

The Department of Sociology Honours Handbook

Content:

- SOCIOLOGY HONOURS COURSES OFFERED IN 2022-2023
- INTRODUCTION
- ADMISSION TO THE HONOURS PROGRAM
- REQUIREMENTS FOR THE HONOURS PROGRAM
- THE HONOURS RESEARCH PAPER
- FACULTY SUPERVISORS
- SOCIOLOGY DEPARTMENT SCHOLARSHIPS
- APPLYING TO GRADUATE SCHOOL

SOCIOLOGY HONOURS COURSES OFFERED IN 2022-2023

SOC-4116(3) SEMINAR IN QUANTITATIVE RESEARCH METHODS (S3) This course is an advanced study of the techniques and methodology of quantitative sociological analysis. This will include in-depth discussion of methodological questions plus theoretical and practical experience with research design, data collection, statistical data processing and interpretation. The emphasis will be placed on computer-based data analysis techniques. A major research project is to be completed. PREREQUISITES: SOC-2125(3) and SOC-2126(3), or the former SOC-2106(6). This course will be offered in the Fall term on Wednesday: 9:30 a.m. to 12:20 p.m.

SOC-4201(3) SELECTED TOPICS I: RELIGION AND SPIRITUALITY (S3) This advanced course examines topics and themes in the Sociology of Religion and Spirituality. The course will examine the problem of evil, conceptions of the afterlife, crime and demonological theory, and transdisciplinary studies on life after death. This course will be offered in the Fall term on Tuesday & Thursday: 11:30 a.m. to 12:45 p.m.

SOC-4405(6) HONOURS RESEARCH PAPER

At the end of their fourth year, Honours students are required to present an Honours paper. This course provides fourth year students with an opportunity to prepare that paper. Each student will select an area of special interest and will work under the guidance of a supervisor throughout the year. **Required of all Honours students.**

SOC-4409(3) – SEMINAR IN THE SOCIOLOGY OF SCIENCE, MEDICINE, AND TECHNOLOGY This course examines major theoretical developments and trends in the interrelated areas of science, medicine and technology. Topics include the political economy of medicine, social history of medicine, bioethics and biopolitics, the pharmaceutical industry, medical imaging and graphics technologies, genetic engineering, the social studies of science and technology, and the sociology of scientific knowledge. PREREQUISITE: SOC-1100(3) or SOC-1101(6). This course will be offered in the Winter term on Wednesday: 2:30 p.m. to 5:15 p.m.

SOC-4415(6) SEMINAR ON SOCIOLOGY OF CULTURE (S3) This course examines the major sociological perspectives on the emergence and nature of contemporary urban culture. The course will examine issues such as the culture-ideology debate, high culture versus low culture, commercial mass culture, secular rituals and the increasing impact of mass media. PREREQUISITE: SOC-1100(3) or SOC-1101(6). This course will be offered in the Winter term on Friday: 2:30 p.m. to 5:15 p.m.

INTRODUCTION

Any 4000-level course offered in the Sociology department is considered to be an honours course. In these courses, the student participates in small seminars which foster intensive discussion among fellow students and between students and faculty members. In this way, the courses are structured similarly to many graduate-level courses and thereby provide students with important experience. The Honours Curriculum, which requires students to take 30 credit-hours of honours courses, offers students an opportunity to broaden and deepen their knowledge of their major field(s). For 6 of these credit-hours, the student undertakes an independent research project (see Honours Research Paper) under the direct supervision of a faculty member. This format allows students to form a one-on-one connection with a professor for more in-depth learning within their chosen area of sociology.

ADMISSION TO THE HONOURS PROGRAM

If you wish to register in the Honours Program, begin by consulting with the Chair of the Department. They will review your record to ensure that you meet the requirements for admission.

Requirements for admission to the Honours Program include a minimum 3.0 G.P.A. in Sociology and a G.P.A. of 2.5 in non-sociology courses. A minimum of 30 credit-hours must have been previously completed. In consultation with the Department Chair, you will then complete an Honours Form which includes a proposed program of courses you plan to take in the coming year (all honours and non-honours courses). The Department may consider exceptional cases that fail to meet the requirements.

REQUIREMENTS FOR THE HONOURS PROGRAM

- A. Requirements for the Honours degree are detailed in the University of Winnipeg General Calendar. It constitutes the final authority in regard to Honours regulations.
- B. Students must complete 30 credit-hours prior to entering the Honours Program.
- C. In order to be eligible for admission into the Honours Program, to continue in the Honours Program, and to graduate with an Honours degree, a student must have an overall cumulative minimum grade point average of 2.5, and a minimum grade point average of 3.0 in Sociology courses.

