



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

**SOC-100-005**  
**Introduction to Sociology**  
**WINTER 2020**

## **COURSE OUTLINE**

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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.

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### **1. Instructor Information**

Instructor	Dr. Francis Adu-Febiri
Office	Paul 228
Office Hours	Monday & Wednesdays 1:30-2:20, Tuesdays 11:30-12:50 & 3:00-4:30, Thursdays 11:30 -12:50 or by appointment
Class Schedule	Tuesdays & Thursdays 1:00 – 2:20
Website	<a href="http://sites.camosun.ca/francisadufebiri">http://sites.camosun.ca/francisadufebiri</a>
Email & Phone	adufebir@camosun.ca & 250-370-3105

### **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

Tepperman, Lorne.

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

#### 4. Course Content and Schedule

WEEK	DAY	DATE	TOPICS, READINGS & GUIDING QUESTIONS
<b>JANUARY</b>			
<u>1</u>	<u>Tu/Th</u>	<u>7/9</u>	<p><b>Introduction of the course: The Promise of Sociology: My Story and Your Sociological Journey</b></p> <p><b>Interactive Lecture 1:</b> Sociology Matters: Understanding the Sociological Imagination &amp; Social Construction of Reality to Navigate and Transform our Troubled World.</p> <p><b>Reading:</b> Chapter 1 of Required Text: pp. 4-8 and 15-26</p> <p><b>Guiding Questions:</b> <i>What makes sociology matter in the world today? How relevant is this chapter to your personal life?</i></p>
<u>2</u>	<u>Tu/Th</u>	<u>14/16</u>	<p><b>Interactive Lecture 2: Sociological Research</b></p> <p><b>Reading:</b> Chapter 2 of Required Text)</p> <p><b>Guiding Questions:</b> <i>Why research and why does sociology adopt the research methodologies, methods, techniques, and ethics discussed in chapter 2? How relevant is this chapter to your personal life?</i></p> <p><b>CHAPTER QUIZZES Due on Tuesday January 14 (See MY website for the eight quiz questions)</b></p>
	<u>Tu/Th</u>	<u>21/23</u>	<p><b>Interactive Lecture 3: Sociological Paradigms and Theories.</b></p> <p><b>Reading:</b> Chapters 1 of Required Text. Pp. 9-15 and 26-27</p> <p><b>Guiding Questions:</b> <i>Are sociological paradigms and theories necessary? Can they sufficiently account for human behaviour and the social world? How relevant is this chapter to your personal life?</i></p>
<u>4</u>	<u>Tu/Th</u>	<u>28/30</u>	<p><b>Interactive Lecture 4: Social Structure and Social Interaction in Everyday Life</b></p> <p><b>Reading:</b> Chapter 4 of Required Text</p> <p><b>Guiding Questions:</b> <i>Do the social structure and social interaction adequately explain why human affairs do not usually dissolve into a “war of all against all”? How relevant is this chapter to your personal life?</i></p>
<b>FEBRUARY</b>			
<u>5</u>	<u>Tuesday</u>	<u>4</u>	<p>ASSIGNMENTS TYPES 1, 2 &amp; 3: TEAM DISCUSSION #1: Chapter 6 of Required Text: Deviance, Crime and Punishment</p> <ul style="list-style-type: none"> <li>● <b>Critical Review #1 Due</b></li> <li>● <b>Question &amp; Justification #1 Due</b></li> </ul> <p><i>See pp. 11 &amp; 12 of the course outline for instructions for doing these assignments.</i></p> <p><b>CLASS DISCUSSION #1</b></p>
	<u>Thursday</u>	<u>6</u>	
<u>6</u>	<u>Tu/Th</u>	<u>11/13</u>	<p><b>Interactive Lecture 5: Culture:</b></p> <p><b>Reading:</b> Chapter 5 of Required Text: pp. 141 and 161-168)</p> <p><b>Guiding Questions:</b> <i>Does culture adequately account for the immense similarities and differences in the ways people</i></p>

