

**University of Manitoba
Department of Sociology
Introduction to Sociology
077.120, L 10
6 credit hours**

**2003/04 Session
308 Tier**

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Office Hours: slot 6 or by appointment
Phones: 474-6501 (office)
452-4560 (home) between 10:00 a.m. and 10:00 p.m.

TEXTS

Sociology, John Macionis & Linda Gerber, 2004, (Updated 4th Canadian Edition), Pearson Education Canada, Toronto.

Seeing Ourselves, John Macionis, Nijole Benokraitis & Bruce Ravelli, 2004, (Canadian Edition), Pearson Education Canada, Toronto.

COURSE DESCRIPTION

This course examines the unique nature of the human species as it contrasts with other forms of animal life. Humans have evolved away from a reliance on instincts to guide their behaviour and have become creatures of culture. As this type of animal, language and ideas become vehicles for giving humans a form and content. We will study the crucial role of knowledge, how it empowers and limits human potential and how it ties members to their social groups. We will reflect upon how human beings are both producers and products of society.

We will look at the social structures that have been socially constructed paying special attention to Canadian society. It will quickly become obvious that I am quite alarmed by the consequences of current social arrangements on this planet both with respect to the low quality of life that is possible for the bulk of humanity as well as with respect to the larger ecosystem which we are undermining at an ever accelerating rate. I am a critical theorist. I am committed to knowing as a vehicle for social criticism and social reconstruction. The life of this planet is threatened by the human species and major social change will be required if there is to be any chance of reversing this process. We will be examining the basis for social order. To a certain extent social order is based on agreement and cooperation. But to an alarming extent this order is based on power, domination, and the manipulation of human consciousness. We need to look at the evidence that has been gathered by the social sciences in order for you to make a preliminary assessment of the social structure of Canadian society within a global and an ecological context.

The course will provide you with a good introduction to the possibilities for understanding that are possible from the sociological perspective. But I am also anxious for you to think from a

multi-disciplinary perspective in order to see the human being holistically. There are no firm boundaries between sociology and the other social sciences and humanity disciplines. Each sheds a little more light on a very complex creature in a very complex world.

COURSE REQUIREMENTS

There will be no final exam.

Each term, there will be **five** 15 minute quizzes at the end of specific class sessions. The dates are set out below. The class will be divided into groups of three or four. All students are expected to prepare to write these quizzes, but on the date of the quiz, I will announce which group(s) will actually write that day. The purpose of the quizzes is to motivate you to read course material, study, and digest it. By the end of the course, you will have been called upon to write **six** of the ten quizzes. Five of them will count 10% each toward your final course grade. I will drop the lowest score. There are no provisions for making up lost quizzes. This procedure is intended to make accommodation for students who are unable to complete a quiz or simply have a poor performance day. So you can miss one of the quizzes set for your group with no serious consequences. Each quiz missed after that will reduce your maximum grade potential by 10%.

Each term, you will also write **two** in-class essays. The topic will be assigned one week prior to the date (which are also set out below) of their writing. You will have 50 minutes to write out the essay that you have prepared outside of class. No text books or notes will be allowed in the classroom for these essays. By the end of the course you will have written four such essays, each worth 12.5% which make up the other 50% of your course grade. I will create essay topics which will provide you with an opportunity to integrate the material and demonstrate your grasp of the concepts as well as the development of your sociological imagination. Only documented reasons will be accepted as justifications for missing in-class essays. In cases where a make-up essay is permitted, a different essay topic may be assigned.

Note: Students will be responsible for lecture material, assigned readings from the text, and video presentations for both quizzes and in-class essays.

The university acknowledges the right of all students to observe recognized Holy Days of their faith which fall within the academic year. The instructor should be notified **in writing** of a student's intended absence in advance, and at least three weeks notice should normally be given where special arrangements are sought.

Students with special learning needs (who, for legitimate reasons, require extra time to write a quiz or in-class essay, or who require aids or other supports) should identify themselves to the instructor at the beginning of the term in order to arrange suitable testing arrangements.

