



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

**SOC-100-001**  
**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>

*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

<b>(a) Instructor</b>	Dr. Alex Ipe
<b>(b) Office hours</b>	Virtual Hours Only. Just e-mail me at any time.
<b>(c) Location</b>	PAUL 334
<b>(d) Phone</b>	370-3371 <b>Alternative:</b> _____
<b>(e) E-mail</b>	ipe@camosun.bc.ca
<b>(f) Website</b>	_____

### 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:

**SOC 100: Introduction to Sociology, Custom Edition, Professor Alex Ipe**

## 4. Course Content and Schedule

Due to the Covid-19 Pandemic, this course, for the very first time in its history, is going to be completely online. While this is not an ideal situation by any means, I have endeavored to structure the course in a way that roughly — and I emphasize the word, roughly — simulates an in-class learning experience. **To that effect, I will be providing students with a "script" of every single lecture for the class**, along with its associated Power Point Slides, both of which can be found on D2L, along with every other resource that you need, such as practice tests, assignments, take-home tests, and relevant video links. The specific assignments and take-home tests will be uploaded on D2L at particular points in the term, the dates of which can be viewed in later sections of this syllabus.

To clarify, when I state that I will be providing students with a "script" of my lectures, what I mean is that I have written out exactly what I usually say in class for every lecture of the course; I also include the less than stellar jokes I often say in the lectures on occasion, in order to replicate an in-class experience as much as possible.

Furthermore, each lecture has the relevant Power Point Slides that I show in-class during every lecture. The Slides contain photos, diagrams and the critical concepts that are important to focus on. As such, students are expected to have the lecture script and the appropriate Power Point Slides open on their PC or mobile device when reviewing each lecture, since the "scripts" constantly refer to the slides.

In this fashion, I am trying to re-create what students would typically hear and see in a face-to-face class. I believe this format will be instructive, as well as allow students to learn at their own pace. I am also hoping the structure of this class will be very easy to follow, a crucial element in a virtual class.

Lastly, it should be noted that the lectures represent the core of the class; they are very focused and structured to present the most important ideas and information in a streamlined fashion. **The textbook, on the other hand, should be viewed more as an additional resource.**

Indeed, the text goes into great depth on certain issues that we cover in the lecture, which can be useful for the inquisitive mind, but it sometimes highlights these issues in a fashion that is beyond the scope of a first-year course. In addition, it can be very verbose at times, which some students may find a little tedious. It also does not cover a number of topics that are discussed at length in the lectures.

Students must realize that **a textbook does not represent the course**, and that, depending on the topic being discussed, much of the contents of the lecture script may originate with the Instructor's own research and study.

So, my advice with respect to the readings is that you **should always read the lecture scripts first, and then go through the text**. It is possible that you may find the textbook easier to understand than the lecture script for some things, or you may wish to explore certain topics in more detail than the lectures permit. But regardless of your experiences with the textbook, please read the lecture scripts and the associated Power Point Slides before engaging with the course text.

Lastly, at the end of every lecture script, there are one or two critical thinking questions for you to consider. **You do not have to submit your answers to these questions**. Instead, simply reflect on how you would answer the questions. If you know other students in the class, you can discuss your thoughts with them in a virtual fashion. By doing these questions — even in a very basic fashion — it will help you prepare for the take-home tests. I will expand on this matter later on in the syllabus.

### Course Content and Readings

Month	Topics	Readings
January 11 to 15	Introduction: The Technological Society	Lecture#1; Chapter 1: Pg. 1 to 15
January 18 to 22	Introduction and Research	Lectures#2 & #3; Chapter 1: Pg 15 to 30;

