



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

SOC-100-01
Introduction to Sociology
WINTER TERM 2019

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	Dr. Paul Brady	
(b) Office hours	Tu/Th 1:00--2:00	
(c) Location	P334	
(d) Phone	3288	Alternative: _____
(e) E-mail	brasdy@camosun.bc.ca	
(f) Website		_____

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) Texts

Sociology 100, Dr. Paul Brady Toronto: Pearson Canada Inc, 2012 ISBN 978-1-256-56873-5

Textbook Website: http://wps.prenhall.com/ca_ph_macionis_society_3/

4. Course Content and Schedule

TENTATIVE COURSE OUTLINE

WEEK 1: JAN 7-11: CHAPTER 1: SOCIOLOGY: PERSPECTIVE, THEORY, AND METHOD

Objective: to gain an understanding of the sociological perspective and major types of research designs and steps involved in the research process.

WEEK 2: JAN 14-18: CHAPTER 1: SOCIOLOGY: PERSPECTIVE, THEORY, AND METHOD

Objective: to gain an understanding of the sociological perspective and major types of research designs and steps involved in the research process.

WEEK 3: JAN. 21-25: CHAPTER 2: CULTURE

Objective: to gain an understanding of culture and cultural differences and the impact of culture on society.

WEEK 4: JAN. 28 FEB 1: CHAPTER 3: SOCIALIZATION

Objective: To gain an understanding of how society shapes what a person can and will become.

TUESDAY FEBRUARY 5: EXAM #1

WEEK 5: FEB 4-8: CHAPTER 4: SOCIAL INTERACTION IN EVERYDAY LIFE

Objective: To gain an understanding of how we create social reality through social interaction.

DEBATE UNIT 1 THURSDAY FEBRUARY 7: Prepare a typed summary of the main points and based on the main points prepare 3 typed debate questions from Jean M. Twenge 'Have Smartphones Destroyed a Generation?' <https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/>

WEEK 6: FEB 11-15: CHAPTER 5: GROUPS AND ORGANIZATIONS

Objective: To gain an understanding of how the social groups to which we belong affect our behaviour.

WEEK 7: MONDAY FEB 18 FAMILY DAY COLLEGE CLOSED

FEBRUARY 19-22 READING BREAK COLLEGE CLOSED

WEEK 8: FEB 25-MAR 1: CHAPTERS 6: DEVIANCE

Objective: to understand why some people obey the rules of society and others do not.

DEBATE UNIT 2 THURSDAY MARCH 14: Prepare a typed summary of the main points and based on the main points prepare 3 typed debate questions from Jared Keller 'A Massive New Study Puts a Pin in One of the Oldest Myths About Mental Illness', <https://psmag.com/news/a-massive-new-study-puts-a-pin-in-one-of-the-oldest-myths-about-mental-illness>

WEEK 9: MAR 4-8: CHAPTERS 6: DEVIANCE

Objective: to understand why some people obey the rules of society and others do not.

TUESDAY MARCH 19: EXAM #2

WEEK 10: MAR 11-15 CHAPTER 7: SOCIAL STRATIFICATION

Objective: To understand poverty and social inequality in society.

WEEK 11: MAR18-22 CHAPTER 7: SOCIAL STRATIFICATION

Objective: To understand poverty and social inequality in society.

WEEK 12: MAR 25-29: CHAPTER 8 GENDER STRATIFICATION

Objective: to understand how society creates gender and how gender shapes people's lives.

WEEK 13: APR 1-5 CHAPTER 8 CHAPTER 9: ETHNICITY

Objective: to understand how society creates gender and how gender shapes people's lives.

DEBATE UNIT 3 THURSDAY MARCH 28: Prepare a typed summary of the main points and based on the main points prepare 3 typed debate questions from Paul Ratner 'Racial purity is "scientifically meaningless," say 8,000 geneticists' <https://bigthink.com/politics-current-affairs/racial-purity-is-scientifically-meaningless-say-8-000-geneticists?rebellitem=2#rebellitem2>

WEEK 14: APR 8-12: CHAPTER 9: ETHNICITY

Objective: To understand social inequality based on ethnicity.

THURSDAY APRIL 11 EXAM #3

5. Basis of Student Assessment (Weighting)

EXAMINATION/DEBATE UNIT PROCEDURES

The dates of the examinations are indicated below. **If you are ill on the day of an exam or debate unit you must contact me before the exam or debate is scheduled to be undertaken.** A grade of zero will be granted for absence during an exam, debate unit, or missed class, unless a student promptly produces a medical certificate from a physician (MD) excusing their absence. A substitute exam or debate unit must be completed within four days after recovery.

