



School of Arts & Science
SOCIAL SCIENCES DEPARTMENT
SOC 210-01
Class, Status and Power
2006F

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Dr. Alex Ipe		
(b)	Office Hours:	Monday, 2:30 pm – 3:30 pm, Wednesday, 2:30 pm – 3:30 pm		
(c)	Location:	Paul 237		
(d)	Phone:	370-3370	Alternative Phone:	
(e)	Email:	ipe@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Upon completion of this course the student will be able to:

1. Critically assess:
 - Social stratification in industrial societies.
 - The historical forces that form the basis of stratification.
 - The structure and function of social class systems and social mobility.
 - The impact of various institutions on class and mobility.
 - The theoretical perspectives which seek to explain social inequality and their relevance to the understanding of social inequality in Canada.
2. Demonstrate an ability to think critically and to communicate ideas effectively in writing.

3. Required Materials

(a)	Texts	James Curtis <i>et al</i> , Eds. <i>Social Inequality in Canada</i> Fourth Edition Pearson/Prentice Hall, 2004
(b)	Other	

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

Course Content and Readings

September

Topics and Readings

Week 1	General Introduction (1-20).
Week 2	General Introduction (1-20)
Week 3	General Introduction (1-20)
Week 4	General Introduction (1-20).

October

Week 1	Chapter 1: Economic Power in Canada/ Video: Roger & Me.
Week 2	Chapter 2: Democracy and Global Capitalism
Week 3	Chapter 3: Working-Class Formation./ Group Discussion #1.
Week 4	Chapter 5: Changing Income Inequality in Canada Video: Behind the Screens

November

Week 1	Chapter 6: The Distribution of Wealth/ Video: Free Trade Slaves
Week 2	Chapter 7: Poverty in Canada/ Group Discussion #2
Week 3	Chapter 9: Educational Credentials
Week 4	Chapter 13: Class Inequalities in Schooling

December

Week 1	Review
--------	--------

**** It should be noted that the above schedule is tentative and is listed here only as an approximate guide for the student.**It is very likely that more chapters will be discussed if our progress through the material is deemed to be faster than expected.**

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

Basis of Student Assessment

OPTION I

- 1) In class test (30%)
- 2) Group Discussion (20%)
- 3) In class test (30%)
- 4) Final Test (20%)

OPTION II

- 1) Test #1 (20%)
- 2) Group Discussion (20%)
- 3) Test #2 (20%)
- 4) Essay (30%)
- 5) Final Test (10%)

In Class Test #1 and #2 and #3 (80% or 50%)¹

*The tests will consist of approximately 30 multiple-choice questions. The dates of the tests will be announced in class. There is no final exam in this class, just a final test. **The tests themselves are NOT cumulative.***

Group Discussion (20%)

In talking about social issues, it is inevitable that we will discuss issues or topics that some may deem to be controversial. While an effort will be made to get students to participate in class discussions on many of these issues, it has been the experience of this Instructor that most students feel intimidated by the prospect of speaking up in class; this is very understandable; making one's opinions heard in a class of 40 or so students can be a daunting experience.

In order to alleviate this concern, the class will be broken up into small groups where students can more comfortably express their opinions on a given topic. During the course of the term, two such discussion groups will be held, the approximate dates of which are cited in the course schedule; these discussions will require the student to read a specific article and prepare a brief critique of the article, as well as create one critical thinking question and why that question is important. In critiquing the article, you should discuss the strengths and weaknesses of the article.

Then, students should bring their questions and discuss them with others in their group. Afterwards, the group as a whole should pick the critical points they feel are the best articulated, and critical question – including explanation why the question is important, and hand it in at the end of the class.

*When you construct the critical thinking question, **AVOID** questions that can be answered by a simple “yes” or “no”, or are the same questions the author raised, or simply asks others to agree or disagree with what the author has written.*

Your questions should be structured in a way that evokes debate.

This discussion sessions are worth a total of 20% - 10% for each discussion session. Evaluation of the discussion sessions will be based on the quality of the created questions and the explanations given for the significance of each question.

In order to be fair to all students, the following conduct will be penalized:

- *Depositing your questions with the instructor or sending them with another student and not participating in the discussions.*
- *Not attending the discussion sessions without a legitimate excuse.*

Optional Essay (20%)

- *The essay can be done alone or in groups of up to 5.*

¹ While the Instructor will not drop poor test results or lab assignments, the overall weight of the worst grade – whether it's a test or essay – will be reduced to 10% and the weight of the best grade will be increased by 10%. This weighting system will not include the group discussions.

- *The length of the essay should not exceed ten (10) double-spaced typewritten pages in a standard font. The essay is due the last week of March. An exact date will be given in class.*
- *The essay is purely optional, though if you do decide to do an essay, your evaluation will be structured differently from those who do not do an essay.*
- *If you choose to do the essay, select a topic about a social problem you are interested in examining by using one of the major theories or concepts discussed in class and/ or the text.*
- *Develop a clear argument with respect to your essay. The argument must deal with an issue about your topic that your paper should help you to answer. An example would be: “In this essay, I will argue that the conflict perspective is a very useful theoretical tool that can help us to understand the lack of housing access for poor and disadvantaged people.” Or, as another example, “I will argue that Durkheim’s concept of anomie can effectively explain the high incidence of suicide among First Nation’s youth.”*
- *Regardless of the topic selected, your essay must be structured according to the template illustrated below in the next two pages.*

