

# COURSES YLLABUS



COURSE TITLE: SOC-101: Perspectives on Canadian Society

CLASS SECTION: 001

TERM: Fall 2021

COURSE CREDITS:3

DELIVERY METHOD(S):

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information, please visit: <https://legacy.camosun.ca/covid19/index.html>

*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Dr. Alex Ipe

EMAIL: [ipe@camosun.bc.ca](mailto:ipe@camosun.bc.ca) (Only use this e-mail)

OFFICE: Paul 334

HOURS: Tuesday/Thursday: 1120-1250; Wednesday/Friday: 1120-100

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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This course introduces students to the critical analysis of modern society with an emphasis on the Canadian context. Students use basic sociological concepts to discuss thematic areas such as family, education, religion, health, crime, technology, mass media, and the environment.

### PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

### CO-REQUISITE(S):

Not Applicable

### EXCLUSION(S):

Not Applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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Upon completion of this course a student will be able to:

1. Describe the central sociological perspectives - including functionalism, conflict theory, symbolic interactionism, and feminist approaches - and apply these to select aspects of Canadian society.
2. Analyze selected thematic areas in sociology such as family, education, religion, health, crime, technology, mass media, and environment as they pertain to Canadian society.
3. Identify scholarly debates in the field of sociology as they pertain to course topics and assess their relationship to real-world examples.
4. Communicate sociological ideas and concepts clearly, concisely and accurately.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION/INFORMATION

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**Technology and Society by Anabel Quan-Haase.** Oxford University Press. 2020

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION/ACTIVITY/ EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
September 6 to 10	Introduction: Chapter 1	
September 13 to 17	Introduction Continued: Chapter 1	
September 20 to 24	Creativity & Innovation: Chapter 2	
September 27 to October 1	Creativity & Innovation Continued: Chapter 2	
October 4 to 8	Video Assignment & Review for First Test	
October 11 to 15	First Test & Creativity & Innovation Continued	(October 11 is the Thanksgiving Holiday)
October 18 to 22	First Group Discussion & Technology & Capitalism: Ch 7	
October 25 to 29	Ethics & Writing & Digital Communication: Ch 12 & Ch 5 (Pg 95 to top of pg 103)	
November 1 to 5	Writing & Digital Communication Continued & Review	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
November 8 to 12	Second Test & Second Video Assignment	(November 11 is the Remembrance Day Holiday)
November 15 to 19	Sherry Turkle & Reclaiming Conversation (Special Lecture Format)	
November 22 to 26	The Surveillance Society: Ch 11 (Special Lecture Format) & Second Group Discussion	
November 29 to December 3	The Collapse of Technological Societies: Lecture Only & Optional Bonus Video Assignment	
December 6 to 10	Review for Final Test & Final Test	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Test#1 (Chapters 1 and 2)	25%
Test#2 (Chapters 3, 5: Pg 95 to top of pg 103, Ch 7:Pg 140 to Pg 154 & Ch 12)	30%
Test#3 (Ch 11)	10%
Two In-Class Video Assignment (#1 = 8% and #2 = 7%)	15%
Two Group Discussions	20%
<b>Optional Bonus Mark Assignments</b>	<b>4%</b>
<b>TOTAL</b>	<b>100% (104%)</b>

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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### In Class Test #1 and #2 and #3

The tests will consist of approximately 30 multiple-choice questions, and a short answer component. The short answer section is composed of two questions. **Your responses on this component should clearly explain concepts and/or theories, and be written in a way that clearly articulates your ideas.** 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.**

The dates of the tests are as follows: **Test#1 = Wednesday, October 13; Test#2 = Wednesday, NOVEMBER 10; and Test#3 = Friday, DECEMBER 10.**

The class before every test will constitute an informal review class; in essence, a review class is like a tutorial session where students come to class with prepared questions on the lecture content they will be tested on. As such, *the review classes are directed by students, and work best when students arrive with items to discuss.*

The tests themselves are NOT cumulative.

***THERE IS NO FINAL EXAM IN THIS CLASS, ONLY A THIRD TEST.***

### Group Discussion (2 x 10% = 20%):

In talking about social phenomena, it is inevitable that we will discuss issues or topics that some may deem to be controversial. While an effort will be made to get students to participate in class discussions on many of these issues, it has been the experience of this Instructor that most students feel intimidated by the prospect of speaking up in class; this is very understandable; making one's opinions heard in a class of 40 or so students can be a daunting experience.

In order to alleviate this concern, the class will be broken up into small groups where students can more comfortably express their opinions on a given topic. During the course of the term, two such discussion groups will be held as follows: **Wednesday, OCTOBER 20 and Wednesday, NOVEMBER 24.**

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

**PART I:** Read chapter 8 in the Quan-Haase text (2020), *Genders and Technology* on your own and highlight FOUR weaknesses of the chapter that come to mind; by weaknesses, we are referring to issues, theories or concepts discussed in the chapter that you believe are not clearly presented or explained. **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 chapter **on page 80**, and to explain why you think your question is important. **YOU DO NOT NEED TO ANSWER YOUR QUESTION.** **PART III:** the first two parts are done individually without any peer assistance. Afterwards, on the day of the group discussion, come to class with your individual review, and get into groups of 4 to 6 people. The group should immediately select a recorder, who will write down what the group, as a whole, thinks are the best four critiques of the article and the best critical thinking question, and why that question is important. **At the end of the class, students will hand in their individual reviews along with the group work. In this respect, everyone in the group will receive the same grade.** One thing to keep in mind with the group discussions is if

there is anyone in the group who has not done the readings and has nothing to contribute, do not put their name on the assignment and inform the instructor of this issue as soon as possible.