GRADING

Debate Units		21 %---->	Debate Unit 1 Thursday February 7
Exam # 1 Tuesday February	5	23%	Debate Unit 2 Thursday March 14
Exam # 2 Tuesday March	19	23%	Debate Unit 3 Thursday March 28
Exam # 3 Thursday April	11	23%	

Attendance and Participation 10%-----> Your attendance will be recorded. Students will not receive attendance marks if they are absent without cause (see below) or if their behaviour during class disrupts the learning environment (see Student Conduct Policy above).

GUIDELINES FOR DEBATE UNITS

These are classes where students meet in smaller units to discuss questions prepared by each student in the unit based on the assigned readings for that day. You should aim to produce a satisfactory set of questions to enable a fruitful discussion of the assigned reading. Please note that students must complete this assignment working on their own so that duplicate questions are minimized.

Please read carefully:

1. **Read the article and provide as part of this assignment a typed point form summary of the main points or central concepts or arguments of the recording or the article.**
2. Using the main points or central concepts or arguments of the article/recording create **three debate questions** which you can pose to students in your unit. Your questions must be genuine questions, not statements. Keep your questions concise, use your own words, and avoid quoting directly from the reading. Your questions must be reasonable and rational.
3. 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** from the reading to other areas of social life. For example, a reading may argue that the mass media promotes negative stereotypes about welfare recipients in order to explain that their poor living conditions are due to individual problems. This approach ignores social inequality, discrimination, and social policy. Your question could expand on this idea to ask 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)?
4. Remember to phrase your question in an open-ended format or in such a way as to invite debate.

******Do Not Use A Question That...**

-can be answered with a simple "yes" or "no" (obvious questions: Are there homeless people in Canada?)

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

-are the same questions the authors raise

-are answered by the author

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

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

-are based on **fantasy; stick to the facts of the article**, for example, "If World War 1 had not happened would there be more people alive today?" Stick to the historical facts; do not ask what if this had not happened would that still have happened?

-Questions that ignore these instructions will receive a mark of "0".

5. **USE QUESTIONS THAT BEGIN with words like ‘should’, ‘does’, ‘will’, ‘do’, ‘has’, ‘would’, ‘is’ or other words that evoke debate.**
6. Make a **TYPED COPY** of your main point’s summary and debate questions and bring the original and a copy to class. Your questions are your admission ticket to the debate unit classes. Debate can begin as soon as the groups are formed. Each student in turn should pose a question that is followed by a discussion. The purpose of the debate is **NOT** to win arguments but rather to help each other understand the material better and hopefully in an enjoyable manner. It is essential to have a useful exchange of views in which each member of the unit participates fully. You cannot participate meaningfully unless you are prepared. This is why **YOU WILL NOT BE ADMITTED** unless you have your prepared typed question and summary with you. This rule will be strictly enforced to avoid students being unprepared and hindering the efforts of other students. Towards the end of the class, one student from each group will be selected to provide the class with a brief oral summary of your debates.
7. Students will receive a mark out of 7 for each of the three debate units. Grading will be based on the quality of the questions according to the criteria given above. In order to be fair to all students the following conduct will result in a loss of marks:

-Debate questions not based on main points of the article	-Being late for a debate unit
-Late submission of questions without a satisfactory excuse.	-Leaving a debate unit early
-Not participating in the debate unit (even if you are present)	-Failing to complete the assignment on your own
-Fast completion of the debate among your debate group (also indicates poor quality questions)	
-Submitting questions that are handwritten and not typed	

STUDENT CONDUCT POLICY/ACADEMIC MISCONDUCT

There is a Student Conduct Policy. It is the student’s responsibility to become familiar with the content of this policy. Please see: <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf> . In my experience, the vast majority of students want to learn and conduct themselves appropriately. In response to consistent complaints made by students about the disruptive conduct of a small number of inconsiderate classmates, we have to institute rules on what should be common sense behaviour. Therefore, please be advised that any behavior that is rude, distracting or disrespectful in any way to anyone in the class will not be tolerated. Offenders will be subject to academic and other disciplinary consequences as proscribed in the Student Conduct Policy. To avoid misunderstandings, please note the following:

