

University of Manitoba • Department of Sociology
Fall-Winter 2014-15
SOC 1200 (A11) - INTRODUCTION TO SOCIOLOGY
6 Credit Hours - CRN 10720

Instructor: Dr. Mara Fridell
Time: TR 1 - 2.15 pm, September 4 – December 3. Winter term January 6 – April 10.
Location: Fall term: 306 Tier. Winter term: 237 University College.
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Office: 311 Isbister
Office Hours: Fall term: Thursdays 2.15-3.15
Holidays: November 11, December 24 – Jan 4, February 16-20, April 3
Voluntary Withdrawal Deadline: March 19, 2015

COURSE OBJECTIVES

After successfully completing this course, including active engagement and participation in and outside of class, you will be familiar with the foundations of sociology as a social science discipline, its key concepts, and you will be able to demonstrate and apply the ability to think sociologically. You will be able to compare and contrast different theoretical perspectives and apply basic sociological concepts to analyze real world concerns. You will be able to explain how social structure influences our lives through socialization, social control, and hierarchies based on social class, race, gender, and age. You will also be able to describe how broad social changes (such as globalization) shape our everyday lives.

- To introduce students to Sociology as a **social science discipline** involving a systematic relationship between **paradigm-based theories and empirical research**, governed by the **community of scholars**, and founded in Western **Enlightenment** concerns;
- To introduce students to the concept of the **sociological imagination** and to facilitate the development of students' own sociological imaginations;
- To enable students to critically engage with, and understand social processes and the some of the **regionally- and historically-conditioned** contours of the social milieus **shaping** their and others' thinking, emotions, actions, and lives, so that they may thoughtfully consider the strategic and ethical implications of their own array of constraints, opportunities, and decisions over time;
- To introduce students to the range of **theories** and their corresponding **discursive** communities, **research agendas** and **research approaches** within Sociology's paradigms;
- To present and explain some similarities and differences, and their roots and implications, across different types of sociological reasoning and analyses;
- To enable students to apply sociological perspectives to substantive issues and problems within human relations;
- To introduce students to building adept, coherent **reasoning** through advancing writing and communication skills;
- To invite students to join the **community of university learners**, where success and lifelong development is fueled by caring about learning, and learning how to learn.

REQUIRED TEXTS

The Arts emphatically (but not exclusively) require text-based engagement with the community of scholars. You are thereby required to bring the assigned text to each class, and to refer to it within class discussion. In support of fostering your own lifelong capacity to learn across environments, your evident commitment to the university community of learners will be reflected in your Engagement grade.

NS: Brym, R. (ed.) 2014. *New Society*. 7th edition. Toronto: Nelson Education. Available in the Bookstore.

SiQ: Brym, R. (ed.) 2014. *Society in Question*. 7th edition. Toronto: Nelson Education. Available in the Bookstore.

Mills, C. Wright. 1959. "The Promise," excerpt from *The Sociological Imagination*. On-line at: https://www.pravo.unizg.hr/_download/repository/C._Wright_Mills_Sociological_Imagination_The_Promise.pdf

Wirth, Karl R. & Dexter Perkins. 2014. "Learning to Learn." On-line at <http://www.maclester.edu/geology/wirth/CourseMaterials.html>

Recommended, Optional Text

Northey, M., L. Tepperman & J. Russell. 2004. *Making Sense: A Student's Guide to Research and Writing, Social Sciences*. Oxford University Press. Available in the Bookstore.

EVALUATION

Term Tests

- In each term of this course there will be two (2) tests held in-class, for a total of four (4) tests over the 2014-2015 academic year. The tests will consist of a mix of multiple choice and short answer questions, covering material presented in lectures, readings, films, and class exercises. You may **not** bring electronic devices or books to the exams. The professor will keep the exams; subsequent to receiving your grade, you may make an appointment with the professor to review any questions about the exam. Failure to submit an exam will result in a grade of zero for that required assignment. For this class there will be no exams held during the examination periods. *Students should note that the instructor will not reschedule these tests for any reason other than medical.*

Assignments

- **ASSIGNMENT 1:** In the first term, students will complete one short written/video assignment designed to help develop your sociological imagination, and the quality of your research, writing and communication skills. Instructions will be handed out in class. Due November 20.
- **ASSIGNMENT 2:** In the second term, students are required to design a basic draft program of systematic observation/research, and to write a polished short essay of 2000 words (approximately 6 pages, excluding bibliography) upon the student's observation and analysis of a) a subset of political-economic and/or cultural relations within the university, within the context of b) the university as an early 21st century, mid-Canada social institution, and c) concluding with one paragraph of strategic and/or ethical considerations stemming from your analysis.
- **Stapled hard copies** of papers, addressed to Dr. Fridell, and with your name affixed, must be submitted by **4.30 p.m.** of the due date to one of the **Sociology General Office (3rd floor Isbister)** support staff who will record time and date of receipt.

