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**CAMOSUN COLLEGE**  
*School of Arts & Science*  
*Social Sciences Department*

**Sociology 101**  
**Social Processes & Institutions**

**Winter 2013**

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**COURSE DESCRIPTION:**

This course will utilize the concepts and theories learned in Sociology 100 to examine some of the substantive areas of sociology. Emphasis will be placed on the broad theoretical concerns inherent in each of these areas and in particular their application to Canadian society.

**COURSE OBJECTIVES**

The broader objective of the course is to encourage students to think independently and critically when dealing with social processes and institutions. Sociological theory will be emphasized to this effect, as will its application to contemporary Canadian society.

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## **INTENDED LEARNING OUTCOMES**

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

Demonstrate a critical understanding of one or more of the areas of Canadian political economy, development and underdevelopment, **ecology and social change**, globalization, and the **impact of technology on various institutions of contemporary society**, within the context of Canadian society.

## **METHOD OF INSTRUCTION:**

The course will be based on a series of lectures, followed by seminar-type discussions in which students are urged to participate.

## **REQUIRED TEXT:**

**Ursula Franklin**

**The Real World of Technology.**  
Anansi, 1990

## **REQUIRED READINGS**

The course will cover the Franklin text to a good extent and selective chapters from the text on reserve at the library. However, lectures will broadly follow the outlines of the reserve text. Additional materials and illustrations will be introduced during lectures and discussions and students should be prepared to take notes when materials not covered by the texts are thus presented. It is therefore essential for students to read in advance in order to know when it is necessary to take notes. However, students must realize that *a textbook does not represent the course*, and that, given the topic being discussed, much of the contents of a lecture may originate with the Instructor's own research and study.

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## Basis of Student Assessment

### OPTION I

- 1) In class test (30%)
- 2) 2 Group Discussion (10% x 2 = 20%)
- 3) In class test (35%)
- 4) Final Test (15%)

### OPTION II

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

**\*\*Specific Details of each of the above listed components are listed below\*\***

### In Class Test #1 and #2 and #3 (80% or 50%)<sup>1</sup>

The tests will consist of approximately 20-25 multiple-choice questions, and a “essay” component. The essay section is composed of two essay questions of which, you need only choose one. The questions will be handed out ahead of the test. As such, you can prepare your answer at home, but you are not allowed to bring any notes or written documents into the class on the day of the test. **Your response should clearly explain concepts and/or theories, and be written in a way that clearly articulates your ideas.** You should take care with respect to spelling and grammar; while marks will not be deducted for basic spelling and grammatical mistakes, if I cannot understand what you are trying to say, you will lose points. **Your response should be limited to a maximum of 3 single-spaced, handwritten pages<sup>2</sup>**; no marks will be deducted if you go over this limit, but try not to write a novel. **Quality is what is critical – not quantity.**

The dates of the tests are as follows: **Test#1 = Tuesday, February 12; Test#2 = Tuesday, March 12; and Test#3 = Thursday, April 11.** The class before every test will constitute an informal review class; in essence, a review class is like a tutorial session where students come to class with prepared questions on the lecture content they will be tested on. As such, *the review classes are directed by students, and work best when students arrive with items to discuss.*

**The tests themselves are NOT cumulative.**

**The tests can potentially ask ANY question related to issues discussed in class, the textbook, or presented in in-class videos. The rule of thumb for tests is: BE READY FOR ANYTHING!!!**

Just in case anyone is wondering: ***THERE IS NO FINAL EXAM IN THIS CLASS!!! That is either a good or bad thing depending on your point of view.***

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<sup>2</sup> This does not mean you have to write 3 pages; it simply refers to the maximum limit of your response.

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### **Group Discussion (20%):**

In talking about social phenomena, 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 as follows: Tuesday, **February 26** and Thursday, **March 21**.

1) **INSTRUCTION for DISCUSSION GROUP#1:**

**PART I:** Read the article and highlight any weaknesses of the article that come to mind; by weaknesses, we are referring to the logic of the methodology used by the author, any biases on the part of the author, or any other element of the author's research that you see as problematic. **PART II:** the final segment of the review requires you to make up a critical thinking question similar to the one at the end of the article and to explain why you think your question is important. **YOU DO NOT NEED TO ANSWER YOUR QUESTION.** **PART III:** the first two parts are done individually without any peer assistance. Afterwards, on the day of the group discussion, come to class with your individual review, and get into groups of 4 to 6 people. The group should immediately select a recorder, who will write down what the group, as a whole, thinks *are the best critiques of the article and the best critical thinking question, and why that question is important.* **As such, students do not hand in their individual reviews; the only item handed in is the group work. In this respect, everyone in the group will receive the same grade.** One thing to keep in mind with the group discussions is if there is anyone in the group who has not done the readings and has nothing to contribute, do not put their name on the assignment and inform the instructor of this issue as soon as possible.

2) **INSTRUCTION for DISCUSSION GROUP#2:**

**PART I:** Read the assigned reading on your own, and come up with two debate questions based on the content of said reading. A debate question is one that stimulates debate and does not simply ask an audience to give an information based response. So, a debate question must start with the following terms: **SHOULD, DOES, WILL, WOULD, COULD** or any other term that stimulates debate. You must avoid starting questions with **WHY, HOW, WHAT, WHERE** as such questions are not trying to stimulate a debate on a given topic. **Furthermore, don't use OR in your questions, or terms such as, DO YOU THINK,** as it makes the question less forceful. **PART II:** come to class with your two debate questions, get into groups of 4 to 6 people, and select a recorder, similar to the first discussion assignment. The recorder **will write down what the group thinks are the two best debate questions;** afterwards, the group will answer **ONE** of their two questions in detail; that is to say, **don't use point form – use sentences** to clearly articulate your ideas. As before, only the group work is submitted for grading. ***Grading is as follows: 3 marks for each question, and 4 marks for the answer to one of the questions.*** As before, only the group work is submitted for grading.

