

Camosun College
School of Arts & Science
Social Sciences Department

Sociology 100 (01)
Introduction to Sociology

Instructor:	Dr. Paul Brady
Office hours:	Mon/Wed 4:30-6:00 Tue/Thu 3:30-4:00 or by appointment
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Class Time/Place	4:00-5:20/ Tuesday and Thursday/ Young 201

COURSE DESCRIPTION

Sociology 100 is an introduction to the basic principles and methods of sociology. Emphasis will be placed upon society as institutionalized human behaviour, the various factors that control or alter it, and the effects upon the individual and the group. The major objective of the course is to develop a critical understanding of modern society.

COURSE OBJECTIVES

This course is intended to introduce students to a sociological perspective and to provide an opportunity to become familiar with the basic concepts of sociology. The course will focus on the classic tradition in sociological thinking. There will be an emphasis upon examining this tradition in terms of its influence upon the contemporary paradigms of sociology and its relevance to our lives and our society.

INTENDED LEARNING OUTCOMES

1. The student will be able to view and analyse social phenomena with greater insight that will enable you to better understand yourself, the society, and the times in which we live.
2. The student will be able to apply various sociological theories to the analysis of contemporary society, to see patterns and processes rather than isolated facts, and to interpret events in the broader framework of societal structure.
3. The student will be able to prepare for further study in the social sciences through their grasp of the historical roots and the contemporary directions of the discipline of sociology.

REQUIRED TEXT

Macionis, John, Jansson, S. Mikael, and Benoit, Cecilia M.
Society The Basics.
Third Canadian Edition
Prentice-Hall Canada, 2004
ISBN 0-13-178485-4
Films and videos will be announced in class.

WHAT IS EXPECTED OF YOU

'Teaching at the University Level', Stephen Zucker, *Notices Amer. Math. Soc.*43, 1996:863

1. You are no longer in high school.

The great majority of you, not having done so already, will have to discard high school notions of teaching and learning and replace them by university-level notions. This may be difficult, but it must happen sooner or later, so sooner is better. Our goal is more than just getting you to reproduce what was told you in the classroom.

2. Expect to have material covered at *two to three* times the pace of high school.

Above that, we aim for greater command of the material, especially the ability to apply what you have learned to new situations (when relevant).

3. Lecture time is at a premium, so it must be used efficiently.

You cannot be "taught" everything in the classroom. **It is YOUR responsibility to learn the material.** Most of this learning must take place *outside* the classroom. **You should be willing to put in two hours outside the classroom for each hour of class.**

4. The instructor's job is primarily to provide a framework, with *some* of the particulars, to guide you in doing your learning of the concepts and methods that comprise the material of the course. It is not to "program" you with isolated facts and problem types or to monitor your detailed progress.

5. You are expected to read the textbook for comprehension.

It gives the detailed account of the material of the course. It also contains many examples of problems worked out, and these should be used to supplement those you see in the lecture. The textbook is not a novel, so the reading must often be slow going and careful. However, there is the clear advantage that you can read it at your own pace. Use pencil and paper to work through the material and to fill in omitted steps.

6. Lastly, be proud of your status as a student in higher education and take your studies seriously – your future depends on it.

Your studies are your priority not other activities. This should be evident in your attitude and demeanour especially in the classroom and in interactions with your professors.

Don't think so? Well guess what? This is the place where futures are decided. That's right. All the available scientific evidence clearly shows those who succeed at higher education are much more likely to have higher incomes, higher social status, and are much more likely to experience conventional notions of success than those who do not.

METHOD OF INSTRUCTION

This course will consist of lectures and seminar-type class discussions. Students are required to attend class regularly and to read each assigned reading by the date indicated. Students are responsible for all lecture material, some of which is not available in the assigned readings.

REQUIRED READINGS

Recommended readings for each of the topics are indicated in the following detailed course outline. The course text provides comprehensive coverage of most the topics that we shall examine. The chapters from the textbook and the discussion question readings will constitute the main body of required reading each week.

EVALUATION

The grade for this course will be based on discussion unit questions and attendance as well as two in-class examinations and a final examination during the December examination period. Examinations will consist of multiple choice and short answer questions and will cover all lectures, other presentations, and assigned readings. They will be aimed at testing one's conceptual as well as factual knowledge. Please note that the ownership of all examination papers belongs to the College.

An essay assignment is optional for the course and topics must be discussed with me before proceeding. **If you are absent from an examination you must promptly provide documented proof excusing your absence otherwise you will forfeit the grade.**

GRADING

Discussion Unit Questions and Attendance			16%
Mid-term # 1	Thursday October	7	28%
Mid-term # 2	Tuesday November	9	28%
Final Examination	TBA		<u>28%</u>
			100

GRADING SYSTEM

The following percentage conversion to letter grade will be used:

A+	= 95 - 100%	B	= 75 - 79%	D	= 50 - 59%
A	= 90 - 94%	B-	= 70 - 74%	F	= 00 - 49%
A-	= 85 - 89%	C+	= 65 - 69%	I	= See Calendar for Details
B+	= 80 - 84%	C	= 60 - 64%	AUD	= Audit

W = Official withdrawal has taken place.