- D. For Single Honours, students are required to take a minimum 54 credit hours/maximum 78 credit hours in Sociology. A minimum of 30 credit hours must be Honours courses.
- E. A Sociology honours student may take one Honours course (6 credit-hours) after completing 30 credit-hours of university courses. After completing 60 credit-hours, students can take two more honours courses (12 credit-hours). The remaining honours courses can be taken after 90 credit-hours have been completed. In many cases, however, students take all of their honours courses toward the end of their degree.
- F. For Double Honours, students must take a minimum 36 credit hours/maximum 78 credit hours in Sociology, and a minimum of 24 credit hours must be Honours Courses.
- G. For single and double Honours students, the following courses are required:
1. **1100(3)** *Introductory Sociology I*, or the former SOC-1101(6) *Introductory Sociology* (generally taken in first year)
 2. **2010/3** *Classical Sociological Theory* **plus either** SOC-2011/3 *20th Century Sociological Theory* **or** SOC-2012/3 *Contemporary Sociological Theory*, or the former SOC-2114/6 *Sociological Theory*.
 3. **2125/3** *Introduction to Research Design & Qualitative Research* (generally taken in second or third year)
 4. **2126/3** *Introduction to Quantitative Research Method* (generally taken in second or third year)
 5. **4405/6** *Honours Research Paper* (generally taken in fourth year)

Examples of typical programs are as follows:

Single Honours

Year I	SOC-1100(3), or the former SOC-1101(6)
Year II	Two Sociology courses at the 2000 or 3000 level, which typically include the required theory courses (see above)
Year III	Two Honours Sociology courses plus SOC-2125/3 and 2126/3 if they haven't been taken in year II
Year IV	Three honours Sociology courses, including the required research paper (SOC-4405/6)

Double Honours

Year I	SOC-1100(3), or the former SOC-1101(6)
--------	--

Year II	SOC-2125/3, 2126/3 and the required theory courses (see above)
Year III	Two Honours Sociology courses
Year IV	Two honours Sociology courses, including the required research paper (SOC-4405/6)

Note: Students are strongly encouraged to take 4000-level Theory and Research Methods courses in their Honours programs because those topics are central to the practice of Sociology.

HONOURS RESEARCH PAPER (SOC 4405/6)

Each honours student must complete a major research paper. As a general rule, it should be taken in the final year of study. As the title implies, this course allows the student the opportunity to do this work. Each student will select an area of special interest and will work under the guidance of a supervisor throughout the year. Students are urged to consider choosing a research topic in which they have some background knowledge through other courses or honours seminars taken, although this is not required. Students should be aware that neither the honours research paper nor any significant portion thereof may be turned in for credit in any other course.

Choice of a Faculty Supervisor

Ideally, a Faculty Supervisor whose competencies and interests are related to the Honours topic should be chosen. Students should check with their chosen faculty member early to ensure that the member is available to take on the project. Ideally, a student will have a faculty supervisor by the end of September. Students having problems finding a suitable supervisor should see a member of the Honours Committee or the Department Chair.

Once the student has a supervisor, the two of them will select another faculty member to act as a “second reader”. The role of the second reader is flexible and may constitute additional support throughout the year or they may only read the final paper and consult with the supervisor on that grade.

The Paper

Each student taking Sociology 4405/6 should submit to their faculty advisor a description of the proposed paper no later than November 15th. The proposal should include the theoretical basis of the research, the type of methodology that might best be employed, and a brief review of the relevant literature.

Students should have a first draft of the research paper to their advisors by March 1st. The final draft should be submitted by the last day of classes. The length of the

research paper can vary, but in general they are approximately 35-40 pages typed, double-spaced.

FACULTY SUPERVISORS

To assist you in selecting a faculty member to supervise your Honours Research Paper (4405/6), below is a list of members' main research areas. As noted above, make sure you check early, because members are not always able to take on new students.

DAVINA DesROCHES

I specialize in the sociology of communication and culture, museology, heritage conservation, labour, and urban studies. My work examines a variety of cultural forms – everything from museums to cities to advertising – from a political economic perspective (meaning, I am interested in how power and money shape culture and cultural practices). I am currently working on two major research projects. The first is a comparative study of museum employees across four different institutions, and documents how these workers are responding to changes in museum workplace organization and culture, including increasingly insecure employment, declining levels of compensation, and shrinking labour protections. My second research project uses the work of Thorstein Veblen to construct a sociological critique of rhetorics of decluttering and minimalism (is the 'life-changing magic of tidying up' *really* all it's cracked up to be?).