Students always ask how the percentage grades you receive on the quizzes and in-class essays are translated into the letter grades awarded at the end of the year. The procedure is

straightforward. Each course component is weighted according to what it's worth toward your final grade and these weighted products are added together. Then the following key is applied:

Total Percentage	Letter Grade	
90-100	A+	Exceptional
80-89	A	Excellent
75-79	B+	Very Good
70-74	B	Good
65-69	C+	Satisfactory
60-64	C	Adequate
50-59	D	Marginal
0-49	F	Failure

Note: Senate Policy #1307 requires “A post-examination review of final grades in multi-sectioned courses that will encourage equitable correspondence between grades and level of performance in all sections”. Accordingly, the final grade distribution in this course may be raised or lowered to achieve such equity and, therefore, your final grade may be changed.

ACADEMIC INTEGRITY

I ENCOURAGE COLLABORATIVE AND COOPERATIVE WORK ETHICS. FEEL FREE TO DISCUSS YOUR THOUGHTS WITH OTHER MEMBERS OF THE CLASS AND THEREBY DEVELOP YOUR COMPREHENSION AND CRITICAL ANALYSIS. BUT REMEMBER, WHEN IT IS TIME TO PREPARE YOUR IN-CLASS ESSAYS, DO YOUR OWN WORK. WHILE I EXPECT THAT YOU MAY DEVELOP PARTS OF YOUR ESSAYS IN DISCUSSION WITH OTHER MEMBERS OF THE CLASS, I EXPECT EACH OF YOU TO DEMONSTRATE YOUR PERSONAL MASTERY OF THE MATERIAL. ACTS OF ACADEMIC DISHONESTY OR PLAGIARISM ARE SERIOUS OFFENSES AND ARE SUBJECT TO ACADEMIC DISCIPLINE. STUDENTS SHOULD ACQUAINT THEMSELVES WITH THE UNIVERSITY'S POLICY ON 'EXAMINATIONS: PERSONATIONS' (PG. 28) AND 'PLAGIARISM AND CHEATING' (PG. 29) FOUND IN THE UNDERGRADUATE CALENDAR.

Disruptions in the classroom due to lateness, early departures, or excessive talking are distracting and disrespectful to students and the instructor. Please be considerate of the needs and rights of others. Persistent disruptions will lead to ejection from the class, and if necessary, debarment from the course.

READING ASSIGNMENTS AND CRITICAL DATES

You will have reading assignments from both the Macionis/Gerber textbook as well as the Macionis/Benokraitis/Ravelli reader. The assignments below are identified with a **T** for the text chapter and an **R** for the reader selections.

DATE	READING ASSIGNMENT	QUIZZES, IN-CLASS ESSAYS, KEY DATES
Sept 5		welcome and orientation
Sept 8	R1, 2, 3	introduction
Sept 10 -15	T1	
Sept 17		end of revision period
Sept 17 - 22	T2 R5	
Sept 22		15 minute quiz at end of class
Sept 24 - Oct 3	T3 R8, 11	
Oct 3		first in-class essay
Oct 6 - 10	T4 R12, 14	
Oct 10		15 minute quiz
Oct 13		NO CLASS (Thanksgiving)
Oct 15 - 20	T5 R15, 16, 17	
Oct 22 - 27	T6 R19, 20	
Oct 27		15 minute quiz
Oct 29 - Nov 3	T7 R22, 23	
Nov 5 - 10	T9 R25, 27	
Nov 10		15 minute quiz
Nov 12 - 17	T10 R31, 32	
Nov 19 - 24	T11	
Nov 26		second in-class essay
Nov 28 - Dec 3	T12 R 33	
Dec 3		15 minute quiz

*****	*****	HOLIDAY BREAK
Jan 5 - 9	T13 R34, 36	
Jan 12 - 16	T14 R37, 38	
Jan 16		15 minute quiz
Jan 19 - 23	T16 R43, 44	
Jan 26 - Feb 4	T17 R46, 47, 48	
Feb 4		15 minute quiz
Feb 6 - 11	T18 R 49, 50, 51	
Feb 13		third in-class essay
Feb 16 -20		SPRING BREAK
Feb 23 - 27	T19 R52, 53, 54	
Feb 27		15 minute quiz
Mar 1 - 5	T20 R55, 56, 57	
Mar 8 - 12	T22 R61, 62, 63	
Mar 12		15 minute quiz
Mar 15 - 19	T22 R64, 65, 66	
Mar 17		voluntary withdrawal date
Mar 22		fourth in-class essay
Mar 24 - 29	T23 R 67, 68	
Mar 31 - Apr 5	T 24 R70, 71	SEEQ evaluations
April 7		15 minute quiz