- If you do not turn in a paper, you will receive a grade of zero for the required assignment.

Guidelines for Written Work

All written work is to be **typed** in **12-point Calibri, Times New Roman, or equivalent font**.

Your written work will have **one-inch margins** and **spacing** will be at **space-and-one-half** (1.5).

Use descriptive **subheadings** to switch topics when you can't compose a smooth transition.

On the top of the first (or every) page include **your name**, your student number, **the professor's name (Dr. M. Fridell)**, and the number of the course (SOC 1200 A11).

Paginate and **staple** your written work. No cover pages, binders or assignment covers please.

You must use **in-text citations**, e.g. (Veblen 2007: 362) or (Fridell: June 3, 2009), to cite your work.

Each assignment must include a concluding **bibliography** that lists your references alphabetically by author.

Your bibliography must consistently follow the American Sociological Association (ASA) or APA guidelines for in-text citations with a Works Cited list. The maximum lengths recommended for each assignment do not include the bibliography.

Here are some examples of acceptable bibliographic formats (depending on source material type):

Gleick, James. 1987. *Chaos: Making A New Science*. New York: Penguin Books.

Law, John. 2001. *Notes on the theory of the Actor Network: Ordering, Strategy and heterogeneity*. <http://www.comp.lancs.ac.uk/sociology/soc054jl.html>. Accessed March 13, 2010.

Veblen, Thorstein. 2007 (1894). "The economic theory of women's dress." pp. 361-362 in *Classical Sociological Theory*, edited by Michael S. Kimmel. New York: Oxford University Press.

Fridell, Mara. Lecture, "Sociological Theoretical Foundations: Commodity Fetishism." University of Manitoba, Winnipeg. June 3, 2009.

Ward, Steven. 1996. "Filling the world with Self-Esteem: A Social History of Truth-Making." *Canadian Journal of Sociology* 21(1): 1-23.

Notes:

Please make every effort to cite material assigned in this course, and not lecture points covering the material. Your grade will be penalized when you repeatedly cite lecture where the lecture was covering assigned text material, and the actual source is your text or is in your text. If you don't cite the applicable material assigned in the class, you are demonstrating that you have not engaged with the text. Your engagement with the text, as another deep connection to the community of scholars, is as crucial in Arts as your engagement with the professor and the university community of learners.

Unless directly quoting, please use gender-inclusive language in your written assignments, even if your sources do not. However, please note that when quoting directly from other authors, you should not 'correct' their language to make it gender-inclusive.

- Basic, draft research design and essay writing and expectations will be further discussed in class, and may be accompanied by instructive handouts. I encourage you to buy and use **Northey, Tepperman & Russell** (recommended but optional research/writing guide available in Bookstore). **On-line paper writing guides** include:

- Dartmouth writing guides: <http://www.dartmouth.edu/~writing/materials/student/>
- Purdue OWL: <http://owl.english.purdue.edu/owl/>

Engagement

Class engagement expectations advance at the university level, where you are expected to integrate your socialization and life management activities with your development of your learning capacity. Your engagement with the course is being continuously evaluated by your professor based on a range of factors, including: regular attendance, participation in group work, text-based productive participation in general class discussions, attention to grade-appropriate academic, scholarly and disciplinary norms, the quality of your engagement with the course and professor, and your achievement on assignments (as reflective of your engagement with the course).

Perfect attendance does not guarantee a perfect score in Engagement, which is also heavily weighted by the quantity and **scholarly** quality of your active participation in this course—for example, having prepared text-based questions and comments for the class to discuss within a sociological lens, and by your scholarly and sociological disposition, including demonstrated interest in and focus on the course material, discipline, preparedness and disposition to learn, respectfulness, and collegiality.

The reading **Wirth & Perkins** (2014) is assigned to illuminate Engagement expectations to the university student. To maintain the thread of what we are doing here at university, please consult that text.

Composition of Final Grade

Requirement	Mark	Due Date
Term 1, Test 1	15%	October 9, 2014
Assignment 1	10%	November 20, 2014
Term 1, Test 2	15%	December 2, 2014
Term 2, Test 1	15%	February 3, 2015
Office Visit	5%	March (to be scheduled)
Assignment 2	15%	March 17, 2015
Term 2, Test 2	15%	April 7, 2015
Engagement	10%	Every class, every assignment, every test, every office visit

Grade Distribution

Letter Grade	Percentage	GPA	Description
A+	91-100%	4.5	Exceptional
A	80-90%	4.0	Excellent
B+	75-79%	3.5	Very Good
B	70-74%	3.0	Good
C+	65-69%	2.5	Satisfactory
C	60-64%	2.0	Adequate
D	50-59%	1.0	Marginal
F	49% or less	0	Failure

Note: University of Manitoba Senate Policy #1307 requires 'a post-examination review of final grades in multi-sectioned courses that will ensure an 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 this equity and, therefore, your final grade may be changed.