HEADINGS	BASIC REQUIREMENTS	TOTAL POSSIBLE MARKS OUT OF 100	YOUR GRADE
INTRODUCTION	<i>Tell the reader what your essay will be about. What is it that you will be trying to argue, how will you be trying to substantiate your argument and why is this important.</i>	20	/20
METHODOLOGY	<i>Tell the reader how you went about collecting your data. Did you approach your topic inductively or deductively? Why? How did you record your observations? If you did the essay as a group, how did the group record their observations? What specifically were you looking for when you were gathering your data and why? This is</i>	20	/20

	<i>directly tied into the argument you stated in the introduction. Be clear and specific!</i>		
--	---	--	--

ANALYSIS	<i>In this section, tell the reader what you observed. Be as detailed and as specific as possible with respect to your observations. Avoid making vague comments that leave the reader guessing what you are trying to say. Be sure to directly link your observations with sociological concepts or theories discussed in class and/or the textbook so the reader can understand the sociological significance of your observations. Be very clear and specific!!!</i>	40	/40
CONCLUSION	<i>In this section, summarize what you did in your paper and the findings of your research. Discuss the importance of your study, any problems you encountered in conducting your research and how you could improve and expand upon what you did in a future project.</i>	20	/20
	SUB-TOTAL	100	/100
	NO HEADINGS	-20	
	NO BIBLIOGRAPHY²	-30	
		FINAL TOTAL	

ESSAY WRITING: ADDITIONAL NOTES

*In writing the essay for this class, it is imperative that you clearly explain all terms and theories used; too often in the past, students would throw out terms and theories without even the briefest explanation or discussion. **In composing your paper, assume that the reader does not know anything about the topic or discipline in question. As such, it is up to you to clearly explain concepts and theories in as clear and straightforward manner as possible!!!***

*As much as possible, avoid making vague and imprecise statements that leave the reader wondering or speculating as to what you are trying to say. **You are not writing a mystery novel but an academic paper. As such, do not leave your***

² Note: You are expected to have a minimum of two references in your bibliography. If you hand in your paper with just one reference, you will lose 15 marks. In addition, do not pad your bibliography; that is, if you do not directly cite a reference or use it in any fashion, do not bother listing it in the bibliography.

reader guessing or confused with what you are going to be arguing or demonstrating in your paper.

Lastly, any definition or factual statement you make in the body of your paper needs to be properly cited.

In this respect, your essay must also have a bibliography, references or works cited page at the end of your essay. Academic work is cumulative and as such, any fact or piece of information that was published by somebody else must be fully referenced in your essay.

When citing information, follow the ASA documentation style, **or any other style that you are comfortable with**. The following are examples of the ASA style:

CITING REFERENCES WITHIN THE ESSAY

(1) "Researchers who focus on causal relations usually begin with an effect, then search for its causes" (Neuman, 1997:107) **[Author's last name, year book was published, page number of cited material]**.

(1a) In *Harry Potter and the Chamber of Secrets*, Malfoy said to Ron Weasley, "Red hair and hand-me-down robes; you must be a Weasley"(Chamber of Secrets,2002).

CITING REFERENCES IN YOUR BIBLIOGRAPHY

(2) To cite a journal article: (e.g. **Kent, Susan**
1995 "Unstable Households in a Stable Kalahari Community in Botswana." American Anthropologist 97 (2): 292-312.

(2a) To cite a book: Macionis, John J., S. Mikael Jansson and Cecilia M. Benoit.
2005 **Society: The Basics**. Toronto: Prentice-Hall.

(2b) To cite a movie: *Harry Potter and the Chamber of Secrets*. Warner Brothers.
2002

- To cite something from the internet, the website and the date the cite was visited should be included. For example:

United States Department of Energy
1996 Impact of the Human Genome Project. March 3
[<http://www.gdb.org/Dan/DOE/prim5.html>]

Remember, references in your bibliography must be in alphabetical order by last name of the principal author of the work you are citing. Lastly, do not bother listing references in your bibliography that you did not explicitly use.

For more information on citation styles, please consult the **Style Manual for the Social Sciences** available at the bookstore or at the Camosun Library.

IT SHOULD BE NOTED THAT THE DUE DATES FOR THE ESSAY WILL BE STRICTLY ENFORCED. TWO PERCENT A DAY WILL BE DEDUCTED FOR EVERY DAY AN ASSIGNMENT OR ESSAY IS LATE!!!

NOTE: In evaluating the examination papers and essays the emphasis will be on understanding and analysis, rather than the recitation. Avoid memorizing sentences, in particular when it is not clear to you what the sentences mean. Papers indicating memorization will receive a grade zero. As for analysis, your learning strategy should be to understand the relationships among facts, not the facts alone. Another important point is illustration; after discussion and analysis give examples from current or historical developments in society. This will show that you understand the concepts and theories and are able to apply them to society as tools for analysis.

A grade of zero will be granted for absence during examinations, unless the student produces a medical certificate confirming serious illness and writes the substitute exam within one week of recovery.

Final Test (20%)

There is a no final exam for this course. The structure of the final test will be identical to the previous class tests. The final test will be held on the last day of class.

Examination Procedures

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 one week of recovery.

6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

Academic Misconduct

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 behavior/Disorderly conduct. **This includes any behavior** 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.

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 (for example, texts or lecture notes) constitutes academic misconduct. It is not necessary for the instructor to prove that the information has been used by the student.

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 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 or revisions to procedures may be implemented from time to time throughout the semester. Such procedures and revisions will be announced in class for two consecutive sessions before they are implemented. It is the responsibility of each student to keep informed of such developments.

All matters that are not covered by this course outline are governed by official college policies and procedures.