
Office: SS 1231  
Email: [hannah.oriain2@ucalgary.ca](mailto:hannah.oriain2@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 BSc 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 sympathize with 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 Textbook

Godfrey-Smith, Peter (2003). *Theory and Reality*. University of Chicago Press. (Available 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)— [Itoews@ucalgary.ca](mailto:Itoews@ucalgary.ca)

## A Note regarding readings

*A list of required readings for all course sections 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.2 of the 2018-2019 Calendar.

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

Description	Percentage of Grade	Due Date	Learning Objectives Addressed
Quiz I	10%	Quiz I: 5 October	Situating contemporary understanding of science in its historical context
Quiz II	10%	Quiz 2: 26 Oct	
Paper Analysis (of a reading selection for one of the 9x student-led seminars)	15%	Analyses are to be submitted to D2L by 2359hrs the night before the paper is to be discussed in class.  Earliest possible date: October 2  Latest possible date: December 4	Situating 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)	10%	Pre-seminar materials due ten 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)	10%	Seminars run from 3 October to 5 December	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  Situating contemporary understanding of science in its historical context

Written Term-Paper Proposal	5%	11 November, 2359hrs (D2L Dropbox)	<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 (10-12pp) General Theme: What (if anything) distinguishes natural from the social science?	30%	9 December, 2359hrs (D2L Dropbox)	<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%	Ongoing  (NB: all students are expected to attend their peers' seminar and proposal sessions)	<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 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 2018-19 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:

A+ 97-100%	B+ 80-84%	C+ 65-69%	D+ 54-56%
A 90-96%	B 75-79%	C 60-64%	D 50-53%
A- 85-89%	B- 70-74%	C- 57-59%	F 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*.

#### Desire2Learn (D2L)

Desire 2 Learn 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 get 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.

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 you 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

This course will involve class discussions and sharing of ideas and personal views. 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. Debates that arise must be conducted in a mature and respectful manner. Use of derogatory or abusive language will not be tolerated.

**Students are expected to take notes during each session and should not rely solely on handout 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. Research studies have found that student use of electronic devices (laptops, tablets, etc) in the classroom negatively affects the learning of both the user and those sitting nearby. Inappropriate use of laptops is also disruptive to your fellow classmates and disrespectful to the lecturer. The use of laptops and other electronic note-taking devices is permitted; however, their use in the classroom should be for course-related work/note-taking only. Please do **NOT to surf the web, check email or do other unrelated work**. Students who use their laptops inappropriately or are otherwise disruptive during lectures will be asked to leave.

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**

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation in accordance with the Procedure for Accommodations for Students with Disabilities ([https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities\\_0.pdf](https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities_0.pdf)). If you are a student who may require

academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237; <http://www.ucalgary.ca/access/>. Students will be provided with all necessary accommodations to ensure equal opportunity to succeed in this course. Please provide the instructor your accommodation letter from Student Accessibility Services within 14 days after the start of this course so that all needed arrangements for exams and assignments can be made.

### **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 the designated BHSc program contact, Mrs. Jennifer Logan (jljlogan@ucalgary), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

### **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. These rules are contained principally in Sections J to L of the *University of Calgary Calendar*. Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. The Calendar also stipulates the penalties for violating these rules. 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**

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP); students should identify themselves on written assignments (exams and term work) by their name and ID number on the front page and ID on each subsequent page. Work assigned to you by your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to

anyone else without your permission. See <http://www.ucalgary.ca/policies/files/policies/privacy-policy-2011.pdf> for more information.

### **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 15 days** of first being notified of the grade.

### **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)

### **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).

### **Emergency Evacuation/Assembly Points**

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; and from the evacuated population to the emergency responders. The primary assembly point for the Health Sciences Centre is the Health Research Innovation Centre Atrium. The alternate assembly point is *Parking Lot 6*. For more information, see the University of

Calgary's Emergency Management website:  
<http://www.ucalgary.ca/emergencyplan/assemblypoints>.

**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. 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. The quiz dates are firm and will not be altered.*

DATE	TOPIC	READING
07-Sep	Course and people introduction/whiteboard exercise	
12-Sep	Intro to philosophy of science/Social Science under threat	PGS 1/Lind
14-Sep	Social Science and Health Science	Albert
19-Sep	Group topic selections	
21-Sep	Analytical Writing (Hannah)	Durkheim?
26-Sep	Logical Positivism	PGS 2
28-Sep	Induction and Confirmation	PGS 3
03-Oct	Group 1	
05-Oct	Falsification	PGS 4
10-Oct	Group 2	
12-Oct	Quiz I	PGS 1-4
17-Oct	Group 3	
19-Oct	Normal Science	PGS 5
24-Oct	Group 4	
26-Oct	Revolutionary Science	PGS 6
31-Oct	Group 5	
02-Nov	Beyond Kuhn	PGS 7
07-Nov	Group 6	
09-Nov	Sociology of Science	PGS 8
21-Nov	Group 7	
23-Nov	Naturalism and Social Structure	PGS 11
28-Nov	Group 8	
30-Nov	Quiz II	PGS 5-8, 11
05-Dec	Group 9	
07-Dec	Wrap Up	