



*School of Arts & Science
Social Sciences Department*

Sociology 100: Section 009
Introduction to Sociology

FALL 2017

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Office	Paul 228
Office Hours	Mondays & Wednesdays 2:30 – 3:45 Tuesdays 3:30 – 4:30; Thursdays 11:30-12:20 and 3:30 – 4:30 or By appointment
Class Schedule	Wednesdays & Fridays 1:00-2:20
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COURSE DESCRIPTION & LEARNING OUTCOMES:

Basic principles and methods of sociology are introduced. Emphasis is placed upon society as institutionalised human behaviour, the various factors which 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.

Intended Learning Outcomes:

Students will be able to:

1. Demonstrate that the sociological perspective is a valid approach to studying, understanding, explaining, and predicting patterns of human behaviour, social structure and organisation.
2. Define the major concepts of sociology and use them to examine human behaviour 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.

REQUIRED TEXT:

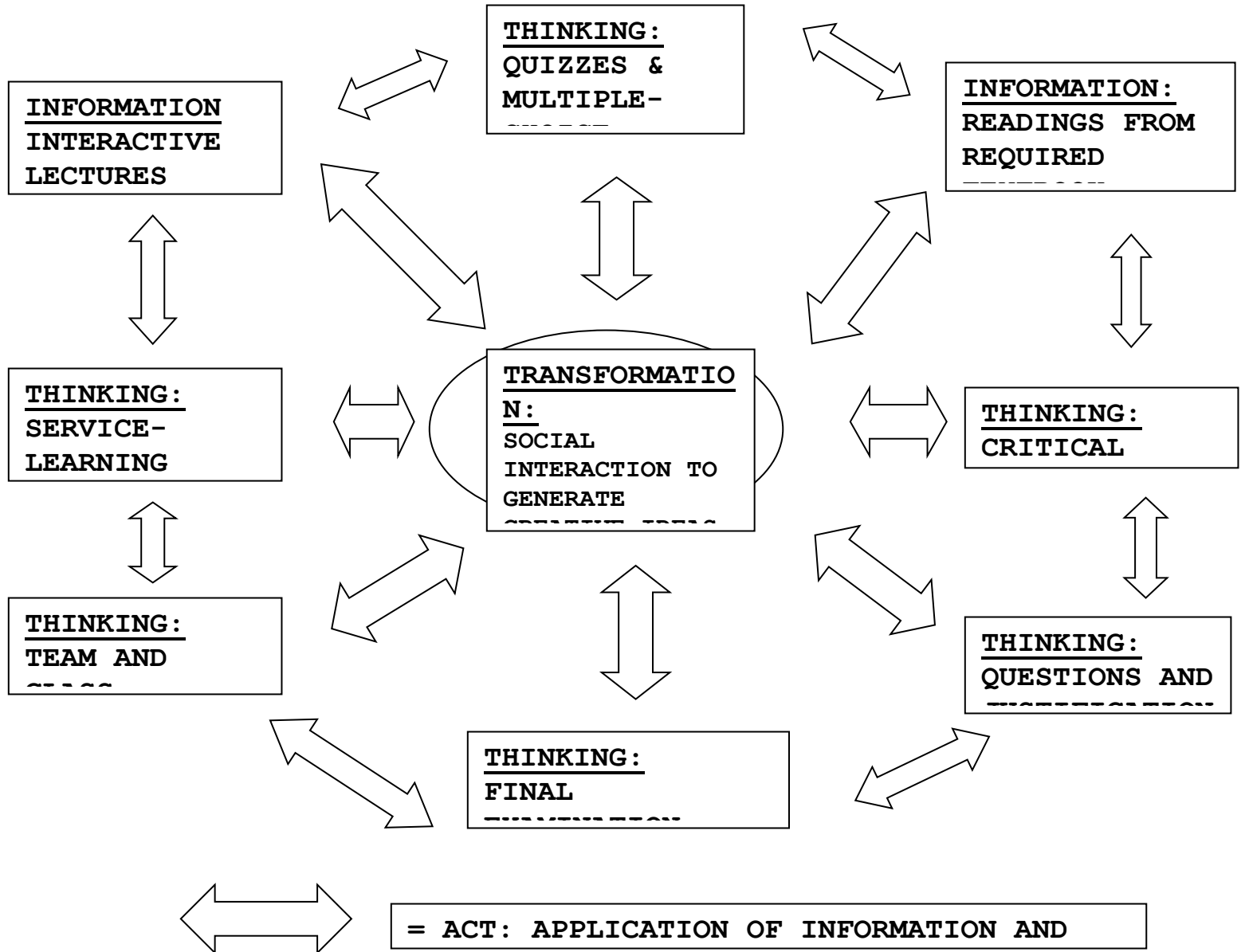
Tepperman, Lorne.

