

**SOCIOLOGY 1000 A2
INTRODUCTORY SOCIOLOGY
FALL 2004-05**

Instructor: Oswald S. Warner, BSc., MLIR, Ph.D.

Time/Place: Tues. & Thurs. 2.30pm - 3.50pm Room TBA

Office Hours: Frids. 1-4pm or anytime I am in my office
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Description:

This course is a general introduction to sociological theory, understanding, and practice. Before examining the substantive areas of this course, we will engage some very important themes so as to provide theoretical backdrops to better understand the society in which we live and to understand the practice of sociology. This section will fall under the heading Theoretical Backdrops. Some of the thematic areas we will engage are Intersection Scholarship or Approach, Androcentric Society and Sociology, Feminist Scholarship or Approach, and Canada's Social Structure. Once we have gotten through this exercise, we will proceed to examine the basic forms of social processes and social structure. Here, emphasis is placed on sociological perspectives and sociological theory; the nature and analysis of socialization, deviance, sexuality, and systems of stratification; and the workings of the major social institutions in modern society. A decided focus of this course will be to use sociological theory and practice to locate as well as understand our social experiences.

Overview of Course Objectives:

In addition to acquiring specific knowledge, learners should gain some specific skills in this course. All courses you have been exposed to so far have a built-in bias, as does this course. Having an alternative way to analyze events helps learners to build their critical thinking skills. In this course, we would therefore challenge common assumptions by formulating questions, identifying and weighing appropriate evidence, and reaching reasoned conclusions.

However, you do not have to believe everything you read or hear in this course. But, you do need to learn the perspectives and theories and learn the strengths and weaknesses of the ideas. Disagreement is therefore welcomed, so long as it is educated disagreement. We all have opinions, but we need to find out how they stack up against social facts. Feel free to debate points, but recognize that debates will ultimately be won based on empirical data, rather than feelings.

Readings:

The required readings:

Macionis, John J., S. Mikael Jansson, and Cecilia M. Benoit. 2005.
Society: The Basics, (3rd Canadian Ed, Updated Version.),
Toronto, ON: Pearson.

Occasional short handouts which learners are responsible for reading and understanding.

The readings are manageable and learners are expected to read assigned readings in advance of the dates they are listed for discussion.

Format :

Most lectures will supplement the readings. Learners are encouraged to bring questions about the readings, issues raised by the readings, etc. to the attention of the class for answer, discussion, and/or debate.

The lecture format presumes interruption by learners to discuss, question, demand clarification, etc.. Likewise, you should feel free to demand the instructor slow down, explain, or do anything else you need to understand the lectures. Learners are responsible for knowing all material presented in class, as all are testable material.

Exams :

There will be three multiple choice examination which will amount to 75% of your grade inclusive of a final exam.

Theme Papers :

You will have to submit four (4) theme papers based on the readings in the text and/or handouts. You will pick a theme from a week's reading and submit a ONE PAGE paper. This paper must either be typed or wordprocessed, single spaced or double spaced but MUST ONLY BE ON ONE SIDE OF A PAGE.

THEME PAPERS ARE NOT TO BE LESS THAN 400 WORDS. YOU MUST PROVIDE A WORD COUNT. THEME PAPERS WITHOUT WORDCOUNT AND/OR LESS THAN 400 WORDS WILL HAVE 0.5 DEDUCTED. **Note:** Theme papers are to be submitted before class begins on the due dates.

The purpose of this assignment is to provide you with an opportunity to think critically about the course readings and to write an essay which synthesizes explanation and personal reflection. I will be particularly interested in examples of lived experiences each of you may have encountered. Please do not fabricate. If there are no examples of lived experiences you can present in your theme paper then do not bother.

To reemphasize, the theme paper should involve (a) one theme covered in the readings of the previous week or weeks from the last submission of a theme paper; and (b) provide a critical reflection in which you explore your own thoughts, reactions, and responses to lived experiences which the course has made you see either in a new or a different light. Your paper will also be graded for **composition**—here grammar, clarity and spelling will be important.

Compositional Tips: KISS—Keep It Simply Simple: Present your points as simply as possible. Your paper can be sociologically strong and rigorous by writing in a simple style. Try to summarize in your own words; avoid quotations when you can; do not try to imitate the style of the author; write in your own voice. You should therefore write from **Where You Are - From Your Social Location—From Your Lived Experiences—You can include your feelings, emotions, and value positions. As we progress in the course you would have a better understanding of this particular standpoint.** However, revise the paper so that the prose is smooth and the line of argument is

clear. Also, take the time to use a dictionary or use spell check on your computer.

Theme papers due dates are fixed unless they are changed by me. **NO** exceptions will be granted unless in the case of crises or emergencies. Should an emergency arise that would prevent you from submitting your paper on time or not at all, said situation must be documented in writing to my satisfaction. **Late work received without a verified excuse will have a 0.5 deducted for each day of lateness. There will also be a deduction of 0.5 for theme papers less than 400 words. As such, you should provide a word count figure in your theme paper. In addition, a final deduction of 0.5 involves theme papers that are not typed or wordprocessed.**

MOST IMPORTANTLY, AS WELL, THEME PAPERS ARE TO BE SUBMITTED IN CLASS AND BEFORE THE LECTURE BEGINS ON THE DATE THEY ARE DUE. YOU ARE TO ENSURE THAT THE INSTRUCTOR TAKE NOTE THAT YOU HAVE SUBMITTED YOUR THEME PAPERS BY ENSURING THAT THIS IS NOTED IN THE INSTRUCTOR'S ASSIGNMENT SUBMISSION SHEET.

