



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/anth.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Dr.Alex Ipe		
(b)	Office Hours:	M/W: 10-11, Tuesday: 9:50-10:50, or by appointment		
(c)	Location:	Paul 237		
(d)	Phone:	370-3352	Alternative Phone:	
(e)	Email:	Ipe@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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

1. Demonstrate that the sociological perspective is a valid approach to studying, understanding, explaining, and predicting patterns of human behavior, social structure and organization.
2. Define the major concepts of sociology and use them to examine human behavior and the social world.
3. Identify and describe the major sociological perspectives of functionalism, social conflict, interactionism and feminism.
4. Apply the major sociological perspectives to examine research, social interaction, culture, inequalities, social institutions, and social change.
5. Identify the historical roots and the current directions of sociology.
6. Describe the influences of social structure and organization on their lives, the times in which they live, and their society.

3. Required Materials

Pearson Custom Sociology by Bruce Ravelli & John Macionis. 2013

4. Course Content and Schedule

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

The tests will consist of approximately 40 multiple-choice questions and students will have 80 minutes to answer all forty questions. **It should be noted that the tests may have 1-5 bonus questions – also multiple choice – in addition to the 40 test questions.** The purpose of having the bonus questions is to give students an opportunity to score 100% or higher on a given test. **It should be emphasized that students do not need to do the bonus questions if they do not want to.**

However, it is strongly encouraged that students at least attempt the bonus questions since they will not be penalized for answering a bonus question incorrectly. **The first test will take place in February¹ and it will cover chapters 1-4; the second test will take place in March² and it will cover chapters 5 and 6; the final test date will be on the last day of class; the final test will cover chapters 7, 8 and 9³. 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.**

It should be noted that if time permits, there may be two review classes to help people prepare for the final test.

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.

Group Discussion (2 x 10% = 20%)⁴

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 group will be held on the following dates depending on which class you are in. **GROUP DISCUSSION = M/W Class: Monday, February 23 + March 23; Tu/Th Class: Tuesday February 24 + Tuesday, March 24.** These discussions will have slightly different instructions associated with them, but essentially, both of them require the student to read a specific article and prepare a brief analysis of that article. **The first article will be**

⁴ 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.**
- **Doing the review sessions before class and then just coming to class to hand in the review session.**

handed out in late January and the second article will be handed out in late February.

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 shortcomings in 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 unclear, or problematic. Drawing in quotes from the article is a good way to bolster your arguments. **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. While you can use point form in your write-up, **AVOID** making vague statements or incomplete ideas. For example: **DON'T write statements like:** "He wanted to be a biker – bias." This criticism is not only vague, but doesn't constitute a coherent sentence. **AS such, be explicitly clear with respect to your statements so the reader does not have to guess what you are trying to say; in other words, avoid vague statements.** **Lastly, 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, **which is a web article on D2L**, 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.**

NOTE: If for some reason you are having trouble opening the article link on D2L, simply go to Google.com and type in the following: Is Technology Making Us Lonelier by Sherry Turkle, and the first hit should be the Time Magazine article.

Essay (30%)

- **The essay can be done alone or in groups of up to 5.**
- **There are 3 essay topics to choose from.**

- **The length of the essay should not exceed ten (10) double-spaced typewritten pages in a standard font⁵. The essay is due on Monday, December 3, 2014.**

TOPIC#1

The essay requires you to watch the movie **“Titanic”** and the movie, **“Harry Potter and the Chamber of Secrets”**, observing for gender, social class and ethnic representations. Analyze your observations by looking for ethnic, gender or social class patterns as depicted in the two movies; the essay should focus upon any patterns that emerge from your observations and your interpretation of these patterns drawing upon the concepts and theories discussed in class.

The essay is designed to be a comparison of the way gender, ethnicity and social class is represented in the two movies. Since **“Titanic”** is a movie that recreates the social reality of the 1910s, one would expect that the way the movie portrays gender, ethnic and social class roles would be very different from **“Harry Potter”** whose main focus is with the modern era; that is to say, the way males and females are portrayed, the kind of roles they are given in the aforementioned movies should be different given the social and cultural changes that have transpired in the western world since 1912, the year the Titanic attempted to cross the Atlantic Ocean for the very first time.

Similarly, the depiction and representation of ethnic groups and the kind of roles people from minority groups are given in the two films should also be different, reflecting the changes that have transpired in the west since the early twentieth century. The same can be said of how members of various social classes are portrayed in the two movies (i.e. the rich and the poor).

The goal is to assess whether this expectation is or is not supported by your observations.

When confronted with this essay topic, many students feel that it is difficult comparing Titanic, which is a historically based movie, with Harry Potter, a fantasy based film. Indeed, many students feel that it does not make sense to compare and contrast two very different types of movies; instead, many students feel it is more logical to discuss the similarities and differences in two similar films made in two different time periods (i.e. two historical movies, or two fantasy or science fiction movies). But this is not a significant argument.

