

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, COMMERCE AND EDUCATION
INTRODUCTORY SOCIOLOGY
SOCIOLOGY 1000, WINTER 2001

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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 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 three 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 12.5% of the final course grade (75% in total). 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-five percent of the course grade will be based on in-class assignments throughout the term. Many opportunities to earn points will be provided, so there will be no make-ups for these. For this portion of the course, calculate your mark as a percentage of total marks obtainable.

70-100%	= 9	40-44%	= 4
61-69%	= 8	35-39%	= 3
55-60%	= 7	30-34%	= 2
50-54%	= 6	10-29%	= 1
45-49%	= 5	0-10%	= 0

REQUIRED TEXTS

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

RECOMMENDED READING

SOCIOLOGY 1000 SCRAPBOOK – on reserve in Library.

FOR STUDENT USE

You may wish to keep track of your grades here.

READING REFLECTIONS

	Date	Topic	Grade
1.			
2.			
3.			
4.			

TAKE-HOME QUESTIONS

	Date	Topic	Grade
1.			
2.			
3.			
4.			

IN-CLASS ASSIGNMENTS: WEEK

0	1	2	3	4	5	6
7	8	9	10	11	12	13

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.** (See next page.) 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". Beware of "should"! 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!

GUIDE TO 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" (Macionis 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 (Macionis 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 Macionis and Gerber, 1999, p. 494).

References

Macionis, 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.