EXAMINATION PROCEDURES

The dates of the first and second examinations are indicated above. The third examination will be held during the exam week. Students are strongly advised not to make travel plans until after the Christmas final examination schedule is posted. I cannot schedule other examination times for students who make travel plans that disregard the examination schedule set by Camosun College. All examinations must be written in the section of the course in which the student is officially registered.

A grade of Zero will be granted for absence during examination, unless the student produces a medical certificate confirming serious illness and writes the substitute exam within the proscribed period after recovery.

The student in person must claim the examination papers for the first and second examinations during the class session in which the papers are returned or the following session.

ACADEMIC MISCONDUCT

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section. Please see: <http://www.camosun.bc.ca/divisions/pres/policy/2-education/>

Academic misconduct includes, but is not limited to, the following acts:

- (i) giving, receiving, or obtaining unauthorized information during any type of examination or test;
- (ii) obtaining or providing unauthorized questions or answers relating to any examination or test prior to the time of the examination or test;
- (iii) asking or arranging for another person to take any examination or test in one's place.
- (iv) plagiarizing, that is, appropriating the work of another or parts or passages of another's writing, or the ideas or language of the same, and passing them off as a product of one's own mind or manual skill.
- (v) disruptive behaviour/disorderly conduct

This includes any behaviour that interferes with the provision of college services or of instruction or interferes with any member of the Camosun College community by students and any others accompanying them.

Examples: Verbal outbursts, physical gestures, actions or interruptions, which limit or interfere with the provision of college services or instructional activities; unwarranted and unreasonable disturbances during any Camosun College related activity. Disruptive or rude behaviour also includes, but is not limited to the following: receiving beeper or cell phone calls during class, leaving early or coming to class habitually late, eating in class, talking out of turn, doing assignments for other classes, reading the newspaper, sleeping, and engaging in other activities that distract from the classroom learning experience.

Academic misconduct will result in a grade of "F" for the entire course. The students should note that in accordance with the college policy quoted above, mere access to unauthorized information constitutes academic misconduct. It is not necessary for the instructor to prove that the student has used the information.

TAPE-RECORDING IN THE CLASSROOM

In order to ensure free and open discussion of controversial ideas by the students, tape-recording of the proceedings is not permitted in the class. Exceptions, however, will be made for students who are visually impaired or are unable to write due to physical disability.

PROCEDURE CHANGES

In order to deal with the day-to-day management of the course, new procedures may be implemented from time to time throughout the semester. Such procedures will be announced in class for two consecutive sessions before they are implemented. It is the responsibility of the student to keep informed of such developments. Official college policies and procedures govern all other matters that are not covered by this course outline.

TENTATIVE COURSE OUTLINE IN SEQUENCE

Week 1: Tue Sept 7 Chapter 1 Perspective, Theory, and Method
Thu Sept 9

Please review the CD Rom for module 14 on Methods of Sociological Research

Week 2: Tue Sept 14 Chapter 2 Culture
Thu Sept 16

Please review the CD Rom for module 1 on Norms

Week 3: Tue Sept 21 Chapter 3 Socialization
Thu Sept 23

Week 4: Tue Sept 28 Chapter 4 Social Interaction
Thu Sept 30 **Debate Unit 1**

Please review the CD Rom for module 7 on the Presentation of Self

BEFORE DOING THIS ASSIGNMENT PLEASE READ THE INSTRUCTIONS FOR IT BELOW.

Sept. 30 Debate Unit 1 – Prepare 3 questions from the article “Teaching Boys to Kill”. Web Address:

<http://www.mediawatch.com/dukenukem.html>

Week 5: Tue Oct 5 Chapter 6 Deviance
Thu Oct 7 **Mid-Term # 1**

Please review the CD Rom for module 15 on Deviance: Symbolic Interactionist Perspectives

Mid-Term #1: Thursday October 7 Mid-Term #1 includes chapters 1, 2, 3, and 4 and lectures

Week 6: Tue Oct 12 Chapter 7 Sexuality
Thu Oct 14

Week 7: Tue Oct 19 **Debate Unit #2**

October 19 Debate Unit 2 - Prepare 3 questions from the article: “*Crime in the Suites kills as many as Crime in the Streets*”. George Bryjak. 2001. Web address: <http://www.nctimes.com/articles/2001/02/04/export2372.txt>

Thu Oct 21 Chapter 10 Gender

Week 8: Tue Oct 26 Chapter 8 Social Stratification
Thu Oct 28

Week 9: Tue Nov 2 Chapter 9 Global Stratification
Thu Nov 4

Please review the CD Rom for module 4 on Global Stratification: Correlates of Poverty

Week 10: Tue Nov 9 **Mid-Term # 2**
Thu Nov 11 **Remembrance Day - College Closed**