2015. *Starting Points: A Sociological Journey*. Second Edition. Don Mills, Ontario
Oxford University Press.

REQUIRED READINGS:

The readings for the course will comprise a) the topics in the text specified in the course schedule, and b) additional materials and illustrations introduced during interactive lectures.

DESIGN OF COURSE ORGANIZATION



COURSE SCHEDULE AND READINGS:

- **Read to a) understand and apply sociological concepts and theories, 2) generate questions that matter, and 3) answer central questions. In this way reading becomes a MISSION instead of MISERY**
- *Use the central question stated in this schedule for each week as guide for reading the chapters. If you are unable to answer the central question for yourself after reading the chapter it means you have not understood the chapter*

WEEK	DAY	DATE	TOPICS, READINGS & GUIDING QUESTIONS
SEPT			
<u>1</u>	<u>Wed/Fri</u>	<u>6/8</u>	<p><u>Introduction of the course:</u> The Promise of Sociology: My Story and Your Sociological Journey <u>Interactive Lecture:</u> Sociology Matters Understanding the Sociological Imagination & Social Construction of Reality to Navigate and Transform our Troubled World. <u>Reading:</u> Chapter 1 of Required Text: pp. 4-8 and 15-26 <u>Guiding Question:</u> What makes sociology matter in the world today?</p>
<u>2</u>	<u>Wed/Fri</u>	<u>13/15</u>	<p><u>Interactive Lecture:</u> Sociological Research <u>Reading:</u> Chapter 2 of Required Text) <u>Guiding Question:</u> Why research and why does sociology adopt the research methodologies and ethics discussed in chapter 2?</p> <p><i>QUIZ Due (See website for the four quiz questions)</i></p>

	<u>Wed/Fri</u>	<u>20/22</u>	<p><u>Interactive Lecture:</u> Sociological Paradigms and Theories.</p> <p><u>Reading:</u> Chapters 1 of Required Text. Pp. 9-15 and 26-27</p> <p><u>Guiding Question:</u> <i>Are they necessary? Can they sufficiently account for human behaviour and the social world?</i></p>
<u>4</u>	<u>Wed/Fri</u>	<u>27/29</u>	<p><u>Interactive Lecture:</u> Social Structure and Social Interaction in Everyday Life</p> <p><u>Reading:</u> Chapter 4 of Required Text</p> <p><u>Guiding Question:</u> <i>Do they adequately explain why human affairs do not usually dissolve into a “war of all against all”?</i></p>
OCTOBER			
<u>5</u>	<u>Wednesday</u>	<u>4</u>	<p>ASSIGNMENTS TYPES 1, 2 & 3: TEAM DISCUSSION #1: Chapter 6 of Required Text: Deviance, Crime and Punishment</p> <ul style="list-style-type: none"> • <u>Critical Review #1 Due</u> • <u>Question & Justification #1 Due</u> <p><i>See p. 9 of the course outline for instructions for doing these assignments.</i></p> <p><u>CLASS DISCUSSION #1</u></p>
	<u>Friday</u>	<u>6</u>	
<u>6</u>	<u>Wed/Fri</u>	<u>11/13</u>	<p><u>Interactive Lecture:</u> Culture:</p> <p><u>Reading:</u> Chapter 5 of Required Text: pp. 141 and 161-168)</p> <p><u>Guiding Question:</u> <i>Does it adequately account for the immense similarities and differences in the ways people feel and behave?</i></p>
<u>7</u>	<u>Wed/Fri</u>	<u>18/20</u>	<p><u>Interactive Lecture:</u> Socialisation:</p> <p><u>Reading:</u> Chapter 5 of Required Text: pp. 140-160</p> <p><u>Guiding Question:</u> <i>Does society shape what a person can and will become, or are people prisoners of their genetics?</i></p>