OUTLINE, DUE DATES and READINGS

FALL TERM

Sociological Thinking

Sep 4: Introductory Class

Sep 9: **Welcome to the Community of Learners.** READ Wirth & Perkins' "Learning to Learn": 1-16.

Sep 11: **Welcome to the Community of Learners.** READ Wirth & Perkins' "Learning to Learn": 16-29.

Sept 16: **Sociological Perspective.** READ NS Chapter 1: 1-11.

Sept 18: **Enlightenment & Revolution.** READ NS Chapter 1: 18-26.

Sep 23: **Sociological Imagination.** READ Mills.

Sep 25: **Life or Death Sociology.** READ SiQ 1-12.

Sept 30: **Sociological Theories.** READ NS Chapter 1: 12-18.

Oct 2: **Socialization.** READ NS 50-72.

Oct 7: **Socialization.** READ SiQ 27-36.

***Oct 9: Exam 1.**

Stratification & Distorted Development

Oct 14: **Writing in the Social Sciences**

Oct 16: **Social stratification.** READ NS 126-138.

Oct 21: **Social stratification.** READ NS 139-155.

Oct 23: **Social inequality: Income Inequality.** READ SiQ 97-108.

Oct 28: **Social inequality: Poverty in Canada.** READ SiQ 109-131.

Oct 30: **Gender inequality.** READ NS 156-171

Nov 4: **Gender inequality.** READ NS 172-181.

Nov 6: **Gender inequality.** READ SiQ 186-196.

Nov 13: **Race inequality.** READ NS 182-196.

Nov 18: **Distorted development.** READ NS 210-218.

*** Nov 20: Assignment 1 due.**

Nov 25: **Distorted development.** READ NS 219-230.

Nov 27: **Race inequality.** READ SiQ 152-159.

***Dec 2: Exam 2**

WINTER TERM

Sexuality, Political Soc & Deviance

Jan 6: **Research & writing in the social sciences.** READ NS 492-500.

Jan 8: READ NS 501-520.

Jan 13: **Sexuality & Gender.** READ NS 74-99.

Jan 15: READ SiQ 177-185.

Jan 20: **Urbanization.** READ NS 368-382.

Jan 22: **Connecting communities.** READ SiQ 54-63.

Jan 27: **Environmental sociology.** READ NS 394-408.

Jan 29: READ NS 409-415; SiQ 288-291.

Feb 3: **Healthcare system & aging.** READ NS 421-430

Feb 5: READ NS 431-437.

***Feb 12: Exam 3**

Feb 17: Mid-winter break

Feb 24: **Politics.** READ NS 438-448; SiQ 225-244.

Feb 26: READ SiQ 245-252.

March 3: **Social movements.** READ NS 449-461.

March 5: **Globalization.** READ NS 462-475.

March 10: READ NS 476-489.

March 12: READ SiQ 281-287.

March 17: **Deviance & Crime**. READ SiQ 267-280.

March 19: READ NS 340-345.

***March 24: Assignment 2 due.** Lecture: Research & Writing in the Social Sciences.

March: 26: READ NS 353-367.

March 31: **Future of Sociology**. READ SiQ 292-302.

April 2: READ NS: 521-571.

***April 7: Exam 4.**

THE CONTRACT

Missed Tests, Quizzes, and Late Submissions

Missing a test or a quiz is a serious problem and is likely to result in a grade of 0. Only *documented reasons* will be accepted for missing a test. If you miss the test for health-related or emergency reasons, you should a) provide advance notice, if possible, by phoning or emailing the instructor, then b) directly contact the instructor *as soon as possible* to arrange a makeup test. Note that it is the student's responsibility for initiating a makeup test. Ordinarily, arrangements must be made within one week of the missed test; requests made later than one week will normally be denied. Under no circumstances will a makeup test be offered more than two weeks after the scheduled test.

Late papers will be penalized 5% per day late (including weekends). Medical documentation will normally be required to waive this penalty. However, if you know before the due date that a paper or written assignment will be late you should contact me immediately. Extensions may be granted under extenuating circumstances, entirely at the instructor's discretion, **ONLY** if the student contacts the instructor **PRIOR** to the deadline.

Missed Films

If you miss a film during a lecture you will need to view it at an alternative time. Making this arrangement is a student responsibility. To view a missed film, you will need a form that is available from 123 Fletcher Argue and which will require the instructor's signature. It is your job to bring the form to the instructor for signing during office hours or by appointment.

