

GRANDE PRAIRIE REGIONAL COLLEGE

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES * E C

INTRODUCTORY SOCIOLOGY

SOCIOLOGY 1000 (02)

Fall 1994

Time: MWF 1100-115

Office: C215

Office Hours: Mondays 10:00-11:00 and Tuesdays 10:00-11:00 or by appointment. Drop-ins welcome.

Instructor: Laurie Nock
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. There will be two questions on the mid-term test, and three on the final, each worth 10% of the final course mark.

In order to encourage students to read assigned chapters prior to discussion on the topic, there will be 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 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 consist of 9 questions each; marks will be averaged 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 9
Mid-term Test	20	October 19
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 TEXTS

SOCIOLOGY, by John J. Macionis, Juane Nancarrow Clarke and Linda M. Gerber. Prentice-Hall, 1994.

FOR STUDENT USE

You may wish to keep track of your grades here.

Quizzes - 20% of course mark

Note score out of 8

1 2 3 4 5 6 7 8 9 10

Sum of best marks _____

Divide by number of marks _____

Essays - 30% of course mark

Essay 1 _____

Essay 2 _____

Test questions - 50% of course mark

1 2 3 4 5 6

Average your 5 best marks. _____

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Fall 1994

Instructor: Dr. Laurie Neck

SCHEDULE
of Topics, Readings, Assignments and Tests

Readings are in SOCIOLOGY, by John J. Macionis, Juanne Nancarrow Clarke and Linda M. Gerber, Prentice-Hall, 1994. They should be completed as assigned, to facilitate classroom discussion. Lectures are intended to clarify and supplement readings, not summarize them.

Week 1 INTRODUCTION

Chapter 1. The sociological perspective
(Chapter 2. Sociological investigation--recommended as independent reading)

Week 2 CULTURE

Chapter 3. Culture

Week 3-4 SOCIALIZATION; LEARNING WHO/HOW TO BE

Chapter 5. Socialization
Chapter 6. Social interaction in everyday life

Week 5 DEVIANCE AND SOCIAL CONTROL

Chapter 8. Deviance

Week 6-7 SOCIAL INEQUALITY

Chapter 9. Social inequality
Chapter 10. Social class in Canada

Week 7 MID-TERM TEST

Week 8 ETHNIC AND RACE RELATIONS

Chapter 12. Race and ethnicity

Week 9 GENDER AND AGE

Chapter 13. Sex and gender
Chapter 14. Aging and the elderly

Week 9 FIRST ESSAY DUE

Week 10 SOCIAL INSTITUTIONS I

Chapter 18. Politics and government
Chapter 19. The economy of work

Week 11 SOCIAL INSTITUTIONS II

Chapter 15. Family

Chapter 16. Education

Week 12 SOCIAL INSTITUTIONS III

Chapter 17. Religion

Chapter 18. Health and medicine

Week 13 INEQUALITY IN AN INTERNATIONAL PERSPECTIVE

Chapter 11. Global inequality

Chapter 21. Population and urbanization

Week 14 SOCIAL CHANGE

Chapter 22. Collective behavior and social movements

Chapter 23. Social change and modernity

Week 14 SECOND ESSAY DUE

DECEMBER ____ FINAL EXAMINATION - Registrar-scheduled

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Winter 1994

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SHORT PAPERS

Value and Due Dates:

Paper #1: 30% March 10
Paper #2: 30% April 7

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) analyze an issue of concern to you, or an experience you or others have undergone;
- e) etc.

Some pointers:

- Be sure to make the connection between your own experience or interest and sociology. Make sure you use (and spell) sociological concepts and terms correctly. Library research is not required, but it helps.
- Citations do not only accompany verbatim quotes; also use them when summarizing the ideas or descriptions of others.
- Include a bibliography! This is often the only way to ensure you are actually connecting your topic to sociology; the text will almost certainly form part of it.
- Organization is important! Outline your paper (whether before or after writing it) to ensure ideas follow logically and that you do

not have serious contradictions.

- Pay attention to grammar and spelling! (Ask what my pet peeve is.)
- It is quite permissible (even encouraged!) to use your own experience as evidence, and to use "I" and "my".
- Your opinion is not at issue here; your conclusions are. Avoid using "I think" and especially "I believe". Your statements (conclusions) should follow logically from the evidence you provide.
- If you have strong (especially hostile) feelings about a group or social issue, you might be well advised to choose a different topic! Our goal is to understand, not to judge nor to convince the reader of a particular point of view.

Above all, if in doubt, talk to me!

These are examples of topics students have chosen in the past.

Aging	Alzheimer's disease
Being young	Life at work
Christmas	Dungeons and Dragons
Cultural differences and families	
Leaving home	Returning home
Urban vs. rural life	Migrant farmworkers
Hunger in third world countries	War
Changing views of sexuality	The family: ideal vs. real
Street kids	Social assistance
The effects of child poverty	The dating game
Quebec and Canada	Natives in Canada
Education Hong Kong/Canada	Social outcasts in school
The medical system	Fitting in
Fitness culture	Amateur sports and ethics
Censorship	Sign language
Interpersonal communication	Television
Men and women in the media	Learning the ropes in a new job
Racism in everyday life	Alcohol and adulthood
Clothing: its message	The men's movement