Mid-Term #2: Tuesday November 9 includes chapters 6,7, 10 and the lectures

Week 11: Tue Nov 16
Thu Nov 18 **Debate Unit 3**

November 18 Debate Unit 3: Prepare 3 questions from the British Columbia government 's current *Income Assistance and Disability Benefits Rates*

Web address: http://www.mhr.gov.bc.ca/PUBLICAT/bcea/bcben_rates.htm#regular

Chapter 11 Ethnicity

Please review the CD Rom for module 2 on Race and Ethnicity: Patterns of Interaction

Week 12: Tue Nov 23 Chapter 11 Ethnicity
Thu Nov 25 **Debate Unit 4**

November 20: Debate Unit 4: Prepare 3 questions from the article *How Canada's daily Newspapers shut out Minorities*". John Miller. Web address:

http://www.media-awareness.ca/english/resources/articles/diversity/papers_minorities.cfm

Week 13: Tue Nov 30 Chapter 13 Family and Religion
Thu Dec 2

Please review the CDROM for module 6 on Divorce: Canadian Style

Week 14: Mon Dec 7
Tue Dec. 9 Last Class

Final Examination (T.B.A.) includes remaining chapters and lectures

Final Examination includes chapters 8, 9, and 11 and 13.

PLEASE DO NOT MAKE CHRISTMAS PLANS BEFORE YOU SEE THE EXAMINATION SCHEDULE!

INSTRUCTIONS FOR DEBATE QUESTIONS

How to complete the assignments:

1. Read the assigned reading and write down the main points or key concepts. Using these main points or concepts prepare 3 debate questions. At the heart of it, these questions cause debate. These are not questions where there is obvious answer or one answer. These questions raise different points of view and provoke debate and discussion. For example the question, "What are the gun control laws in Canada"? This is not a debate question. A direct answer can be found in the criminal code of Canada. On the other hand, the question "Should people be forced to register their firearms in Canada"? is a debate question.
Please note also that you do not have to keep your questions directly focused on the reading but can also create debate questions as a result of applying concepts or ideas from the reading to other areas of social life. For example if the reading argues that that in medieval times the church started witch burning because it needed an enemy to legitimate it's existence and power, your question could expand on that idea to ask about if modern day organizations such as the police create enemies (pot users) in order to expand their power?
2. Your questions must be genuine questions not statements. Keep your questions as concise as possible and wherever you can use your own words and **avoid quoting directly from the readings.**
3. Remember to phrase your question in an open-ended format or in such a way as to invite debate. Be careful to avoid questions, which can be answered with a simple "yes" or "no", and questions that ask what the author(s) wrote (content question) or questions that simply ask others if they agree or disagree with what the author(s) have written. You should also avoid questions that begin with "explain", "compare", "list", "describe", "how" or any other questions that ask the respondent to provide information/data to you rather than a debate. A questions asking, "What do you think?" aside from simply being a variant of the "Do you agree with the author"? question (which is weak to begin with) is not very challenging and thought provoking.
4. Please be sure that you are not simply asking a question raised in the reading but rather create you own debate questions.
5. Please note that only a **TYPED copy** of your written questions will be accepted. Students will receive a mark out of 4 for each of the debate units. Grading will be based on the quality of the questions according to the advice given above.

OPTIONAL RESEARCH PAPER

1. Select a sociological topic that you are interested in examining by using one of the major theoretical perspectives or concepts for your analysis.
2. Develop a clear problem statement. The problem statement must be a question about your topic that your paper should help you to answer. Examples of problem statements include:
How valuable is the conflict perspective in explaining the lack of housing access for poor people and the social problem of homelessness? How valuable is Durkheim's concept of anomie in explaining the incidence of suicide among a particular group in society (i.e. the homeless, homosexual youths, or First Nation's peoples)?
3. Whatever the topic you must pose one or two questions about it and use the paper to answer them in light of theoretical analysis and empirical research. A paper that simply describes a topic is not acceptable. The research paper is intended to provide the opportunity to conduct research on the social problems and to demonstrate your capacity for divergent learning, i.e. where one takes up a problem and uses as many sources as possible to answer it. The primary sources are located in the library.
4. The completed paper must be typewritten (font size 12) and no longer than 8 pages of double spaced typing excluding the bibliography, references, and tables.
5. The following will be the basis for evaluation of term papers:
 - a. The *sociological* quality of the approach taken to the problem and in particular the use of *theory and analysis* for explanation or making critical distinctions.
 - b. The complexity and clarity of the problem to be examined and the *analytical* skills used to examine the various components of it.
 - c. The quality of *data, evidence, and other materials* presented in support of the discussion.
 - d. The degree to which the points made in the paper are presented in a *coherent, clear, and well-organized* manner. There should be both an introductory and a concluding section to the paper. The limit on the length of the paper is intended to test your ability to organize material.

RECOMMENDED MATERIALS OR SERVICES TO ASSIST STUDENTS TO SUCCEED THROUGHOUT THE COURSE

Students are encouraged to utilize support services available at the Writing Centre to prepare for their essay exams. There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office, or the College web site at <http://www.camosun.bc.ca>.