<u>8</u>	<u>Wednesday</u>	<u>25</u>	<u>Interactive Lecture: Socialization: Theories</u>
OCTOBER	<u>Friday</u>	<u>27</u>	MULTIPLE CHOICE MIDTERM EXAM
NOV	<u>Wed/Fri</u>	<u>1/3</u>	<u>Interactive Lecture: Social Stratification and Social Class</u> <u>Reading:</u> Chapter 9 of Required Text <u>Guiding Question:</u> <i>Is stratification an opportunity for social mobility or an inevitable process of inequity, inequality and oppression?</i>
<u>10</u>	<u>Wed/Fri</u>	<u>8/10</u>	<u>Interactive Lecture: Gender Relations:</u> <u>Reading:</u> Chapter 7 of Required Text <u>Guiding Question:</u> <i>In what ways does gender present risks for individuals & society?</i>
<u>11</u>	<u>Wednesday</u>	<u>15</u>	ASSIGNMENTS TYPES 1, 2&3: TEAM DISCUSSION #2: Chapter 14 of Required Text: Media and Mass Communication * <u>Critical Review #1 Due</u> * <u>Question & Justification #1 Due</u> <i>See p. 9 of the course outline for instructions for doing these assignments.</i>
	<u>Friday</u>	<u>17</u>	<u>CLASS DISCUSSION #2</u>
<u>12</u>	<u>Wed/Fri</u>	<u>22/24</u>	<u>Interactive Lecture: Race/Ethnic Relations:</u> <u>Reading:</u> Chapters 8 of Required Text <u>Guiding Question:</u> <i>To what extent does race/ethnic present risk for individuals & society?</i>
DEC	<u>Wed/Fri</u>	<u>29/Dec1</u>	<u>Interactive Lecture: Central Institutions of Society: Family and Education</u> <u>Reading:</u> Chapters 11 and 12.of Required Text <u>Guiding Question:</u> <i>How do they intersect to produce fruitful and futile individuals and societies?</i>
<u>13</u>			
	<u>Friday</u>	<u>Dec 1</u>	<u>SERVICE-LEARNING REFLECTIVE REPORT DUE</u>

