



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

SOC-100-003
Introduction to Sociology
Winter 2018

COURSE OUTLINE

The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/soc.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Francis Adu-Febiri
(b) Office hours	Tuesdays & Thursdays 12:00-2:00; Wednesdays 11:00 – 12:00 or By appointment
(c) Location	Paul 228
(d) Phone	(250) 370-3105 Alternative: _____
(e) E-mail	adufebir@camosun.ca
(f) Website	http://sites.camosun.ca/francisadufebiri

2. Intended Learning Outcomes

Upon completion of this course a 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

- (a) Text:
Tepperman, Lorne.
2015. *Starting Points: A Sociological Journey*. Second Edition. Don Mills, Ontario
Oxford University Press.

4. Course Content and Schedule

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 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
JAN			
<u>1</u>	<u>Tue/Thu</u>	<u>9/11</u>	<p>Introduction of the course: The Promise of Sociology: My Story and Your Sociological Journey Interactive Lecture: Sociology Matters Understanding the Sociological Imagination & Social Construction of Reality to Navigate and Transform our Troubled World. Reading: Chapter 1 of Required Text: pp. 4-8 and 15-26 Guiding Question: <i>What makes sociology matter in the world today?</i></p>
<u>2</u>	<u>Tue/Thu</u>	<u>16/18</u>	<p>Interactive Lecture: Sociological Research Reading: Chapter 2 of Required Text) Guiding Question: <i>Why research and why does sociology adopt the research methodologies and ethics discussed in chapter 2?</i></p> <p>QUIZ Due (See website for the four quiz questions)</p>
	<u>Tue/Thu</u>	<u>23/25</u>	<p>Interactive Lecture: Sociological Paradigms and Theories. Reading: Chapters 1 of Required Text. Pp. 9-15 and 26-27 Guiding Question: <i>Are they necessary? Can they sufficiently account for human behaviour and the social world?</i></p>
<u>JAN/FEB</u> <u>4</u>	<u>Tue/Thu</u>	<u>30/01</u>	<p>Interactive Lecture: Social Structure and Social Interaction in Everyday Life Reading: Chapter 4 of Required Text Guiding Question: <i>Do they adequately explain why human affairs do not usually dissolve into a “war of all against all”?</i></p>
FEB			
<u>5</u>	<u>Tuesday</u>	<u>6</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>CLASS DISCUSSION #1</p>
	<u>Thursday</u>	<u>8</u>	

<u>6</u>	<u>Tue/Thu</u> <u>Tue/Thu</u>	<u>13/15</u> <u>20/22</u>	READING BREAK Interactive Lecture: Culture: Reading: Chapter 5 of Required Text: pp. 141 and 161-168) Guiding Question: Does it adequately account for the immense similarities and differences in the ways people feel and behave?
<u>FEB/MAR</u> <u>7</u>	<u>Tue/Thu</u>	<u>27/01</u>	Interactive Lecture: Socialisation: Reading: Chapter 5 of Required Text: pp. 140-160 Guiding Question: Does society shape what a person can and will become, or are people prisoners of their genetics?
<u>8</u> MAR	<u>Thursday</u>	1	MULTIPLE CHOICE MIDTERM EXAM
<u>9</u>	<u>Thursday</u>	<u>13/15</u>	Interactive Lecture: Social Stratification and Social Class Reading: Chapter 9 of Required Text Guiding Question: Is stratification an opportunity for social mobility or an inevitable process of inequity, inequality and oppression?
<u>10</u>	<u>Tue/Thu</u>	<u>20/22</u>	Interactive Lecture: Gender Relations: Reading: Chapter 7 of Required Text Guiding Question: In what ways does gender present risks for individuals & society?
<u>11</u>	<u>Tuesday</u> <u>Thursday</u>	<u>27</u> <u>29</u>	ASSIGNMENTS TYPES 1,2&3: TEAM DISCUSSION #2: Chapter 14 of Required Text: Media and Mass Communication * Critical Review #1 Due * Question & Justification #1 Due See p. 9 of the course outline for instructions for doing these assignments. CLASS DISCUSSION #2
<u>12</u>	<u>Tue/Thu</u>	<u>27/29</u>	Interactive Lecture: Race/Ethnic Relations: Reading: Chapters 8 of Required Text Guiding Question: To what extent does race/ethnic present risk for individuals & society?
APRIL <u>13</u>	<u>Tue/Thu</u>	<u>3/5</u>	Interactive Lecture: Central Institutions of Society: Family and Education Reading: Chapters 11 and 12.of Required Text Guiding Question: How do they intersect to produce fruitful and futile individuals and societies?
	<u>Thursday</u>	<u>April 5</u>	SERVICE-LEARNING REFLECTIVE REPORT DUE
<u>14</u>	<u>Tue/Thu</u>	<u>10</u>	Interactive Lecture: Central Institutions of Society: Work and Political Economy Reading: Chapters 9, 10 and 15 of Required Text

			<i>Guiding Question: What are their interrelationships, and what are their impact on the individual, family, country, the globalized world?</i>
		12	FINAL EXAM

5. Basis of Student Assessment (Weighting)

Critical Review:	8%
Question & Justification:	6%
Team & Class Discussion	4%
Quiz	4%
Midterm Exam	25%
Creative Ideas & Innovative Designs (OPTIONAL)	35%
Service-Learning (OPTIONAL)	35%
Final Examination	18%

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

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

N/A

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 <http://camosun.ca/about/policies/index.html> 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 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.