Writing Center¹

The Grande Prairie Regional College offers students the services of a Writing Center staffed by volunteers. The volunteers are generally Instructors here at the College. They come from all areas of the College.

What are the services of the Writing Center?

- Assistance with citing references in academic papers.
- One-on-one advice on writing in a non-threatening atmosphere.
- One-on-one assistance with writing weaknesses.
- Independent constructive criticism of your paper in the areas of grammar, spelling, vocabulary, sentence construction, logic, and style.
- Independent second reading of paper after corrections.
- Advice to students re: the dangers of plagiarism.
- Handouts on citing conventions used.

Services NOT provided by the Writing Center

- Writing papers for students.
- Re-marking of papers.

Writing Center Location

The Writing Center is located in the office of the Department of Business Administration on the third floor of the B-Wing. Leilani Boucher will help you book an appointment with a Volunteer.

Individual Participation:

Individual participation grades will be calculated based upon attendance. Attendance is important not only to your final grade but also to your understanding of what is being discussed. Therefore, I will from

¹ Taken from Connie Korpan's course outline

time to time give simple quizzes (or curve busters) and these would also be used as a measure of attendance, participation, and understanding of course material and concepts. However, if an occasion arises that necessitates your absence from class for a day or a period of time, let me know in advance. I will arrange with you to go over what you have missed during one of our office hours.

Grades:

Three (3) examinations are worth 75% of your final grade. There are 4 theme papers and each is worth 5% of your final grade. In order to quantify individual participation, a minimum of four (4) "curve busters," simple questions that are relevant to the topic to be discussed and on which you will have to write on, will be given from time to time.

<u>Examination Breakdown</u>	<u>Grade</u>
Exam 1	20%
Exam 2	25%
Final Exam	30%
Four (4) Theme Papers	20%
Four "Curve Busters" Participation	05%
Total	100%

NB: The last page of the course outline shows the alpha grade breakdown, 4-point equivalent, percentage equivalent, and descriptor.

Course Policies:

1: Reconsideration of grades:

Learners who are not satisfied with their grades have the option of having their examination and theme papers re-evaluated. However, the following stipulations apply:

- a. Requests for reconsideration must be made within one week from the date that the graded paper was returned.
- b. Learners must be certain why they disagree with my grade. This is to ensure that I fully grasp what you have presented.
- c. I will consider your arguments and re-evaluate your paper. The grade will remain the same or it may go up. It will never be reduced but more times than not it will remain the same.

2: Academic behavior:

You will respect the rights of all members of the class (instructor included.)

- This means no private gossip sessions during lecture/discussion sessions that distract other learners or prevent them from hearing the main discussion going on.
- This also means stating your opinions, ideas, and issues in class in a way that does not offend others.

- This means being on time, ready to begin class on time, as well as staying through the period.

3: Academic dishonesty:

You will not present the work of others as your own. Any incident of academic dishonesty or plagiarism will lead to a failing grade.

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SYLLABUS

Date	Topic	Readings
Sept 7, 9, 14, 16, 21, 23, 28, 30	Introduction/Course Overview Theoretical Backdrop	None
Oct. 5	Theme Paper 1 Due	
Oct. 5, 7 12, 14	Sociology: Perspective & Theory	Ch. 1
Oct. 14	Exam Review	
Oct. 19	In-class Multiple Choice Exam #1 All materials covered to date	
Oct. 21, 26, 28	Social Stratification	Ch. 8
Oct. 28	Theme Paper 2 Due	
Nov. 2, 4, 9	Global Stratification	Ch. 9
Nov. 9	Exam Review	
Nov. 16	In-class Multiple Choice Exam #2 All materials covered since Exam #1	
Nov. 18, 23, 25	Gender Stratification	Ch. 10
Nov. 25	Theme Paper 3 Due	
Nov. 25, 30, Dec. 2	Race & Ethnicity	Ch. 11
Dec. 7	Video on Deviance	
Dec. 7	Theme Paper 4 Due	
Dec. 7, 9	Deviance	Ch. 6
Dec. 9	Exam Review	
Dec. 13-21	Final Exam Date to be Determined All materials covered since Exam #2	

GRADE COMPILER

A: Curve Busters

Date	Grade
Total	

B: Theme Papers

TPs/Date	Grade
Feb. 2	
Mar. 1	
Mar. 22	
Apr. 7	
Total	

C: In-Class Exams

Date	Out of	Out of
Feb. 11	Out of 20	=
Mar. 15	Out of 25	=
Dec. ?	Out of 30	=
Total		

FINAL GRADES

Totals	100
Curve Busters	
Theme Papers	
In-Class Exams	
To Final Grade	

GRANDE PRAIRIE REGIONAL COLLEGE GRADING PROCEDURE

Alpha Grade	4-Point Equivalence	Percentage Equivalence	Descriptor
A+	4.0	96-100	OUTSTANDING
A	4.0	91-95	EXCELLENT
A-	3.7	86-90	FIRST CLASS STANDING
B+	3.3	81-85	
B	3.0	76-80	GOOD
B-	2.7	71-75	
C+	2.3	66-70	SATISFACTORY
C	2.0	61-65	
C-	1.7	56-60	
D+	1.3	51-55	MINIMAL PASS
D	1.0	46-50	
F	0.0	0-45	FAIL

NB: D+ and D do not (normally) transfer to ANY Alberta University (AU is sometimes an exception).