I am happy to supervise students in the following areas:

1. Popular culture
2. Mass media and communication
3. Heritage, museums, and public memory
4. Urban sociology
5. The sociology of work

KIMBERLEY DUCEY

RESEARCH INTERESTS

1. Genocide Studies
2. Political Sociology
3. Research Methods
4. Liberation Sociology
5. Pedagogical Research

SELECTED PUBLICATIONS

1. Ducey, K. A. (2010). Guided Activities for Babbie and Benaquisto's The Practice of Social Research. Scarborough, ON: Thompson/Nelson.

This volume is designed for use in conjunction with *The Practice of Social Research 2nd* Canadian edition by Earl R. Babbie and Lucia Benaquisto. Its purpose is to reinforce and extend students' understanding of the information in *The Practice of Social Research* and to provide countless options for students and their instructors to apply the material in the textbook. The author stresses active and collaborative learning.

2. Ducey, K. A. (2010). Dilemmas of teaching the "Greatest Silence": Rape-as-Genocide in Rwanda, Darfur, and Congo. *Genocide Studies and Prevention* 5, 3 (December 2010): 310-322.

The author describes the dilemmas of teaching rape-as-genocide, focusing on Rwanda, Darfur, and Congo. While theoretically and methodologically sophisticated academic writings are a crucial part of the pedagogical approach described here, the author's focus is on the dilemmas associated with using testimonials and memoirs, documentaries, and commentaries. It is argued that such discourse helps make the subject matter more accessible to undergraduates. One of the key issues that arises from this discussion is students' preference for first-hand accounts. Excerpts from the students' writing dispersed throughout the article provide an essential and frank assessment of the importance of the approach described. The method of instruction encompasses pedagogical issues that cut across disciplines and will appeal to instructors in a broad range of fields. The author systematically analyzes students' written work for evidence of learning.

3. Ducey, K. A. (2009). Using Simon Wiesenthal's *The Sunflower* to teach the study of genocide and the Holocaust. *College Teaching*, 57(3), 167-176.

The author discusses a project called "The Sunflower Symposium," named in honor of Simon Wiesenthal's "The Sunflower" (1998). The project was a catalyst for discussions on legalized discrimination, the infringement of civil rights, (in)justice, (in)tolerance, and civic responsibility, influencing students to connect the Holocaust to other world events. It proved an effective pedagogic method for examining critically and taking action on important global issues. Evidence of the effectiveness of this message is presented and suggestions for integrating literature into courses are offered.

4. Ducey, K. A. (2008). Using the 1994 Rwanda genocide to integrate critical criminology and liberation sociology. *Critical Criminology*, 16(4), 293-302.

This article explores the 1994 Rwandan Genocide and its educational ramifications in terms of linking critical criminology to liberation sociology and giving greater exposure to Genocide as a criminological issue. The article provides practical advice and theoretical insights on teaching Genocide Studies in the undergraduate classroom. I start by exploring critical criminology and liberation sociology. I then introduce the reader to the 1994 Rwandan Genocide and resources used in my classroom. I explore the implications for (critical) criminology of these materials. Finally I discuss issues that arose during the class.

KENNETH FISH

RESEARCH INTERESTS

1. Classical and Contemporary Social Theory
2. Global Political Economy
3. Science, Technology and Society
4. Environmental Sociology
5. Self and Society

SELECTED PUBLICATIONS

1. Fish, K. Under Review. "Alienation from Nature and the Environmental Critique of Industrialization." *Capitalism, Nature, Socialism*.
2. Fish, K. 2014. "Relational Sociology and Historical Materialism." In G. Depelteau and C. Powell, *Conceptualization Relational Sociology*. Macmillan Palgrave: London.
3. Fish, K. 2013. *Living Factories: Biotechnology and the Unique Nature of Capitalism*. McGill Queen's University Press: Montreal.
4. Fish, K. 2011. "Machine Systems and the Unique Nature of Industrial Capitalism." *Critical Sociology* 37(1): 125-143.
5. Fish, K. 2003. "Biotechnology and the Society-Nature Relation." *Alternate Routes* 19: 58-78.