**Each review session is worth 10%. Evaluation of the critical review will be based on the quality of the review. Be explicitly clear with respect to your statements so the reader does not have to guess what you are trying to say.**

**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.

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- Not attending the discussion sessions without a legitimate excuse.
  - Doing the review sessions before class and then just coming to class to hand in the review session.

### **Optional Essay (30%)**

- **Due Tuesday, March 26.**
- The essay can be done alone or in groups of up to 5.
- 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 why many corporations are not concerned with issues of environmental pollution .”***
- Or, as another example, ***“I will argue that Durkheim’s concept of anomie can effectively explain why the post-industrial world we now live in generates so much stress and unhappiness in the lives of people.”***
- Regardless of the topic selected, your essay must be structured according to the template illustrated below.

<b>HEADINGS</b>	<b>BASIC REQUIREMENTS</b>	<b>TOTAL POSSIBLE MARKS OUT OF 100</b>	<b>YOUR GRADE</b>
<b>INTRODUCTION</b>	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.	<b>20</b>	<b>/20</b>
<b>METHODOLOGY</b>	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 directly tied into the argument you stated in the introduction. Be clear and specific!	<b>20</b>	<b>/20</b>

<b>ANALYSIS</b>	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!!!	<b>40</b>	<b>/40</b>
<b>CONCLUSION</b>	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.	<b>20</b>	<b>- /20</b>
	<b>SUB-TOTAL</b>	<b>100</b>	<b>/100</b>
	<b>NO HEADINGS</b>	<b>-20</b>	
	<b>NO BIBLIOGRAPHY<sup>3</sup></b>	<b>-30</b>	
		<b>FINAL TOTAL</b>	

<sup>3</sup> **Note: You are expected to have a minimum of two academic references in your bibliography. If you hand in your paper with just one academic 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.**

## 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 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>]**

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**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. THREE PERCENT A DAY WILL BE DEDUCTED FOR EVERY DAY AN ASSIGNMENT OR ESSAY IS LATE UNLESS THERE IS A VERIFIABLE, LEGITIMATE REASON AN ESSAY SUBMITTED MORE THAN SEVEN DAYS LATE WILL NOT BE ACCEPTED!!!**

***IF STUDENTS MISS TESTS OR ASSIGNMENTS, OR GROUP DISCUSSIONS, IT IS THEIR RESPONSIBILITY TO CONTACT THE INSTRUCTOR AS SOON AS POSSIBLE WITH RESPECT TO THEIR ABSENCE. IN ORDER TO MAKE-UP THE MISSED COURSE COMPONENT, STUDENTS NEED TO PROVIDE A VERIFIABLE, LEGITIMATE REASON, OTHER WISE THEY WILL RECEIVE A GRADE OF ZERO ON THE MISSED COMPONENT. IN ADDITION, STUDENTS WHO WAIT UNTIL THE TERM IS OVER TO DISCUSS WHY THEY MISSED HANDING IN ASSIGNMENTS, WRITING TESTS, OR TAKING PART IN GROUP DISCUSSIONS, WILL NOT BE ACCOMODATED.***

**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 certificates 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.

### Grading System

The following percentage conversion to letter grade will be used:

A+ = 90- 100%	B = 73 - 76%	D = 50 - 59%
A = 85 - 89%	B- = 70 - 72%	F = 0.0 - 49%
A- = 80 - 84%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 77 - 79%	C = 60 - 64%	AUD = Audit

*W = Official withdrawal has taken place.*

### 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, **electronic recording of the proceedings by means of laptops, cell-phones or other equipment 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.

## **Course Content and Readings**

### **January**

### **Topics and Readings**

Week 1	General Introduction/Social Theory (Chapter 1).
Week 2	Social & Cultural Nature of Technology (Chapter 1)
Week 3	The Real World of Technology (Chapter 2)
Week 4	Technology as Social Control (Chapter 3 & 4).

### **February**

Week 1	Social Resistance to Change (Chapter 5) / <b>Video<sup>4</sup></b>
Week 2	Social Resistance to Change (Chapter 5)
Week 3	Creativity and Innovation (Chapter 5) <b>Group Discussion</b>
Week 4	Creativity and Innovation (Chapter 5) <b>Video<sup>5</sup></b>

### **March**

Week 1	Economics and Cultural Impetus (Chapter 6) <b>Video<sup>6</sup></b>
Week 2	Social and Political Dimensions of Writing (Chapter 7)

<sup>4</sup> *Guns, Germs and Steel (2005)*- Tuesday, February .

<sup>5</sup> *Who Killed The Electric Car( 2006)* – Tuesday, March 5.

<sup>6</sup> *Manufactured Landscapes (2006)* – Tuesday, March 19

Week 3

Social Nature of Communication (Chapters 8,9,10). **Group Discussion**.

Week 4

The Collapse of Technological Societies<sup>7</sup> (Lecture Content)/**Video<sup>8</sup>****April**

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 or topics will be discussed if our progress through the material is deemed to be faster than expected. If this is the case, the additional areas of study will be announced in class.

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 and exams.

**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, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

**ACADEMIC CONDUCT POLICY**

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.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-8](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-8)

<sup>7</sup> As a reference students may wish to consult the following book on their own for more information on this topic – though it is NOT required that they do so – *Collapse: How Societies Choose to Fail or Succeed (2003) by Jared Diamond*. This issue is not explicitly talked about in Chapter 5, but could be – and should be; as such, the Instructor has decided to weave it into the existing framework of this chapter for better or worse.

<sup>8</sup> *Collapse (2010) – Thursday, April 4.*