14	<u>Mon/Wed</u>	<u>6/8</u>	<p><u>Interactive Lecture: Central Institutions of Society: Work and Political Economy</u> <u>Reading:</u> Chapters 9, 10 and 15 of Required Text <u>Guiding Question:</u> <i>What are their interrelationships, and what are their Impact on the individual, family, country, the globalized world?</i></p>
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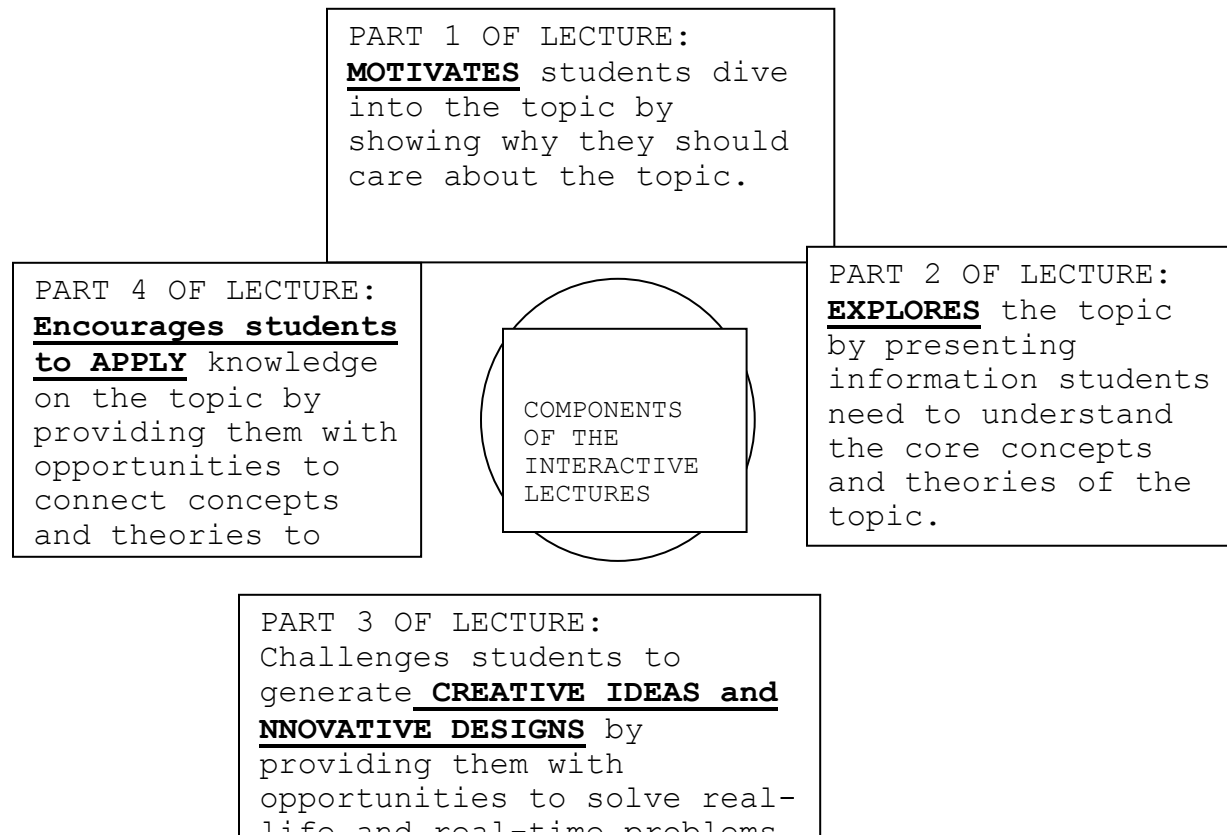
METHODS OF INSTRUCTION, EVALUATION, AND GRADING SYSTEMS

a) METHODS OF INSTRUCTION:

The course will be based on a series of interactive presentations, critical reviews, questions & justifications, and group/class discussions in which students are required to be active participants.

Interactive Lectures:

The interactive lectures are the instructor’s presentations on selected topics indicated in the course schedule. These lectures involve a cycle of four steps to get students engaged/motivated to explore and apply sociological concepts/theories as well as provide/propose creative/innovative solutions to social problems:



Students are encouraged to ask questions, make comments, and respond to questions during the presentation process of the interactive lecture.

- **You are encouraged to attend all of the interactive lecture sessions.**

Critical Reviews, Questions & Justifications, and Team/Class Discussion

Exercises:

- **See format and instructions on pages 9-10 of this course outline**

b) EVALUATION COMPONENTS:

Evaluation of students will be based on quizzes, multiple choice midterm examination, critical reviews, questions & justifications, group/class discussions, service-learning project (optional), and final examination during the final examination weeks. All the evaluation components will be graded on the basis of their sociological quality and evidence of integrated primary thinking skills. That is, understanding and application of sociological concepts and theories/paradigms rather than regurgitation of memorized factual information. Critical thinking, creative thinking and design thinking will be rewarded.

Critical Review:	8%
Question & Justification:	6%
Team & Class Discussion	1%
Quiz (OPTIONAL):	2%
Midterm Exam	25%
Creative Ideas & Innovative Designs (OPTIONAL)	5%
Service-Learning (OPTIONAL)	30%
Final Examination	60%

You are required to complete all the above required evaluation components in order to receive a passing grade.

c) 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

ASSIGNMENTS:

- **ASSIGNMENT TYPE 1**
CRITICAL REVIEW (8%): Synthetic Thinking, Critical Thinking & Creative Thinking:
- **ASSIGNMENT TYPE 2:**
QUESTION AND JUSTIFICATION (6%): Critical Thinking
- **ASSIGNMENT TYPE 3:**
TEAM & CLASS DISCUSSIONS (1%): Critical Thinking & Creative Thinking
- **Assignment type 4: Service Learning Project (30%):**
Critical Thinking, Creative Thinking, and Design Thinking

Synthetic thinking is the ability to process, connect and reproduce information. Critical thinking is the ability to assess/evaluate or question. Creative thinking is the ability to produce original ideas that are life-changing. Design thinking is the ability to create plans, source resources, and coordinate tasks to implement creative ideas.