JONATHON FRANKLIN

RESEARCH INTERESTS

1. Research Methods
2. Population Health/Medical Error
3. Demography/Aging

SELECTED PUBLICATIONS

1. Franklin, J. (2005). "Changing the culture of safety in healthcare: innovations and challenges". Managing Innovation in the Healthcare Sector: Book of Abstracts. European Health Management Association (EMHA). Barcelona, Spain. Pgs. 13-14.
2. Franklin, J., Kozyrskyj, A., Hall, K. (2004). "Changing the culture of medication error reporting". Canadian Therapeutics Congress Book of Abstracts. Winnipeg, Manitoba. Pg. 51.
3. Franklin, J. (2004). "Pathway to citizen empowerment: understanding patient satisfaction. Citizen Empowerment: Opportunities and Threats for Health Management", Book of Abstracts. European Health Management Association (EMHA). Potsdam, Germany. Pg. 25.

CURT PANKRATZ

My work focuses on how states shape the welfare and ideology of their populations while distributing social, economic, and political power. This includes public health & safety, surveillance, and how various institutions exert their power to shape such policies. Relatedly, my work includes propaganda and information control (including the structure and interests of media institutions that support particular ideologies). I frame all of this work within the global context, which includes global inequality as well as resistance to its expansion (like protests and what we are trained to think of as "terrorism").

I am happy to work with students interested in the areas listed below. If you aren't sure whether your work falls within one of these things, come see me and we'll talk about it!

1. Terrorism, surveillance and national security
2. Propaganda and the control of information
3. Global inequality, empire-building & World Systems
4. Social policy, public welfare and welfare states.
5. Population health & safety

HEIDI RIMKE

RESEARCH INTERESTS

1. Social and Political Theory and Philosophy
2. Historical Sociology
3. Political Sociology
4. Law and Criminology
5. Science, Medicine/Psychiatry, and Technology

SELECTED PUBLICATIONS

1. "The Culture of Therapy and Psychocentrism in Everyday Life" in M. Thomas, R. Raby and D. Brock (Eds.) *Power and Everyday Practices*. Toronto: Nelson. 182-202, 2012. (with D. Brock)
2. "Security: Resistance" in Mark Neocleous and George Rigakos (Eds.) *Anti-Security: A Declaration*. Ottawa: Red Quill Books, 191-215, 2011.
3. "The Pathological Approach to Crime: Individually Based Theories" in K. Kramar (Ed.) *Criminology: Critical Canadian Perspectives*. Toronto: Pearson, 78-92, 2011.
4. "Beheading Aboard a Greyhound Bus: Security Politics, Bloodlust Justice, and the Mass Consumption of Criminalized Cannibalism." *The Annual Review of Interdisciplinary Justice Research*, 1, Fall, 172-192, 2010.
5. "Remembering the Sociological Imagination: Transdisciplinarity, the Genealogical Method, and Epistemological Politics." *International Journal of Interdisciplinary Social Sciences*, 5:1, 239-254, 2010.
6. "Constituting Transgressive Interiorities: C19th Psychiatric Readings of Morally Mad Bodies" in A. Arturo (Ed.) *Violence and the Body: Race, Gender and the State*. Indiana: Indiana University Press, 403-28, 2003.
7. "Governing Citizens through Self-Help Literature." *Cultural Studies*, 14:1, 61-78, 2000.

WEI XING

RESEARCH INTERESTS

1. Globalization and families
2. Immigration and cross-cultural integration
3. Immigrant marriage and families
4. Immigrants and Aboriginal relations
5. Global sociology

SOCIOLOGY DEPARTMENT SCHOLARSHIPS

(submission deadline: October 1st)

****Please Note: Scholarship bestowment is dependent upon availability of funds****

ALEXANDER & CATHARINE SMITH SCHOLARSHIP

This scholarship was established by Dr. Doreen Smith, Associate Professor of Sociology, in memory of her parents, Alexander and Catharine Smith who were staunch supporters of higher education. It will be awarded to an outstanding student majoring in Sociology.

BETHIA HENRY MEMORIAL SCHOLARSHIP

A scholarship has been provided by the late Mrs. B.L. Henry in memory of her daughter, Bethia, who graduated from Wesley College in 1936. It will be awarded to a student with high standing in the Major or Honours program in Sociology who is entering third or fourth year.

DR. DAN A. CHEKKI PRIZE FOR EXCELLENCE IN SOCIOLOGY

This scholarship is awarded to the student who has written the best Honours research paper/thesis in completion of the requirements of the B.A. (Honours) programme in Sociology and who will undertake a graduate programme in Sociology.

