



Camosun College
School of Arts & Science
Social Sciences Department

Sociology 100DE
Social Structure & Organization

Fall, 2010

The Approved Course Description is available at www.camosun.bc.ca

Instructor:	Dr. Alex Ipe
Office hours:	M/W: 1120-1220
Location:	P237
Phone:	370-3352
E-mail:	Ipe@camosun.bc.ca

Intended Learning Outcomes

Sociology 100 on the Web is an Internet based course designed to introduce you to a sociological perspective, and to provide you with an opportunity to become familiar with the basic concepts and general methods of analysis in 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.

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

Sociology seeks to understand:

- How do groups and group interactions influence human behaviour?
- How do cultural, historical, socio-political, and economic factors influence group interactions?
- The workings of various social phenomena such as sexuality and gender, crime and deviance, ethnicity, family and community, socialization, religion, social movements, aging, and social/global stratification.

Required Text

Macionis, John, Jansson, S. Mikael, and Benoit, Cecilia M.

Society The Basics. Fourth Canadian Edition Prentice-Hall Canada, 2008 ISBN -13:978-0-13-173580-4

Method of Instruction

This is a web-based course and except for examinations, there are NO class meetings or lectures. Like any other class, it is the student's responsibility to manage the workload including readings and assignments.

It is very important that you are a self-starter and that you work regularly on this course. The pace is rapid and to be successful you must not get behind. Part of the reason for including weekly debate question assignments is to give you a grade incentive to work regularly

Basis of Student Assessment

The grade for this course will be based on the debate question assignments, two in-class examinations and a final examination during the December final examination period. Examinations will consist of multiple-choice questions and will cover the textbook and the power point notes. They will be aimed at testing one's conceptual as well as factual knowledge. The examinations will not be accumulative so students will be tested on each chapter only one time. Please note that the ownership of all examination papers belongs to the College.

Mid-term # 1	Friday October 1	25%
Mid-term #2	Friday November 5	33%
Debate questions	12 x 2	24%
Final	Friday December 10	18%

Examination Policy

The dates of the first and second examinations are listed above. The final examination will be held on the last day of class. 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 examination within one week of recovery. The ownership of all examination papers belongs to the college.

Policy Changes

In order to deal with the day-to-day management of the course, new policies or policy revisions may be implemented from time to time throughout the semester. Such policies and revisions will be announced via the bulletin board 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 not covered by this course outline.

Readings

Recommended readings for each of the topics are indicated in the course calendar. The course text provides comprehensive coverage of most the topics that we shall examine. The chapters from the textbook and the power point notes will constitute the main body of required reading each week.

HOW TO COMPLETE THE ASSIGNMENTS:

1. Read the assigned reading and write down the central concepts or themes. Utilizing the central concepts or theme prepare 2 debate. 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 reading(s).

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, a reading may argue that that the mass media promotes negative stereotypes about welfare recipients in order to explain their poor living conditions as due to individual problems rather than the result of social inequality and discrimination. Your question could apply that conception to ask about if any other modern day organizations (police, churches, the state) use that same kind of ideology to legitimate the negative living conditions of others in society (ethnic minorities, women, non-heterosexuals)?

2. Remember to phrase your question in an open-ended format or in such a way as to invite debate. Be careful to avoid questions:

-that can be answered with a simple "yes" or "no" (obvious questions; were witches burned in the medieval period?)

-that ask what the author(s) wrote (content question)

-that are the same questions the authors raise

-that simply ask others if they agree or disagree with what the author(s) have written.

-that begin with *explain, compare, list, describe, how, why, where, what*, or any other questions that ask the respondent to provide you with information or an explanation rather than a debate.

-that are based on fantasy, stick to the facts of the article, for example; If aliens from space invaded would the witch craze still have happened in Europe? Stick to the historical facts;

do not ask what if this had not happened would that still have happened? Remember debate questions lead to the expression of a variety of viewpoints.

Your questions should begin with words like should, does, will, do, has would or other words that evoke debate.

3. Students will receive a mark out of 2 for each of the debate units. Grading will be based on the quality of the questions according to the advice given above.

Assignments: Due by email by 8:00 p.m. on the dates listed below:

ASSIGNMENTS

September 12: Debate Assignment 1: Prepare 2 debate questions from Textbook Chapter 1: *Sociology: Perspective, Theory, and Method*

September 19: Debate Assignment 2: Prepare 2 debate questions from the article: The Biotech Century A Second Opinion: The Marriage of the Genetic Sciences and the Technologies Reshaping Our World.

<http://www.human-nature.com/reason/books/rifkin.html>

September 26: Debate Assignment 3: Prepare 2 debate questions from Textbook Chapter 3: *Socialization: From Infancy to Old Age*

October 3: Debate Assignment 4: Prepare 2 debate questions from Textbook Chapter 4: *Social Interaction in Everyday Life*

October 10: Debate Assignment 5: Prepare 2 debate questions from Textbook Chapter 5: *Groups and Organizations*

October 17: Debate Assignment 6: Prepare 2 debate questions from Textbook Chapter 6: *Sexuality and Society*

October 24: Debate Assignment 7: Prepare 2 debate questions from the article: Crime in the Suites kills as Many as Crime in the Streets. George Bryjak.2001.

<http://www.nctimes.com/articles/2001/02/04/export2372.txt>

October 31: Debate Assignment 8: Prepare 2 debate questions from the British Columbia government's current Social Assistance and Disability Benefits Rates (Welfare Rates).

<http://www.mhr.gov.bc.ca/mhr/ia.htm>

November 7: Debate Assignment 9: Prepare 2 debate questions from Textbook Chapter 9: *Global Stratification*

November 14: Debate Assignment 10: Prepare 2 debate questions from Why Fixing the Media System Should Be on the Feminist Agenda

<http://altnet.org/mediaculture/46546/>

November 21: Debate Assignment 11: Prepare 2 debate questions from the article: Our Cultural Loss, Their Capital Gain. Melodie Greyeyes.

<http://www.sicc.sk.ca/saskindian/a92sep13.htm>

November 28: Debate Assignment 12: Prepare 2 debate questions