ASSIGNMENT TYPE 1

CRITICAL REVIEWS (8%): Synthetic Thinking, Critical Thinking & Creative Thinking:

INSTRUCTIONS FOR ASSIGNMENT TYPE 1:

Read carefully the chapter designated for critical review in above table (Course Schedule & Readings) and produce a ONE-PAGE double-spaced, standard font size critical review. Print one copy and bring it to class. Use the following criteria to do the critical reviews: **1) state the chapter's main theme (not title), central question and main thesis; 2) provide an assessment of the chapter—one strength (what the text has taught you on the topic) and one weakness (what the text failed to teach you on the topic); and 3) suggest one improvement based on your assessment (what you can teach the text on the topic).** Without bringing a hard copy of the critical review to class you will not be allowed to participate in the Team/Class discussion and you will receive a zero grade for that session. There are two critical review sessions for the course based on Chapters 6 and 14 of the required text.

ASSIGNMENT TYPE 2:

QUESTIONS AND JUSTIFICATIONS (6%): Critical thinking

INSTRUCTIONS FOR ASSIGNMENT TYPE 2:

After carefully reading the chapter designated for Team/Class discussion (See Course Schedule & Readings in the above table), go through all the questions under “Questions for Review and Critical Interpretation” section of the chapter and formulate ONE QUESTION that is different from all the questions in this section, but reflects the main theme of the chapter, and could not be answered with the information in the chapter and just a YES or NO response. Provide a JUSTIFICATION (your reason as to why this question is important) for your question. Bring one hard copy of this question and its justification to class. Without bringing a hard copy of the question and its justification to class, you will not be allowed to participate in the Team/Class discussion and you will receive a zero grade for that session.

ASSIGNMENT TYPE 3: Synthetic Thinking, Critical Thinking & Creative Thinking

TEAM & CLASS DISCUSSIONS (1%)

INSTRUCTIONS FOR ASSIGNMENT TYPE 3:

The intention of this aspect of the course is to engage the class in constructive discussions of pertinent theoretical, empirical and practical sociological issues neglected by the selected chapters. Each team/class discussion session requires a) one critical review of the designated chapter and b) one question with a justification. **You are required to attend and expected to participate in these two sessions.**

Team Discussions:

The team discussions focus on a) the one-page submitted critical reviews and b) the one question and its justification.

- a) In teams of five or six discuss your individual hard copies of the critical reviews and select one of them that best reflects the critical review criteria provided in this course outline (or create a new one if none of those submitted is good enough), list your names on it and submit it to professor for a grade.
- b) In teams of five or six discuss the individual hard copies of questions and their justifications, select one of the questions & justifications (or create a new ones if none of those submitted are good enough). Submit this question and its justification with a list of names of your group members to the professor for grading. **Avoid a question that solicits a simple YES or No answer or repeats any of the questions in the “Questions for Review and Critical Interpretation section of the chapter**

The submitted team questions and their justifications are the focus of class discussions.

CLASS DISCUSSIONS (1%)

The questions and justifications that the various teams generate will constitute the core of class discussions. In the class discussions each team may be required to orally defend their questions and justifications if necessary.

- ***Your grade for the class discussions is determined by your presence in the sessions and the quality of your team’s responses to issues arising from your question.***

Assignment type 4:

Service-Learning Project (30%): Service-learning provides students opportunities to consolidate the four primary thinking skills (Synthetic, Critical, Creative and Design Thinking), sociological concepts, and theories/paradigms they learn by applying them to generate sustainable solutions to pressing local or global problems.

In a team or as an individual do the following:

PROJECT TOPIC

- Select one of the projects posted on my website or come up with what you see as a major need in Canadian society or the global community and show why you think it is an important need. Based upon what you see as the sociological cause(s) and pattern of this need, design and implement a practical project/program to meet the need. Write a reflective paper on this project, relating your reflections to any relevant sociological concept(s) and paradigm(s) introduced in this course. Please see the SERVICE-LEARNING GUIDE ON MY WEBSITE for specific processes of doing the service-learning assignment.

