Course Description:

The sociology of knowledge explores the social origins of thought. The course will focus on addressing classical and contemporary theory on the relationship of social thought to social action, comparative value systems and the role of specialized knowledge in society. In the course of our discussions, students will be expected to critique the relevant theoretical explanations of knowledge in both historical and contemporary contexts.

Through the weekly seminar sessions, this course will provide a basic overview of the field of the Sociology of Knowledge and an opportunity for the more detailed analysis of some its classic works.

Required Reading:

1. Courseware Package, Sociology 404 2006. Available at the University Bookstore. (This Courseware Package contains a selection of materials from the Suggested Reading List.)

2. Additional materials from the Suggested Reading List will be available at the Dana Porter Library Reserve Desk. Other titles may only be available from the stacks located in the University Libraries.

3. The Suggested Reading List contains a sample of possible resources for Sociology of Knowledge. Students are expected to demonstrate through the seminar presentation, assigned essay and class participation an informed understanding of the relevant literature that is related to their essay and the discussion topics.

4. Supplementary course materials and resources are available through the course site on ACE.

Course assessment requirements:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Seminar presentation</td>
<td>20%</td>
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<tr>
<td>Seminar presentation summary report</td>
<td>5%</td>
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<tr>
<td>Summary report on weekly readings and class participation</td>
<td>20%</td>
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<tr>
<td>Essay Due: November 22, 2011</td>
<td>55%</td>
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Please take note of the following:

1. Seminar participation is essential. Students will be assessed for the efforts they make to contribute to the education of their colleagues and themselves. Marks will be assigned for attendance and participation. Details of the required seminar presentation will be discussed during the class of September 13, 2011.

2. Additional reading materials may be assigned during the class seminar sessions.

3. The required assignment will be essay format. The topic and expectations will be outlined during the class of September 13, 2011.

4. The seminar presentation summary report is due the week following the seminar presentation.

5. Summary reports on weekly readings are due after each class meeting during the term.

6. A penalty of ½ letter grade per day will be assigned for late assignments.

7. In the event that changes to the above assignments and due dates become necessary, the issue will be announced during class sessions.

8. Academic Integrity: in order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

University of Waterloo Policy Statements:

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm

Grievance: “Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to policy #70, Student Grievance, http://www.adm.uwaterloo.ca/infosec/policy70.html.”

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm

“Note on avoidance of academic offenses: All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offense, to avoid committing academic offenses, and to take responsibility for their academic actions. When the commission of an offense is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offenses and types of penalties, students are directed to consult the summary of Policy #71 (Student Academic Discipline) which is supplied in the Undergraduate Calendar (p.1:11). If you need help in learning how to avoid offenses such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.”

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Special Needs Students: Students with disabilities or special needs are advised to contact the Office for Students With Disabilities, Needles Hall for information regarding its services and resources. Students are encouraged to review the Calendar for information regarding all services available on campus.
**Meeting Dates and Topics:**

**Session 1. Tuesday September 13, 2011.**
Classical theory and The Sociology of Knowledge

Required Reading:
Berke, Peter, *A Social History of Knowledge*, pp. 1-17
Prus, R., *Article on Plato and Education* (Courseware Package)

**Session 2. Tuesday September 20, 2011.**
Influential thoughts on the development of a Sociology of Knowledge

Required Reading:
Mannheim, Karl, *The Sociology of Knowledge* from *Ideology and Utopia* (1929)

**Session 3. Tuesday September 27, 2011.**
The Social Construction of Reality
Berger and Luckman

Required Reading:
Selections from:
Berger, Peter and Luckman, Thomas, *The Social Construction of Reality*,

**Session 4. Tuesday October 4, 2011.**
Knowledge and Social Class.
Theories of social and cultural capital.

Required Reading:
Selections from:
Bourdieu, Pierre, *Capital, Habitus and Field*.

**Session 5. Tuesday October 11, 2011.**
The Legitimization of Knowledge: Ideology and Knowledge
Establishing the boundaries of knowledge: academic, artistic, scientific and religious

Required Reading:
Marx, Karl and Engles, *The German Ideology* - Part 1 (1846)

**Session 6. Tuesday October 18 2011.**
A Classic Examination of the Sociology of Science

Required Reading:
Session 7. Tuesday October 25, 2011.
The Gatekeepers of Knowledge

Required Reading:
Crane, Dana, *The Gatekeepers of Science: Some Factors Affecting the Selection of Articles for Scientific Journals*, *The Sociology of Knowledge*, (Curtis) 1970

Session 8. Tuesday November 1, 2011.
What is truth?

Required Reading:
Fuchs, Stephen, *The Professional Quest for Truth: A Social Theory of Science and Knowledge*

Education: A Cultural Perspective on Knowledge

Required Reading:
Ballantine, Jeanne, H., *The Sociology of Education: A Systematic Analysis*

Session 10. Tuesday November 15, 2011.
Aspects of Gender and the allocation of knowledge.

Required Reading:
Briskin, L. *Feminist Pedagogy; Teaching and Learning Liberation* from *Sociology of Education*

Session 11. Tuesday November 22, 2011.
The Corporate Framework of Knowledge

Required Reading:

*Course Essay is Due.*

Session 12. Tuesday November 29, 2011.
The Information Highway
The Internet and Knowledge
A critical analysis of the Information Age

Course Overview and Review
Revisit the “Masters”