

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
INTRODUCTORY SOCIOLOGY
SOCIOLOGY 1000 (A2 and D2)

Fall 1992

Time:

(A2) MWF 2:00-3:00

(D2) MWF 1:00-2:00

Location: J203

Office Hours: Mondays 1100-1200 and Tuesdays 2:00-3:00 or by
appointment. Drop-ins welcome.

Instructor: Laurie Nock

Office: C215

Phone: 539-2830 (office)

539-7348 (home)

COURSE DESCRIPTION

The primary purpose of this course is to help students learn how to think sociologically, to understand how people are shaped by culture and fitted into society, while at the same time they take an active part in creating, sustaining and changing their society. These processes will be studied at levels ranging from individual interaction to social institutions. We will be concerned with how sociologists define their field of study, the explanations and theories they have developed and modified, and the methods used to collect and interpret data to substantiate theories. A recurrent theme throughout the course will be how students can use sociology to enrich their understanding of their own lives, and how their own experience can be viewed sociologically.

REQUIREMENTS AND EVALUATION

There will be a mid-term test and a final examination. Each will consist of essay questions, and will be based on all course materials: lectures, class discussions, readings and/or films. One week before each test/exam, students will be given a list of study questions from which test questions will be chosen by the instructor.

In order to encourage students to read assigned chapters prior to discussion on the topic, there will be ten quizzes spaced throughout the term, worth a total of 20% of the final course grade. Questions will be true/false, multiple-choice, or fill-in-the-blank in form. The worst result in the ten quizzes (which may include an absence) will be dropped. There will be no make-ups.

Students will also write one or two short papers, up to ten pages in length. (The best of the two essay marks will contribute 30% to the final course grade.) On the basis of class lectures, readings and their own thinking, they will discuss topics they consider worthy of further investigation. (For further detail, see description of assignments.)

The mid-term test, final examination and essays will be marked on the stanine system only (i.e. out of 9). Quizzes will be marked out of 4; the total of the best 9 marks on quizzes will be divided by 4 to produce an average out of 9.

Assignments must be handed in to the instructor in class on the day they are due. Excessive grammatical or spelling errors may result in the loss of 2 out of 9 points. Decisions regarding make-up tests will be at the instructor's discretion.

<u>Assignment</u>	<u>%</u>	<u>Due Date</u>
Quizzes	20	Throughout term
Short Paper #1	30*	November 4
Short Paper #2	30*	December 4
Mid-term Test	20	October 21
Final Examination	30	Registrar-Scheduled

* The best of these two marks will be used to calculate the final grade.

Grading System

<u>Grade</u>	<u>Interpretation</u>
9	
8	Excellent

7	
6	Good

5	
4	Pass

3	
2	
1	Fail

REQUIRED TEXT

Lorne Tepperman and Michael Rosenberg, **MACRO/MICRO: A BRIEF INTRODUCTION TO SOCIOLOGY**. Scarborough, Ontario: Prentice-Hall, Canada, 1991.

Lorne Tepperman and James Curtis, **EVERYDAY LIFE: A READER**. Toronto: McGraw-Hill Ryerson, 1992.

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SCHEDULE
of Topics, Readings, Assignments and Tests

Readings are in Tepperman and Rosenberg's MACRO/MICRO: A BRIEF INTRODUCTION TO SOCIOLOGY (MACRO/MICRO) and in Tepperman and Curtis' EVERYDAY LIFE: A READER (EVERYDAY). They should be completed as assigned, to facilitate classroom discussion. Lectures are intended to clarify and supplement readings, not summarize them.