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

**PART I:** Go to D2L and click the link which will take you to the following article: *Is Pretend Empathy Enough? by Sherry Turkle, March 2, 2021*. Afterwards 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, IS or COULD**. 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:** come to class with your two debate questions, get into groups of 4 to 6 people, and select a recorder, similar to the first discussion assignment. The recorder will write down what the group thinks are the two best debate questions; afterwards, the group will answer **ONE** of their two questions in detail; that is to say, **don't use point form – use sentences** to clearly articulate your ideas. As before, only the group work is submitted for grading. *Grading is as follows: 2 marks for each question, and 4 marks for the answer to one of the questions.* As before, only the group work is submitted for grading. .

*In order to be fair to all students, the following conduct will be penalized:*

- Depositing your questions with the instructor or sending them with another student and not participating in the discussions.
- Not attending the discussion sessions without a legitimate excuse.
- Doing the review sessions before class and then just coming to class to hand in the review session.

**VERY IMPORTANT NOTE:** Lastly, students must hand in a copy of their individual work at the end of class to prove that they read the article and came to the discussion group prepared. No grade will be given to the individual work, but it shows the Instructor who did the reading and who did not. . **However, please be aware that each individual work will be read by the Instructor, and if it appears that a student did not fully read the article and put little effort into their individual work, they will be assigned a penalty that can be as high as 20%.** If a student does not hand in his/her typed individual work at the end of class, they will receive a grade of zero on the discussion assignment.

- **THE INDIVIDUAL WORK HANDED IN AT THE END OF CLASS MUST BE TYPED; OTHERWISE IT WILL NOT BE ACCEPTED.**
- *The group work should NOT EXCEED two pages. This does not mean you have to write two pages; it simply means you should try your best not to go over two pages.*
- Everyone in the group will receive the same grade.
- Also, if a student shows up 30 minutes or more late to the group discussion without a legitimate excuse, they will not be allowed to join a group and will have to do the work alone and incur a 30% penalty.

### In-Class Video Assignments (15 %)

On **Wednesday, October 6 and Friday, November 12**, a documentary video will be shown that will highlight various issues related to technology. Immediately after each video, students will be required to answer a question directly related to the material presented in the documentary on their own or with others. 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.**

### Bonus Marks (1% x 2 = 2%)

Two of the lectures near the end of the term will have a very different structure to the other lectures in this course. These lectures are entitled, *Reclaiming Conversation and The Surveillance Society (Chapter 11)*. In contrast to the other lectures, where students took detailed notes, the Instructor's notes on these two topics will be given to students on D2L; as such, there is no need to take notes as was the case in the previous classes. Given this format, students are expected to fully read the assigned lectures before coming to class in order to be able to adequately participate in the exercises that will form the focus of both classes.

In this respect, the first part of these classes will constitute a time in which the Instructor will summarize the important ideas of each lecture. The second part of each class will require students to break into groups of 2 to 4 people and proceed to answer one or two critical thinking questions inspired by the content of the two lectures. The group will select a recorder who will write down the group's answer (s) to the presented question (s), which will then be submitted at the end of each class. **It should be emphasized that students have the option to do the bonus mark exercises on their own if they wish.** The response(s) to the critical question(s) should NOT EXCEED one page per question. The quality of the response is what is important, not the length.

The critical thinking exercises will not be graded, but the Instructor will review the submitted work to ensure that the group made an effort in answering the question (s). **Any response that is reasonable will be automatically accepted** and everyone in the group will receive a bonus grade of one percent that will be added to their final grade at the end of the term. Since there will be two such assignments, students can expect to receive a maximum of two bonus marks, assuming they have completed both assignments. **If the group work, however, shows a serious lack of effort, the group members will not receive the full participation mark of one percent; they may receive a grade of zero.**

### Optional Bonus Assignment - 2% (Tentative)

On **Friday, December 3** students will have an opportunity to earn a bonus mark of two percent that will be added to their final grade upon completion of the course. **Since this component is purely optional, students can elect not to complete the exercise associated with the bonus mark.** The exercise itself requires students to watch a video and then to answer one question associated with the video. Unlike the previous in-class video assignment, this one will not be graded. As long as students provide a reasonable response, they will automatically earn the bonus mark. However, if the response shows a serious lack of effort, it will not earn the full two percent; it may, in fact, be given a grade of zero. Students who miss this assignment can receive the bonus mark provided they have a legitimate reason.

## Missed Tests and 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, OTHER WISE 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.***

## Digital-Recording in the Classroom

In order to ensure free and open discussion of ideas by the students, **digital recording of the proceedings by means of laptops, cell-phones or other equipment is not permitted** in class. Exceptions, however, will be made for students who are visually impaired or are unable to write due to physical disability. Furthermore, please keep cell-phones out of sight. Students who are seen constantly using their cell phone in class will be asked to stop. If they do not comply, they will be asked to leave the class. *Laptops are permitted only if they are being used to take notes or access D2L. If it appears that students are not using laptops in a constructive manner, they will not be permitted to bring laptops to class.*

## SCHOOL OR DEPARTMENTAL INFORMATION

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Sociology is in the Department of Social Sciences  
Chair: Dr. Peter Ove

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>

Financial Aid and Awards	<a href="http://camosun.ca/finacialaid">http://camosun.ca/finacialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.



### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical/Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.