The reflective paper must have the **following sections:**

- **Introduction:**
 - State the identified need and its importance, describe the critical incidents the project activities and show their impact on the project outcome in the context of the need
- **The Body of the Paper must have the following sections:**
 - Sociological Knowledge: Show how you used your sociological knowledge in determining the causes and pattern of the need as well as the process of developing and implementing the project (organizing and observing what happened in this service event). Describe what you learned and what difference the service event made in lives of the beneficiaries
 - Experiences: Describe and analyze your individual experiences with this service event: challenges, successes, feelings, and lessons learnt from the service learning process
 - Service Outcome: State and analyze the service outcome.
 - Sociological Concepts and paradigms: Show the sociological concepts and paradigms you applied and how the project influenced your perception and understanding of the relevance of these sociological concepts and paradigms.
- **Conclusion:**
 - Discuss what you will do differently, given your experience with the service-learning project and its outcomes

- Show what more you would like to learn and do about the issue your service project addressed
- **References** based on the works you cite:
The length of this report must not be more than six double-spaced typewritten pages in a standard font. Use APA or ASA or MLA style. The report is due on Friday December 1, 2017. You lose marks on late submission--5 marks a day.

EXAMINATIONS: Application of Sociological Concepts, paradigms, Critical Thinking, creative Thinking, and Design Thinking

1) Quiz (2%): These are sample questions for the multiple choice midterm and final exams

2) Midterm Examination (25%):

In the first week of the semester, the instructor will post on his website specific sociological concepts, methodology, and theories/paradigms discussed in the course to study for the midterm and (and final) examinations. You are required to study these concepts. methodology and theories/paradigm thoroughly. Twenty (25) multiple-choice questions will be constructed for the midterm examination for you to answer within 60 minutes. The emphasis of the multiple-choice exam is not on reproduction of factual information, but rather on understanding and application of sociological concepts, methodology, and theories/paradigms. **Midterm Exam date: Friday October 27, 2017.**

3) Final Examination: 60% if you opt out of the service learning project or 30% if you do the project

The final examination will be held during the final exam weeks: **Please don't make any arrangements to be away during that week.**

The professor will require you to choose, in the week before the last week of classes, any one of the following three examination options: Whatever option you choose you can decide to do it as an individual or in a theme of your choice. There is no restriction on group size.

a) OPTION #1: Multiple Choice Exam

b) OPTIONS #2: Long-Essay Exam

OPTION #2a: **Closed Book Exam**: The instructor will post on his website FIVE final exam study questions based on the required readings, group/class discussions,

student oral presentations, and interactive lectures, one week before the final **examination day in final examination week**. On the examination day two of the questions will be randomly selected for you and you will be required to answer ANY ONE of them in 60 minutes.

OPTION #2b: **Open Book Exam**: In the exam room on the examination day/time you will be given two essay-type final exam questions. You will be required to answer ANY ONE of them within 60 minutes. You are allowed to a) access the professor's powerpoint lectures on his website and b) bring any materials (your textbooks, notes, laptops, smart phones, etc) in the exam room.

OPTION #3: Oral Exam: This option involves the following: a) the professor will schedule a time on the examination day for you, b) you come to the professor's office (Paul 228) on the scheduled date and time, c) you answer orally one of the two randomly selected option #1a final exam study questions posted on the website, d) the professor will not ask you any questions and you are not allowed to ask him any questions once you start answering the question, and e) you tell the professor when you finish answering the question.

The essay-type examination types reward coherent, logical argument that integrates concepts, theory/paradigm and empirical information rather than points dropping and regurgitation of information. A clear presentation, critical thinking, creative thinking, and design thinking are also rewarded.

The questions for all the exam types cover material from the interactive presentations, sustainable Development principles assignment, country profile assignment, critical reviews, problem statements and their accompanying questions, class discussions, and readings. The essay-type final examination will be graded on the basis of its sociological quality, its content relevance, and clarity of thought and communication.

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.

MISCELLANEOUS:

1. 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.

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.

2. 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.

3. 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.