Week 1 INTRODUCTION

M/M Chapter 1. Sociology: the study of society

EV Introduction to Section One

1. K. Westhues. Sociology compared to other fields

Week 2 CULTURE

M/M Chapter 2. Culture

EV Introduction to Section Two

3. S.M. Lipset. Value traditions in Canadian and U.S. cultures

4. R. Bibby. Religion in Canada vs. the U.S. and England

Week 3 RESEARCH METHODS

M/M Chapter 11. Methods of research

Week 4 SOCIALIZATION: LEARNING WHO/HOW TO BE

M/M Chapter 3. Socialization

EV Introduction to Section Three

6. N. Mandell. Role-taking among pre-school children

7. B. Baldus and V. Tribe. Children's perceptions of inequality

8. J. Haas and W Shaffir. Socialization of medical students

Week 5 DEVIANCE AND SOCIAL CONTROL

M/M Chapter 4. Deviance and control

EV Introduction to Section Four

9. J. Hagan. Differences between Canada and the U.S. in deviance and crime

10. J. Lowman. The folly of criminalizing juvenile prostitution

11. R. Gartner. Patterns of victimization

Week 6 SOCIAL INEQUALITY

M/M Chapter 5. Social inequality and stratification

EV Introduction to Section Five

12. P. Bernard and J. Renaud. The new shape of inequality

13. R. Murphy. Social closure among Quebec teachers

- Week 7 **ETHNIC AND RACE RELATIONS**
M/M Chapter 6. Ethnic and race relations
EV Introduction to Section Six
15. P. Li. Chinese immigrants on the Canadian Prairie,
1910-47.
- Week 8 **MID-TERM TEST, October 21**
- Week 9 **FAMILY**
M/M Chapter 7. The family
EV Introduction to Section Eight
21. M. Eichler. Models of the family
22. M. Moore. Female lone parenting over the life course
23. E. Lupri. Why does family violence occur?
- Week 10 **GENDER RELATIONS**
EV Introduction to Section Seven
18. M. Meissner. The domestic economy
19. D. Livingstone and M. Luxton. Gender consciousness
at work
- NOVEMBER 4: FIRST ESSAY DUE**
- Week 11 **WORK**
M/M Chapter 8. Work and the economic order
- Week 12 **POPULATION**
M/M Chapter 9. Population
EV 27. R. Beaujot. The challenge of changing demographics.
- Week 13 **SOCIAL CHANGE**
M/M Chapter 10. Social movements and social change
EV Introduction to Section Nine
25. R. Hamilton. Feminism in the academy
26. W.H. Vanderburg. The technicization of society.
- Week 14 **DECEMBER 4: SECOND ESSAY DUE**
DECEMBER ?? FINAL EXAMINATION - Registrar-scheduled

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SHORT PAPERS

Value and Due Dates:

Paper #1: 30% November 4
Paper #2: 30% December 4

The best two of the two marks obtained on these essays will be used to calculate the final course grade. At least one paper must be submitted.

The purpose of these short essays (not more than ten, not less than five pages, double-spaced; i.e. less than 2500 words) is to relate and apply concepts presented in the course to yourself: your life, your community, your experience, your understanding. It is important to explore the relationship between "real life" and sociological theory.

Select an idea or issue mentioned in our readings, class discussions, or films. State it in your own words, and explain its significance to you, as well as its significance to sociology. Using examples to support your argument, you may then pursue your discussion in one (or more) of a variety of ways, such as:

- a) explain why you are disturbed by or why you disagree with a certain point of view; criticize it, if appropriate;
- b) explain why you agree with a point of view, and how you can apply it;
- c) pose a question, describe the kind of research you might carry out to answer it, and the results you might expect to find;
- d) etc.

While these papers do not require library research, be sure to acknowledge the sources of ideas or information.

Above all, if in doubt, talk to me!

On your title page, please include your name (printed) and section number. (This should go on all tests as well.) Number pages, and ensure your essay is fastened--a paper clip is sufficient.

POSSIBLE TOPICS

At the end of each chapter in MICRO/MACRO are some excellent "discussion questions", "data collection exercises" and "writing exercises". You may choose to address one of these, while adhering to the instructions above. Alternatively, I provide a list of topics students have chosen in the past.

Aging	Alzheimer's disease
Christmas	Satanic cults
Socialization through Dungeons and Dragons	Dragons
Alcoholic families	Single-parent families
Sikh families	Cultural differences and families
Leaving home	Returning home
Urban vs. rural life	Migrant farmworkers
Hunger in third world countries	War
Homosexuality	The family: ideal vs. real
Street kids	Social assistance
Quebec and Canada	Natives in Canada
Education Hong Kong/Canada	Social outcasts in school
Fitness culture	Amateur sports and ethics
Resocialization as a Jehovah's Witness	
Censorship	Sign language
Interpersonal communication	Television
Portrayal of men/women in TV advertising	
How to determine the effects of the full moon	
Racism in everyday life	Alcohol and adulthood
Clothing: its message	The men's movement