			<i>feel, behave, and live? How relevant is this chapter to your personal life?</i>
<u>7</u>	<u>Tu/Th</u>	<u>18/20</u>	<b><u>READIN BREAK</u></b>
<u>8</u>	<u>Tuesday</u>  <u>Thursday</u>	<u>25</u>  <u>27</u>	<b><u>Interactive Lecture 6: Socialization:</u></b> <b><u>Reading:</u></b> Chapter 5 of Required Text: pp. 140-160 <b><u>Guiding Questions:</u></b> <i>Does society shape what a person can and will become, or are people prisoners of their genetics? How relevant is this chapter to your personal life?</i>  <b>MULTIPLE CHOICE MIDTERM EXAM</b>
<b>MARCH</b>  <u>9</u>	<u>Tu/Th</u>	<u>3/5</u>	<b><u>Interactive Lecture 7: Social Stratification and Social Class</u></b> <b><u>Reading:</u></b> Chapter 9 of Required Text <b><u>Guiding Questions:</u></b> <i>Is social stratification an opportunity for social mobility or an inevitable process of inequity, inequality and oppression? How relevant is this chapter to your personal life?</i>
<u>10</u>	<u>Tu/Th</u>	<u>10/12</u>	<b><u>Interactive Lecture 8: Gender Relations:</u></b> <b><u>Reading:</u></b> Chapter 7 of Required Text <b><u>Guiding Questions:</u></b> <i>In what ways does gender present risks for individuals &amp; society? How relevant is this chapter to your personal life?</i>
<u>11</u>	<u>Tuesday</u>  <u>Thursday</u>	<u>17</u>  <u>19</u>	ASSIGNMENTS TYPES 1,2&3: TEAM DISCUSSION #2: Chapter 14 of Required Text: Media and Mass Communication * <b><u>Critical Review #2 Due</u></b> * <b><u>Question &amp; Justification #2 Due</u></b>  <i>See pp. 11 &amp; 12 of the course outline for instructions for doing these assignments.</i>  <b><u>CLASS DISCUSSION #2</u></b>
<u>12</u>	<u>Tu/Th</u>	<u>24/26</u>	<b><u>Interactive Lecture 9: Race/Ethnic Relations:</u></b> <b><u>Reading:</u></b> Chapters 8 of Required Text <b><u>Guiding Questions:</u></b> <i>To what extent does race/ethnic present risks for individuals &amp; society? How relevant is this chapter to your personal life?</i>
<u>13</u>	<u>Tu/Th</u>	<u>31/2</u>	<b><u>Interactive Lecture 10: Central Institutions of Society: Family and Education</u></b> <b><u>Reading:</u></b> Chapters 11 and 12.of Required Text

			<b><i>Guiding Questions:</i></b> How do family and education intersect to produce fruitful and futile individuals and societies? <b>How relevant are these chapters to your personal life?</b>
<b>APRIL</b>			
<u>14</u>	<u>Tuesday</u>	<u>7</u>	<b>Interactive Lecture 11: Central Institutions of Society: Work and Political Economy</b> <b>Reading:</b> Chapters 9, 10 and 15 of Required Text <b>Guiding Questions:</b> What are the interrelationships between work and political economy of society, and what are the Impact of the interrelationships on the individual, family, country, the globalized world? <b>How relevant are these chapters to your personal life?</b>  <b><u>SERVICE-LEARNING REFLECTIVE REPORT DUE</u></b>
<u>14</u>	<u>Thursday</u>	<u>9</u>	<b><u>FINAL EXAM in class</u></b>

## 5. Basis of Student Assessment (Weighting)

Critical Review:	10%
Question & Justification:	6%
Team & Class Discussion	2%
Quiz	4%
Midterm Exam	30%
Service-Learning Project or Creative Ideas & Innovative Exercises ( <b><u>REQUIRED if not doing a Service-Learning Project</u></b> )	30%
Final Examination	18%

## 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.