

GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF ARTS, EDUCATION AND COMMERCE  
SOCIOLOGY 1000, FALL 1999-WINTER 2000  
FOR THE U OF A COLLABORATIVE BACCALAUREATE NURSING PROGRAM

Instructor: Dr. Laurie Nock

Office: C215

Phone: 539-2830 (office), 539-7348 (home)

E-mail: [nock@gprc.ab.ca](mailto:nock@gprc.ab.ca)

Office Hours: Tuesdays 1-2:00 p.m., Wednesdays 10:30-11:30 a.m. Drop-ins welcome.

### 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. In this section of Sociology 1000, we shall make a special effort to link sociological concepts and scenarios.

### REQUIREMENTS AND EVALUATION

There will be two principal kinds of assignments which will determine course grades: Reading Reflections and responses to Take-Home questions posed by the instructor. (For a description of Reading Reflections, see below.) Students will submit at least four of each, at a rate of not more than one a week, by 3 p.m. on Fridays. An extra one of either may be submitted one week after last class. Each will be marked out of 9 and will be worth 10% of the final course grade. If more than the required number of assignments is submitted, the lowest marks will be dropped from calculation of the course mark. Excessive grammatical or spelling errors may result in the loss of points. The Writing Centre is there to help you!

Twenty percent of the course grade will be based on in-class assignments to be held throughout the term.

### REQUIRED TEXT

Macionis, J. J. and Gerber, L. M. (1999). Sociology. Scarborough, Ontario: Prentice-Hall Canada.

FOR STUDENT USE

You may wish to keep track of your grades here.

READING REFLECTIONS

	Date	Topic	Grade
1.			
2.			
3.			
4.			
5.			

TAKE-HOME QUESTIONS

	Date	Topic	Grade
1.			
2.			
3.			
4.			
5.			

IN-CLASS ASSIGNMENTS (Divide by 4 to calculate your stanine mark)

A B C D E F G H I J

Score:

GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF ARTS, EDUCATION AND COMMERCE  
INTRODUCTORY SOCIOLOGY  
SOCIOLOGY 1000

Instructor: Laurie Nock

READING REFLECTIONS

Reading Reflections are to assist students to focus their reading on topics to be covered in class. From the readings assigned for the week, select concepts or ideas that you have experienced or in which you are interested. Relate and apply these to your life, your community, your experience, your concerns, and/or your understanding. Demonstrate your understanding of the concepts with good examples and with proper use of sociological terminology. Standard citation procedures are expected. Reading Reflections should be double spaced, and approximately five pages (1250 words) in length.

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.
- 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. Seek to understand rather than to judge.
- Citations do not only accompany verbatim quotes; also use them when summarizing the ideas or descriptions of others.
- Include a list of references! 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 check that 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 (which is different from opinion), and to use "I" and "my".
- Number your pages!
- Pay attention to notes and comments on your work. Their purpose is to help you improve your writing in form, expression and content--and also allow the instructor to communicate with you! If you need clarification, or can't read my writing--

Above all, if in doubt, talk to me!

## REFERENCES

It's not as difficult as it seems!

If you use a direct quote from an author, your source must be acknowledged. The quotation must be exact!

- Example: "In various, often subtle ways, schools reproduce the status hierarchy, although this process is not always evident to students or even to teachers" (MacLionis and Gerber, 1999, p. 489).

If you paraphrase an author or use ideas which are not your own, your source must still be acknowledged.

- Example: Although a university degree is likely to result relatively high income over a person's lifetime, many people cannot afford the costs of a university education (MacLionis and Gerber, 1999, pp. 492-493). This is one way in which education perpetuates inequality.

In referring to an author whose work is cited in a text you are using, refer to the latter, not to the original source.

- Example: We tend to see educational credentials as "badges of ability" rather than at least partially the result of social privilege (Sennett and Cobb as paraphrased in MacLionis and Gerber, 1999, p. 494).

## References

MacLionis, J. J. and Gerber, L. M. (1999). Sociology. Scarborough, Ontario: Prentice-Hall Canada.

Saletan, W. (1996, June). The dark side: What you need to know about Bob Dole. Mother Jones [Online].  
<http://www.mojones.com/MOTHERJONES/JF96/dole/dole.html>

Smuts, Barbara (1993). What are friends for? In P. Whitten and D.E.K. Hunter (Eds.), Anthropology: Contemporary perspectives (pp.54-58). New York: HarperCollins.

These go in alphabetical order according to the (first) author's surname. Anthology articles (and journal articles) are attributed to the author/s of the article, not the editors of the volume. The year of publication is the year of the anthology, not the original year of publication of the article. Underline titles of books or journals. Consult an APA formal style guide, if you have doubts.

SOCIOLOGY 1000, CBL, 1999-2000  
SCHEDULE OF TOPICS AND READINGS

Instructor: Dr. Laurie Nock

Readings are in SOCIOLOGY, and supplementary readings may be assigned during the term. Readings should be completed before coming to class. Although the focus will be on topics assigned for each week, we will also be discussing themes appropriate to each scenario.

