

GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF ARTS, EDUCATION AND COMMERCE

INTRODUCTORY SOCIOLOGY

SOCIOLOGY 1000

Winter 1996  
Time: MWF 1300-1350

Instructor: Laurie Nook  
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Office Hours: Mondays 10:00-11:00 and Tuesdays 10:00-11:00 or by  
appointment. 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.

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 help students focus their reading, "Reading Reflections" will be due on FRIDAY of each week. For each set of readings (see "Schedule of topics. . ."), select one concept or idea that you have experienced or in which you are interested. Demonstrate your understanding of the concept with good examples and with proper use of sociological terminology. Standard citation procedures (a bibliography including author and page numbers) are expected. These assignments may be up to two pages, double-spaced (500 words) in length. You must submit at least 9 of these (each worth approximately 3% of the final course grade), each on a different topic, but may submit up to 14. Only the best nine marks will be counted towards your course grade.

Students will also write one or two essays, approximately ten pages (2500 words) in length. The best of the two essay marks will contribute 25% 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). Reading Reflections will be marked out of 3, to be averaged as a stanine mark.

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 points. Decisions regarding make-up tests will be at the instructor's discretion.

<u>Assignment</u>	<u>%</u>	<u>Due Date</u>
Reading Reflections	25	Throughout term
Essay #1	25*	March 8
Essay #2	25*	April 10
Mid-term Test	20	February 16
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. MacLionis, Juanne Nancarrow Clarke and Linda M. Gerber. Prentice-Hall, 1994.

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SCHEDULE  
of Topics, Readings, Assignments and Tests

Readings are in SOCIOLOGY, by John J. Macionis, Juane Mancarrow 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 9-10 GENDER AND AGE

Chapter 15. Family  
Chapter 13. Sex and gender  
Chapter 14. Aging and the elderly

Week 9 FIRST ESSAY DUE

Week 11 SOCIAL INSTITUTIONS I

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

Week 12 SOCIAL INSTITUTIONS III

Chapter 16. Education

Chapter 17. Religion

Chapter 18. Health and medicine

Week 13 INEQUALITY IN AN INTERNATIONAL PERSPECTIVE

Chapter 19. Global inequality

Chapter 20. Population and urbanization

Chapter 21. Collective behavior and social movements

Chapter 22. Social change and modernity

Week 14 SECOND ESSAY DUE

DECEMBER \_\_\_\_ FINAL EXAMINATION - Registrar-scheduled

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SHORT PAPERS

Value and Due Dates:

Paper #1: 25%            March 8  
Paper #2: 25%            April 10

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.
- Number your pages.

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

## SUGGESTIONS FOR 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: Gross (1992) states that "Dialects often mark social cleavages, such as ethnic group, region, class, and educational level." (105)
- Friendships among non-human primates appear to be common. "Virtually all baboons made friends. . ." (Smuts 1993:55).

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

- Example: Dialects often indicate social differences between people (Gross 1992:105).
- Most of these friendships appear to be among adults of the same gender (Smuts 1993:55).

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: Margaret Mead found that the gender roles assigned to men and women can vary a great deal (Mead as cited in Gross 1992:337).

## REFERENCES

Gross, Daniel R.  
1992 DISCOVERING ANTHROPOLOGY. Mountain View, California.

Smuts, Barbara  
1993 What are friends for? In Phillip Whitten and David E.K. Hunter, Eds., ANTHROPOLOGY: CONTEMPORARY PERSPECTIVES, 54-58, New York: HarperCollins.

These go in alphabetical order according to the (first) author's surname. Anthology 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.

I hope this helps! Consult a formal style guide, if you have doubts.