Indeed, it should be noted that both Titanic and Harry Potter center on England, and while Harry Potter is a fictional story, fictional tales are not created in a vacuum; that is to say, authors of such imaginary works often draw upon their own life experiences, which were inevitably shaped by the social and cultural environment in which they were raised, as inspiration for their stories. And like literary works of fiction, movies tend to reflect the social realities and cultural expectations of the time period in which they are made.

It should be noted that you can decide to focus upon either gender, ethnic or social class patterns or just focus on any one, two or three of the aforementioned concepts. It is, however, strongly recommended that you focus on just one, or at most, two concepts.

TOPIC#2

⁵ This length is just A SUGGESTION ONLY!!! You may write as much as you want, but don't hand in a 400 page novel!!!

In class, sometime in mid-October, we will be discussing the work of socio-linguist, Deborah Tannen. Tannen (2001) argues that males are more comfortable talking in public, whereas females are more comfortable speaking in a more private setting. This essay topic requires you to study Tannen's book: **You Just Don't Understand: Women and Men in Conversation (2001)**. It is not necessary that the student read the entire book; instead, the student should make themselves familiar with at least the first three chapters of the text where Dr. Tannen articulates her main argument.

Afterwards, the student is required to test Tannen's argument that males are more comfortable with speaking in public situations by making observations in at least two classes he/she is registered in at Camosun to see if male students are indeed more comfortable asking questions or making statements in class relative to female students.

Conversely, the student may choose to test Tannen's thesis in a social environment outside of the College. In either case, it is important that the student conduct more than one observation in order to obtain a sufficient amount of data.

Lastly, this project is purely a non-participant, observational study; as such, no interviews should be conducted with any volunteers, and all observations should be made as discreetly as possible.

TOPIC#3

If students are not at all interested in either of the above two essay topics, then they may do an essay topic more to their liking, assuming that it is sociological in nature and they have discussed the topic with the instructor. If the student wants to compare another set of movies, or just one movie in a sociological manner, then s/he can do so with approval from the Instructor. **If a student hands in an essay that has not been approved, their essay will receive a grade of zero.**

Regardless of the essay topic chosen, the essay must have an adequate title and the following headings as shown below!!!

HEADINGS	BASIC REQUIREMENTS	TOTAL POSSIBLE MARKS OUT OF 100	YOUR GRADE
INTRODUCTION	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.	20	/20
METHODOLOGY	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!	20	/20
ANALYSIS	In this section, tell the reader what you		

	<i>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 BIBLIOGRAPHY⁶	-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 such, please explain concepts and/or theories in a general sense before actually applying them in your paper.***

*In addition, avoid making statements such as: "The Harry Potter books are in the same league as the greatest works of literature." The problem with this statement is that the reader is left wondering which specific works of literature you are referring to. 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.***

Furthermore, if you are doing essay topic#1, you do not need to recount details of the two movies at great length; simply summarize the important aspects of the two movies so that, even if the reader has not seen the films in question, they will be able to have at least have a fair understanding of the movies and the issues involved.

⁶Note: **You are expected to have a minimum of two academic references in your bibliography; naturally, if you select topic #1, the two movies will constitute two references, but you need to use two academic sources in addition to the movies. 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.**

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 AND ASSIGNMENT WILL BE STRICTLY ENFORCED. THREE PERCENT A DAY WILL BE DEDUCTED FOR EVERY DAY AN ASSIGNMENT OR ESSAY IS LATE!!! AN

**ESSAY SUBMITTED MORE THAN SEVEN DAYS LATE WILL NOT BE ACCEPTED
UNLESS YOU HAVE A LEGITIMATE, VERIFIABLE REASON!**

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, OTHERWISE 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.

Course Content and Readings

January

Topics and Readings⁷

Week 1

Introduction: Chapter 1 and 2

Week 2

Research Methods: Chapter 3

Week 3

Research Methods: Chapter 3

Week 4

Culture: Chapter 4

February

Week 1

Video: "Genie: The Wild Child"⁸ / Socialization: Chapter 5

⁷ The chapter listings are based on the newest edition of the textbook; the older edition has the exact same chapter headings but they have been re-arranged in a slightly different order.

Week 2	Socialization: Chapter 5
Week 3	Roles & Identities: Chapter 6
Week 4	Group Discussion Chapter 6

March

Week 1	Video: "Capitalism: A Love Story" ⁹ Chapter 7: Groups & Organizations
Week 2	Criminal Deviance : Chapter 8
Week 3	Video: "Joystick Warriors" ¹⁰
Week 4	Group Discussion#2/Population Analysis : Chapter 9

April

Week 1	Review/Final Test
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NOTE: Also, additional topics on Social Stratification, Sociology of Technology and Sociology of the Family may be covered if time permits. These topics will be based on the lecture and not the textbook.

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

OPTION I

- 1) In class test (30%) (Chapters: 1, 2, 3 and 4)
- 2) Group Discussion (20%)
- 3) In class test (33%) (Chapters: 5, 6)
- 4) Final Test (17%) (Chapters: 7, 8, 9)

OPTION II

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

NOTE: Once you hand in an essay, you are bound to OPTION II and cannot revert back to OPTION I.

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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 E-1.5 at camosun.ca for 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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
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.

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 the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED