



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

**SOC-100-D02**  
**Introduction to Sociology**  
**Fall 2020**

**COURSE OUTLINE**

---

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

□ 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**

<b>Instructor</b>	Dr. Jacqueline Quinless
<b>Class Time</b>	<b>On-line</b>
<b>Office hours</b>	Monday 3:00 PM to 4:30 PM, Tuesday 4:30 PM to 6:00 PM, Wednesday 10:00 am to 11:00 am <i>or by appointment</i>
<b>Location</b>	On-line
<b>Phone</b>	250-370-3105 <b>Alternative:</b> 250-370-3105
<b>E-mail</b>	quinless@camosun.bc.ca

**2. Intended Learning Outcomes**

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

Society: The Basics, Fifth Canadian Edition (5th Edition) Paperback – Feb 15 2012 by John J. Macionis , S. Mikael Jansson and, Cecilia M. Benoit

### 4. Course Content and Schedule

#### **MEETING WITH THE INSTRUCTOR:**

**Email:** I teach a number of classes and have between 80-120 students in a semester. I do not email on weekends but will respond to you within 24 hours from Monday to Friday. When emailing me please include your first and last name, the name of the class and section number, and an appropriate subject in the subject line (e.g. **Max Palmer, Soc 160 re: group project**).

**In Person:** have regular office hours on-line *or by appointment*. My experience teaching shows that students often ask the same questions through email, and for consistency and knowledge sharing purposes, I will address most general questions in our weekly discussions. If you are not clear on anything related to the course such as class procedures and policy, expectations, or content this is the time we will discuss these issues in an open and transparent format. If you have more specific questions related to content you would like to discuss in more detail then I encourage you to come visit me during my on-line office hours. If you require an appointment, we can make arrangements to connect on-line or by phone outside of my daily office hours.

#### **PROCEDURE CHANGES**

In order to deal with the day-to-day management of the course, new procedures may be implemented from time to time throughout the semester. Such procedures will be announced in class sessions before they are implemented. It is the responsibility of the student to keep informed of such developments. All other matters that are not covered by this course outline are governed by official college policies and procedures.

## TENTATIVE COURSE SCHEDULE OF TOPICS

LECTURE	DATE	TOPICS	READINGS
Week 1	Sept 7-11	Introduction: Course Outline/Overview Introduction to Sociology: <ul style="list-style-type: none"> <li>• What is Sociology?</li> </ul> Origins of Sociology <b>Assignment 1 -Self Location (10%)</b>	Chapter 1
Week 2	Sept 14-18	Social Theory and Research Methodology <b>Quiz 1- 4%</b>	Chapter 1
Week 3	Sept 21-25	Culture  <b>Quiz 2- 4%</b>	Chapter 2
Week 4	Sept 28-Oct 2	Socialization <b>Quiz 3- 4%</b>	Chapter 3
Week 5	Oct 5-9	Social Stratification and Inequality <b>Assignment 2- Social Stratification and Inequality (10%)</b> <b>Quiz 4 – 4% (Social Stratification)</b>	Chapter 8
Week 6	Oct 12-16	Social Stratification and Inequality <b>Quiz 5- 4% (Inequality)</b>	Chapter 8
<b>Week 7</b>	Oct 19-23	<b>Test 1 – Monday October 19</b>	
Week 8	Oct 26-30	Gender and Society <b>Quiz 6- 4%</b>	Chapter 6
Week 9	Nov 2-6	Deviance <b>Quiz 7- 4%</b>	Chapter 7
Week 10	Nov 9-13	Social Interaction <b>Quiz 8- 4%</b>	Chapter 4
Week 11	Nov 16-20	Race and Ethnicity <b>Quiz 9- 4%</b>	Chapter 11
Week 12	Nov 23-27	Indigenous Peoples and Colonization Quiz 10- 4%	Lecture slides And Video
<b>Week 13</b>	Nov 30-Dec 4	<b>Test 2 – Monday November 30</b>	
Week 14	Dec 7-11	Looking ahead: Social change and Activism <b>Assignment 3: Indigenous Peoples and the Settler State</b>	<i>No Readings</i>

## 5. Basis of Student Assessment (Weighting)

### **STUDENT EVALUATION:**

The final grade for this course will be based on the following components (see more details below):

	<b>Due Date</b>	<b>Weight</b>
Group Discussion and Written Assignment	Week 1-5-14	30%
Weekly Quizzes 4%	Week 2 to Week 13	40%
Test 1	Monday October 19	15%
Test 2	Monday Nov 30	15%

### **ASSIGNMENTS/EXAMS AND EXPECTATIONS:**

#### **Written Assignments: (10% each)**

There are three written assignments scheduled this semester which are based in related course material. You are expected to answer questions described below and then prepare an individual 3-4 pages typed assignment to be submitted to the instructor on the due date indicated in your course outline and D2L. Each written assignment is worth 10% of your overall grade.

#### **Assignment 1- Self-Location and Self-Identity**

Prepare a 3-4 page (12 font doubled spaced) individual response that answers these questions which should be uploaded to D2L in the dropbox folder.

- 1) Who are you? How do you introduce yourself?
- 2) What factors make up your identity?
- 3) What is your ethnicity and/or ancestry?
- 4) How do you think others view your identity?

Hint: List and explain what factors are made up by external factors (the way people see you) and which are made up of internal factors (the way you see yourself). Discuss how you think these external and internal factors interact to form your individual identify.

## Assignment 2- Social Stratification and Inequality

Prepare a 3-4 page (12 font doubled spaced) individual response that answers these questions which should be uploaded to D2L in the dropbox folder.

1. When *the Vertical Mosaic* by Sociologist John Porter first appeared in 1965, it became an instant classic. Why?
2. Define the vertical mosaic and explain why it is still relevant today in Canadian society.
3. 3. How does the vertical mosaic help to address social inequality?

## Assignment 3- Indigenous Peoples and the Settler State

Prepare a 3-4 page (12 font doubled spaced) individual response that answers these questions which should be uploaded to D2L in the dropbox folder.

1. What is Colonialism? What is a Settler?
2. What have been the impacts of Colonialism on Indigenous Peoples in Canada?

### Tests (15% each):

The examinations will be held during the weeks of **Monday Oct 19** and **Monday November 30**. The tests will consist of multiple-choice questions, and short answer. You will be tested on all material including assigned readings, lecture material, class discussions, and video presentations.

### Short Quizzes (4% each)

Each quiz will have 10 question (Multiple choice and True/False) an is worth 4% each. There will be 10 short quizzes throughout the semester and will be completed each week during the specified time period. **Out of fairness to other students, quizzes missed due to an un-excused absence cannot be made up.** Material covered up to and including the class prior to the quiz is subject for inclusion in the quizzes. The quizzes are used as a tool to help you build your knowledge base each week and are a way to prepare you for the tests.

## 6. Grading System

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

## 7. Recommended Materials 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](http://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.

## 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> or 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.