WEEK	SCENARIO	READINGS
1	Ranjit	Chapter 1 The sociological perspective.
2	Ranjit	Chapter 3 Culture
3	Hockey players	Chapter 5 Socialization
4	Hockey players	Chapter 12 Sex and gender
5.	Megan	Chapter 9 Social stratification Chapter 10 Social class in Canada
6.	Megan	Chapter 6 Social interaction in everyday life
7.	Bridge players	Chapter 14 Aging and the elderly
8	Bridge players	Chapter 21 Population and urbanization
9	Toddler safety	Chapter 17 Family
10	Toddler safety	Chapter 8 Deviance
11	We're expecting	Chapter 20 Health and medicine
12	We're expecting	
13	Mark Hofer	Chapter 18 Religion
14	Mark Hofer	Chapter 13 Race and ethnicity
15	Misty	Chapter 11 Global stratification
16	Misty	Chapter 15 The economy and work
17	Melanie	Chapter 7 Groups and organizations

### QUESTION 1

It is said that "We begin to think sociologically as we start to realize how the general categories into which we happen to fall shape our particular life experiences" (MacLonis and Gerber, 1999, p. 4). Begin to practice using this perspective by selecting, from the text's table of contents, 4 sociological topics (as identified by chapter titles) which you think have relevance to Ranjit's situation. After reading the chapter introductions and summaries, demonstrate their usefulness to your understanding of Ranjit.

### QUESTION 2

When you first came to the College, you were faced by a whole new institutional culture. Examine and describe this experience, taking into consideration what you had to learn about the College's organization of

- space:        what goes on where?
- time:         what goes on when?
- people:      who does what when, where, and with whom?

How did you learn? How did you feel? What do you still not know?

### QUESTION 3

In the process of socialization, we learn the culture of the social group to which we belong: its values, norms and necessary skills. Provide two good examples of each of these and describe how they are learned / acquired / transmitted. Consider subcultures and countercultures as well as the dominant culture.

#### QUESTION 4

Discuss the significance of gender in the two scenarios you have studied so far. What significance does gender have in your family, your work, and your education? When does gender appear to be unimportant?

#### QUESTION 5

Most Canadians believe that an individual's position in the socio-economic stratification system is determined by his or her abilities, efforts and qualifications. Evaluate the accuracy of this belief and the significance of ascription and achievement, taking into account

- individual talent and motivation
- the influence of family and socialization
- social barriers or facilitators
- structural (economic and demographic) factors

#### QUESTION 6

Define key concepts relevant to statuses and roles:

- status
- master status
- ascribed status
- achieved status
- role
- role conflict
- role set
- role strain

Provide at least one good example, invented or based on actual experience, that demonstrates your understanding of these concepts.

### QUESTION 7

Age is not important only to the elderly, nor is age discrimination limited to them. To demonstrate this, rewrite the summary to Chapter 14, "Aging and the elderly", as if it had been written about people between the ages of 15 and 25.

### QUESTION 8

Factors which are said (Macionis and Gerber, 1999, pp. 538-539) to hold down population in post-industrial societies include a high proportion of men and women in the labour force, high costs of raising children, late age of marriage, secularism, and the availability of contraceptives, voluntary sterilization and abortion. In your experience and knowledge of past and present, do these explain childbearing? What other considerations are or have been important?

### QUESTION 9

Human societies in different times and places have utilized different forms of family and arrangements for child rearing. Explain the principle social advantages AND disadvantages of FOUR of the following family forms or child-rearing arrangements,

- extended family
- nuclear family
- single-parent family
- communal childrearing
- orphanages
- boarding or residential schools

### QUESTION 10

Use one or more examples to demonstrate that

- a) the definition of a behavior as deviant depends on the context in which it occurs
- b) different social groups have different definitions of deviance
- c) definitions of deviance change through time
- d) the right to make rules is not shared by everyone
- e) given the above, deviance is a social construct.



### QUESTION 11

- a) From a structural-functional perspective, why is the health care system important to the operation of Canadian society?
- b) From a social-conflict point of view, how are health and health care related to social inequality?
- c) From a symbolic interactionist perspective, how does Canadian culture distinguish between social and individual responsibilities for health?

Illustrate your main points with clear examples.

### QUESTION 12

TBA.

### QUESTION 13

Discuss the significance of religion in the life of Mark Hofer. What role does religion play in everyday Canadian life? (Keep in mind that Mark Hofer and his community are part of Canadian society!)

### QUESTION 14

Describe the concepts of race and ethnicity in Canada.

- a) Define "race", discuss the biological components of race, and then explain what is meant when it is said that "there are no pure races."
- b) Define "ethnicity" and describe how ethnicity differs from race.
- c) "Race and ethnicity are no longer important in Canada"—do you agree or disagree with this statement? Make sure to back up your conclusions with evidence, not with opinion.

#### QUESTION 15

There are many linkages and similarities between inequality at a local and at a global level. The textbook discusses six correlates of global poverty (Macdonis and Gerber, 1999, pp.278-279). Rewrite these to determine whether these are also correlates of poverty in Canadian society. If they are not appropriate to Canada, are they good explanations of poverty at a global level?

#### QUESTION 16

Describe a job you hold or have held in terms of  
the skills or knowledge required to perform it  
the structure of authority in the workplace  
level of autonomy (freedom to make decisions)  
amount and type of supervision  
control over the final product  
income, benefits and job security  
social prestige or respect

Did/do you like this job? Why? What factors most affect your attitude?

#### QUESTION 17

Define and illustrate primary and secondary groups, in- and out-groups, types of leadership and group dynamics using your current educational experience as a basis.