KATHERINE OAKES GEORGE MEMORIAL SCHOLARSHIP

One scholarship will be awarded on the nomination of the Department of Sociology to a student entering third or fourth year who has an interest in the areas of stratification or theory and has demonstrated a capacity to produce papers of excellent quality and of a critical nature.

DR. KENNETH TRUEMAN MEMORIAL SCHOLARSHIP

This scholarship is provided by the Erica and Arnold Rogers Fund for Academic Excellence. It will be awarded annually to a promising student entering the final year of the Sociology Honours program and preferably, but not necessarily, with a demonstrated interest in medical topics.

*** This award requires the completion of an application form.**

LORNE J.C. ELLIOTT MEMORIAL SCHOLARSHIP

This annual scholarship commemorates Lorne J.C. Elliott who graduated from Wesley College in 1937. It is awarded annually to a student with high academic standing who is entering or continuing the Major or Honours program in Sociology.

MARION TAYLOR MEMORIAL SCHOLARSHIP

This scholarship will be awarded annually to a Sociology Major or Honours student entering third or fourth year. Preference will be given to a student who is involved in some capacity with social service work.

*** This award requires the completion of an application form.**

THE NOVEK FAMILY SCHOLARSHIP

Awarded annually on the recommendation of the Sociology Department to a promising student enrolled at The University of Winnipeg who has completed at least one sociology course at the 2000 or 3000 level. Recipients should have a demonstrated interest in the environment or technology based on written course work.

REBECCA & ROY HAMBLETON MEMORIAL SCHOLARSHIP

This scholarship, established by endowment in 1986 by Mr. E. Lee Hambleton in memory of Rebecca and Roy Hambleton, will be awarded annually on the recommendation of the Sociology Department to a student who shows promise in that discipline and who has financial need.

*** This award requires the completion of an application form.**

In order to apply a fair and consistent approach to determining financial need, and to safeguard the privacy of student financial information, the University of Winnipeg asks that all students applying for financial need-based awards complete a General Application through the new online award application portal. More information and a link to the online application is available here: <https://www.uwinnipeg.ca/awards/apply-for-awards/index.html>

**** Students must complete both the Departmental Application form and the General Application to be considered for the Rebecca & Roy Hambleton Memorial Scholarship****

NOTE: for each of the awards listed, it is required that a copy of your mark transcript be included with your application. It does not have to be an official transcript, but a complete printout of your grades (for example, from WebAdvisor) is required. Where an application form is not available, please submit a letter of application to the department Chair stating how you meet the qualifying criteria as it pertains to the award applied for.

***Application forms are available on the Sociology department website or from the Department Assistant: room 6L39; telephone: 204-786-9364; e-mail: sociology@uwinnipeg.ca**

Applying to Graduate School

If you wish to attend graduate school, expect to spend some time researching various schools and programs. Start early, at least by the fall of your final year. Graduate schools frequently differ in their substantive emphases and in their theoretical/methodological orientations. Apply to a number of schools and select the one that best fulfills your academic, financial and geographic requirements.

You may find it useful to discuss the matter with your supervisor, with faculty members in your area of interest, with the University's Career Services, and with graduate student advisors at other institutions.

When selecting referees, consider which faculty members can best give a strong and thorough appraisal of your potential. Make every effort to give referees at least three weeks to write a reference letter – they take time because faculty members may be busy and an effective letter often requires careful consideration of your performance, experience, and the program (or funding) for which you are applying.

Almost all programs provide some form of teaching or research assistantship you can apply for. In addition, SSHRC and CIHR have a limited number of scholarships (sometimes they call them "fellowships") available to MA students. The deadline for application is often the November prior to entrance, so start your enquiries into financial assistance early. If you have a specific thesis topic already in mind, some federal or provincial government department may be willing to subsidize your research.

The University's Career Services Office supports recent graduates by offering "tips and tools on how to assess yourself, explore different fields, decide on a career path and then make it happen". Career Services has resources regarding graduate and pre-professional programs, testing such as the MCAT and LSAT and ways to get experience through volunteer programs. They also give advice on conducting job searches, writing cover letters, making effective CVs or resumes and preparing for interviews. These are useful skills for making effective graduate school applications and seeking employment thereafter.

The Sociology Department places great value on producing strong and successful honours graduates, so remember that you can approach any of our members for advice.