Academic Integrity

Students should acquaint themselves with the University's policy on plagiarism, cheating, exam personation, ("**Personation at Examinations**" (Section 5.2.9) and "**Plagiarism and cheating**" (Section 8.1)) and duplicate submission by reading documentation provided at the Arts Student Resources web site at <http://www.umanitoba.ca/faculties/arts/student/index.html> . Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them.

Note: The Faculty of Arts reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism.

Voluntary Withdrawal

Last day for voluntary withdrawal from the course without academic penalty is **March 19, 2015**.

Athletic championships & identity-group holidays

The university recognizes the right of all students to observe recognized holidays of their faith which fall within the academic year. If you will have to miss any classes or will require an extension for an assignment

due to an athletic championship or identity-group holiday, please notify the professor at the beginning of the term or at least three weeks in advance of the relevant date.

Special Learning Needs

Students with special learning needs (who, for legitimate reasons, require extra time to write a test, or who require aids or other supports) should introduce themselves to the instructor during the first week of the course in order to organize suitable accommodation and assessment arrangements.

Unclaimed term work disposal

Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

Student and Instructor Responsibilities

My responsibility as your professor begins with the University's ROASS Policy and extends to fostering a safe, cooperative and stimulating learning environment for students. As your professor, I have used my scholarly, disciplinary and pedagogical expertise to select texts and to organize classroom time to meet the objectives of this course. Lectures are designed to help you understand and extend the concepts and ideas discussed in your texts and in the films. I comply fully with all University of Manitoba policies regarding teaching.

Student responsibilities include:

- Students who have submitted themselves to the university community of learners are responsible for their own learning, including for monitoring and addressing their own affective learning (emotional readiness to learn). You are expected to do readings in advance of class and are required to come prepared and with the written materials (books) we are engaging together. You will often need to independently cover material in the textbooks (since not everything in the textbook will be directly addressed in class). Tests will draw on assigned readings as well as the lectures.
- If you are unclear about material or have academic concerns or questions, it is your responsibility to ask for help. I will be pleased to provide help during my office hours or by appointment. Students are warmly invited to drop by during office hours or to arrange an appointment to discuss any issues, concerns, or questions related to the course. Students are also responsible for tracking their own progress in the course, and for taking action if you are failing tests or papers.
- Students are responsible for complying with the policies on grades and tests, including policies on missed tests. You will find all course policies listed in this syllabus – please review it regularly. If you misplace this syllabus, a replacement electronic copy will be available on the course Jump page.
- Students are expected to contribute to, and evaluated upon their contribution to the collective creation and maintenance of a collegial learning environment; one in which all can develop as individuals and scholars, and in which the free and respectful exchange of ideas occurs. In order to achieve this, students are required to be considerate and respectful of the needs and rights of other students in the class. Whispering and talking is especially inappropriate, since it bothers other students. Students who talk disruptively in class will be asked to leave the classroom for that session. Other disruptions include late arrivals, early departures, electronics use, and other

behaviour deemed inappropriate or disruptive by the instructor or other students. *Students should be aware that excessive or repeated disruption will likely result in disbarment from the course.* Any student who has a legitimate reason for leaving class early should inform the instructor at the beginning of class and sit in a seat near the door to minimize disruption.

STUDENT SUPPORT SERVICES

The University of Manitoba provides a number of support services to students that can help you to write your term papers, develop your study skills, work around affective or intellectual barriers, or get through a stressful situation. Many of these services are described online at:

<http://www.umanitoba.ca/student>

If you're not already familiar with these services, I encourage you to spend some time getting to know about them; they can help you to improve your academic performance and to get the most out of your time at university. Some key resources include:

<p>Aboriginal Student Centre 45 Curry Place (204) 474-8850 E-mail: asc@umanitoba.ca http://www.umanitoba.ca/student/asc</p>	<p>Disability Services 155 University Centre (204) 474-6213 / TTY: (204) 474-9790 Fax: (204) 261-7732 E-mail: disability_services@umanitoba.ca http://umanitoba.ca/student/resource/disability_services</p>
<p>Learning Assistance Centre 201 Tier Building (204) 480-1481 E-mail: miriam_unruh@umanitoba.ca http://umanitoba.ca/u1/lac</p>	<p>Student Counseling and Career Centre 474 University Centre (204) 474-8592 E-mail: lindenna@cc.umanitoba.ca http://umanitoba.ca/student/counseling</p>
<p>U1 Student Help Centre 205 Tier Building (204) 474-6209 E-mail: university_1@umanitoba.ca http://umanitoba.ca/u1</p>	