	<b>Methods</b>	<b>Chapter 2: Pg. 33 to 50</b>
<b>January 25 to 29</b>	<b>Research Methods and Culture</b>	<b>Lectures#4 &amp; #5; Chapter 2: Pg. 50 to 59; Chapter 3: Pg. 62 to 78</b>
<b>February 1 to 5</b>	<b>Culture &amp; Socialization</b>	<b>Lectures#6 &amp; #7; Chapter 3: Pg. 78 to 89; Chapter 4: Pg. 92 to 105</b>
<b>February 8 to 12</b>	<b>Video Assignment &amp; Review</b>	<b>No readings. Use your time to get ready for the take home test, which covers everything from Lecture#1 to near the end of Lecture#7. Essentially, it covers everything from the first lecture until the end of our discussion on Genetic Engineering. So, first 3 chapters in the text.</b>
<b>February 15 to 19 (READING BREAK)</b>	<b>Socialization Continued</b>	<b>Lecture#8; Chapter 4: Pg. 105 to 110</b>
<b>February 22 to 26</b>	<b>Socialization &amp; Social Interaction</b>	<b>Lecture#9 and Lecture#10; Chapter 5: Pg. 113 to 132.</b>
<b>March 1 to 5</b>	<b>First "Group" Discussion Assignment</b>	<b>No readings. Use your time to work on the Assignment.</b>
<b>March 8 to 12</b>	<b>Groups &amp; Organizations</b>	<b>Lecture#11; Chapter 6: Pg. 136 to 148</b>
<b>March 15 to 19</b>	<b>Take-Home Test#2 &amp; Groups &amp; Organizations Continued</b>	<b>Lecture#12; Chapter 6: Pg. 148 to 160. The second test covers everything from the mid-point of Lecture#7, starting with the topic of socialization to the end of Lecture# 10. So, Chapters 4 and 5 in the text.</b>
<b>March 22 to 26</b>	<b>Sociology of Deviance</b>	<b>Lecture#13; Chapter 7: Pg. 163 to 180</b>
<b>March 29 to April 2 (EASTER FRIDAY)</b>	<b>Last "Group" Assignment &amp; Sociology of Deviance Continued</b>	<b>Lecture#14; Chapter 7: Pg. 181 to 187</b>
<b>April 5 to 9 (EASTER MONDAY) (Schedule continues on the next page)</b>	<b>Global Population &amp; Final Take-Home Test</b>	<b>Lecture#15; Chapter 8: Pg. 190 to 199 only. The material on Urbanization can be completely ignored. This is the last lecture. The final test covers everything from Lecture#11 to Lecture#15. So, Chapters 6, 7 and part of Chapter 8.</b>
<b>April 12 to 16</b>	<b>No readings</b>	<b>Complete the Final-HomeTest</b>

## 5. Basis of Student Assessment (Weighting)

- 1) Take-Home Test#1 - 30% (Chapters 1, 2, 3, 4)
- 2) Take-Home Test#2 - 30% (Chapters 5 and 6)
- 3) Take-Home Test#3 - 15% (Chapters 7, 8, 9)
- 4) Assignment #1 - 9%
- 5) Assignment# 2 - 7%
- 5) Video Assignment - 9%

**\*\*Specific Details of each of the above listed components are listed below\*\***

### 3 Take-Home Tests

The tests will consist of two short answer questions. While these questions are not essay-level questions, **your responses should clearly explain concepts and/or theories in your own words, and be written in a way that clearly articulates your ideas.** Indeed, always make certain to back up your arguments with properly cited information where applicable.

You should take care with respect to spelling and grammar; while marks will not be deducted for basic spelling and grammatical mistakes, if I cannot understand what you are trying to say, you will lose points. **Quality is what is critical – not quantity.** Each of the tests will clearly provide instructions as to my expectations with respect to the structure of your answers.

The dates the take-home tests will be uploaded on D2L and their due dates are as follows:

**Test#1: Uploaded: Tuesday, February 9; Due: Monday, February 22**

**Test#2: Uploaded: Monday, March 8; Due: Friday, March 19**

**Test#3: Uploaded: Tuesday, April 6; Due: Friday, April 16**

As indicated in the schedule above, students will have plenty of time to do the take-home tests. **However, you do not have to wait until the due date to submit your response;** if you finish it very quickly, or before the due date, feel free to submit your work to my regular e-mail address listed on the front page of the course outline. **Make certain your work is MS Word compatible, or is a PDF file, otherwise I will not be able to access your work.**

With respect to the material that is covered in each of the tests, that information can be found in the Course Content and Reading Schedule listed near the end of this syllabus. Furthermore, each test will also clearly state the material you are expected to know.

Lastly, if you want to do the take-home tests with others in the class in a virtual fashion, then that is perfectly fine. In this case, you only need to submit one document with everyone's name. Each person in the group will receive the same grade.

***THE TESTS ARE NOT CUMULATIVE! They only cover specific lectures.***

## **2 Assignments (16%)<sup>1</sup>**

During the course of the term, students will be required to submit two short assignments that will delve into some of the issues covered in the lecture in detail. The first assignment will be due on **Friday, March 5**, and the second assignment will be due on **Wednesday, March 31**.

**It is perfectly fine if you want to do the assignments with others in the class in a virtual fashion.** In this case, you only need to submit one assignment with everyone's name. Each person in the group will receive the same grade.

These discussions will have slightly different instructions associated with them, but essentially, both of them require the student to read a specific article and prepare a brief analysis of that article. **Both articles can be found on D2L.**

### **1) INSTRUCTION for DISCUSSION ASSIGNMENT#1 (TYPE OUT YOUR INDIVIDUAL WORK WITH YOUR NAME AT THE TOP):**

**PART I:** Read the article by Daniel Wolf and **clearly list any weaknesses of the article that come to mind in sentence form**; by weaknesses, we are referring to shortcomings in the methodology used by the author, any biases on the part of the author, or any other element of the author's research that you see as unclear, or problematic. **Drawing in quotes from the article is a good way to bolster your arguments.** **PART II:** the final segment of the review requires you to make up a critical thinking question similar to the one at the end of the article and to explain why you think your question is important. **YOU DO NOT NEED TO ANSWER YOUR QUESTION.** When writing your criticisms of the article, avoid making vague statements. For example: **DON'T write statements like: "He wanted to be a biker – bias."** This criticism is not only vague, but doesn't constitute a coherent sentence. ***As such, be explicitly clear with respect to your statements so the reader does not have to guess what you are trying to say.***