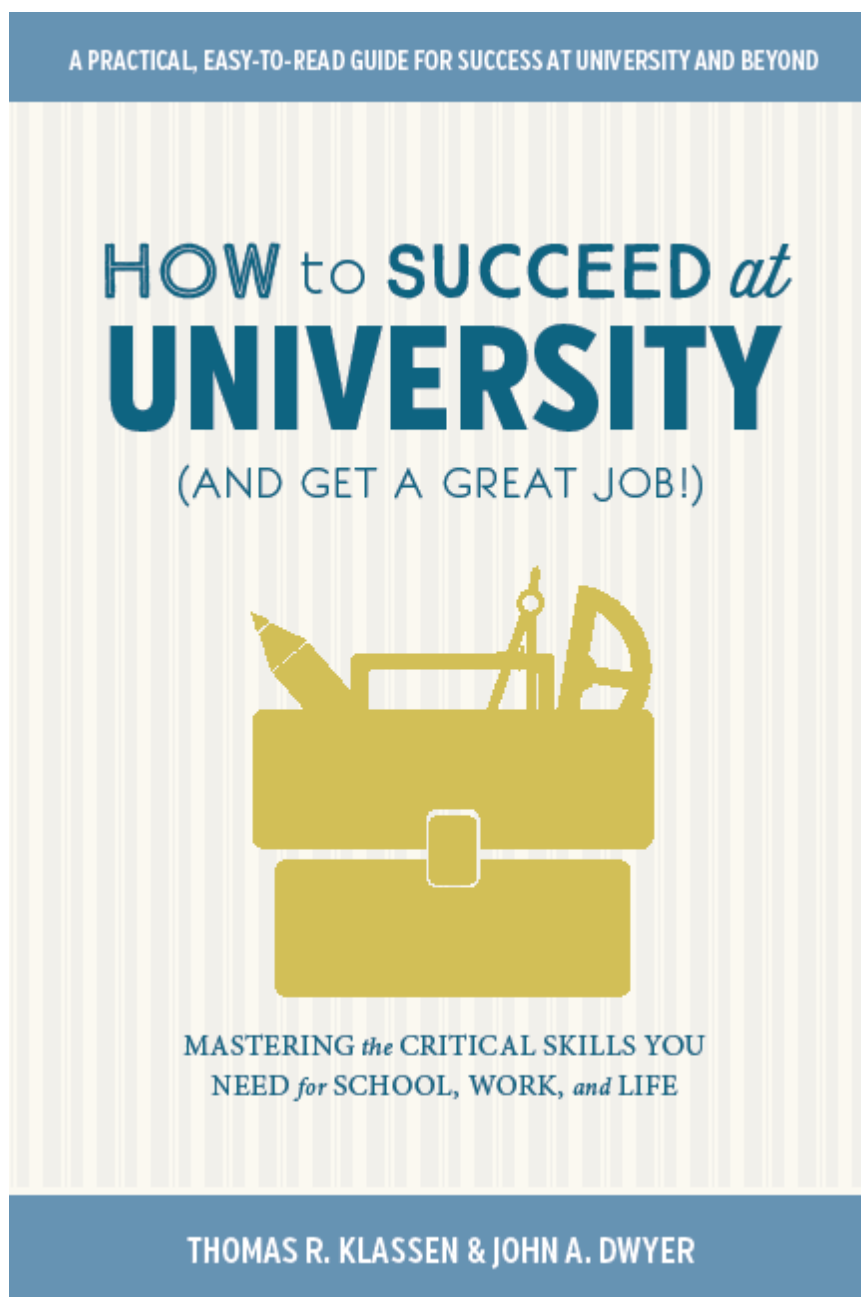
- Cell phone use during class time (texting, talking, playing games, and internet access) is subject to a **2 mark penalty** as well the loss of the participation mark. Accessing any electronic device during an exam or in-class assignment constitutes a violation of the Student Conduct Policy and will result in a grade of zero on the exam or in-class assignment.
- Laptops/computer use is **not** allowed unless you have a medical or disability support note.
- Arriving late or leaving early is **not** allowed.
- Leaving and returning during class, especially to answer your cell phone, is **not** allowed.
- Studying, reading or copying notes for another class during class is **not** allowed.
- Disturbing the class by talking, eating, making insolent comments, or sleeping is (you guessed it) **not** allowed.

In short, do not come to class and disturb other students who want to learn. If you do not plan to take this course seriously, then I urge you not to take it. If you cannot comply with commonplace classroom rules and conduct, you will be asked to leave the class.

6. Grading System

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

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



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.