***Your work should NOT EXCEED two single-spaced pages. This does not mean you have to write two pages; it simply means you should not write more than two pages.***

***Make certain your work is MS Word compatible, or is a PDF file, otherwise I will not be able to access your work.***

### **2) INSTRUCTION for DISCUSSION ASSIGNMENT#2 (TYPE OUT YOUR INDIVIDUAL WORK WITH YOUR NAME AT THE TOP OF THE PAGE):**

**PART I:** Read the assigned reading on your own, ***which is a web article on D2L***, and come up with two debate questions based on the content of said reading. A debate question is one that stimulates debate and does not simply ask an audience to give an information based response. So, a debate question must start with the following terms: **SHOULD, DOES, WILL, WOULD, COULD** or any other term that stimulates debate. You must avoid starting questions with **WHY, HOW, WHAT, WHERE** as such questions are not trying to stimulate a debate on a given topic. **Furthermore, don't use OR in your questions, or terms such as, DO YOU THINK, as it makes the question less forceful.** **PART II:** Afterwards, answer **ONE** of the two questions in detail; that is to say, **don't use point form – use sentences** to clearly articulate your ideas. ***Your response to the one question that will be answered should start with a Yes or No. Grading is as follows: 2 marks for each question, and 6 marks for the answer to one of the questions.***

**NOTE:** ***If for some reason you are having trouble opening the article link on D2L, simply go to Google.com and type in the following: Is Technology Making Us Lonelier by Sherry Turkle, and the first hit should be the Time Magazine article.***

***Your work should NOT EXCEED two single-spaced pages. This does not mean you have to write two pages; it simply means you should not write more than two pages.***

### **Video Assignment (9%)**

On **Monday, February 1** a link to a documentary video, and its associated exercise, will be uploaded to D2L. This videos will highlight an important case study related to the topic of socialization. **Be aware that I may upload this assignment way ahead of time for the sake of convenience.**

In the assignment, students will be required to answer a question directly related to the material presented in the documentary. The response to this question must be in sentence form and clearly articulated; in other words, do not make vague or incomplete statements. The quality of the response is what is important, not how long the answer is. **In this respect, limit your answer to ONE page, single spaced.** Once again, this does not mean you have to write one page, but try your best not to submit a response that is longer than one page. These assignments are very short and fairly easy to complete.

**The Due Date for the video assignment is Monday, February 8.** Once again, your work should be MS Word compatible, or in a PDF file. You can submit your work to my regular e-mail address.

### **Missed Tests and/or Assignments**

***IF STUDENTS MISS TESTS OR ASSIGNMENTS, OR GROUP DISCUSSIONS, IT IS THEIR RESPONSIBILITY TO CONTACT THE INSTRUCTOR WITHIN FIVE SCHOOL DAYS WITH RESPECT TO THEIR ABSENCE. IN ORDER TO MAKE-UP THE MISSED COURSE COMPONENT, STUDENTS NEED TO PROVIDE A VERIFIABLE, LEGITIMATE REASON, OTHERWISE THEY WILL RECEIVE A GRADE OF ZERO ON THE MISSED COMPONENT. IN ADDITION, STUDENTS WHO WAIT UNTIL THE TERM IS OVER TO DISCUSS WHY THEY MISSED HANDING IN ASSIGNMENTS, WRITING TESTS, OR TAKING PART IN GROUP DISCUSSIONS, WILL NOT BE ACCOMODATED.***

**NOTE:** In evaluating the examination papers and essays the emphasis will be on understanding and analysis, rather than the recitation. Avoid memorizing sentences, in particular when it is not clear to you what the sentences mean. Papers indicating memorization will receive a grade zero. As for analysis, your learning strategy should be to understand the relationships among facts, not the facts alone. Another important point is illustration; after discussion and analysis give examples from current or historical developments in society. This will show that you understand the concepts and theories and are able to apply them to society as tools for analysis.

A grade of zero will be granted for absence during examinations, unless the student produces a medical certificates confirming serious illness and writes the substitute exam within one week of recovery.

## Examination Procedures

All examinations must be written in the section of the course in which the student is officially registered.

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.

## **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.
- (v) **Disruptive behavior/Disorderly conduct. This includes any behavior that interferes with the provision of College services or of instruction or interferes with any member of the Camosun College community by students and any others accompanying them. *Examples: verbal outbursts, physical gestures, actions or interruptions which limit or interfere with the provision of College services or instructional activities; unwarranted and unreasonable disturbances during any Camosun College related activity.***

As such, 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 Camosun College's Student Conduct Policy. Please see: <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf>

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.

## 6. Grading System

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

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

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

## 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, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities 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.