

University of Manitoba
Department of Sociology
2007/08 Session
SOC 1200 - A10 - Introduction to Sociology
Class Location: 308 Tier - Slot 7
6 credit hours

Instructor: Rod Kueneman
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Office Hours: 11:30 a.m - 12:20 p.m. MWF or by appointment
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TEXTS

Sociology, John Macionis & Linda Gerber, 2004, (6th Canadian Edition), Pearson Education Canada, Toronto

A Short History of Progress, Ronald Wright

Required Readings for Introduction to Sociology, Section A10 (Photocopy available at the U of M Bookstore)

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 potential for understanding that is made possible by a 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 a variety of ways by which I can evaluate your grasp of the course material. All information regarding evaluations (including their type, dates, and weighting) are outlined below in the section on reading assignments and critical dates.

- There will be four **15 minute quizzes**.
- In the first term there will be one 50 minute **in-class short answer quiz**.
- You will also write four **in-class essays** (two each term). The topic will be assigned one week prior to the date 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. 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.
- There will also be three **take-home assignments** and their due dates are published below.
- There is also one **book report** due in the second term.

There is no provision to make-up missed assignments, tests or quizzes. The total value of all assignments is 110%, so you will be able to miss 10% of the evaluations and not be disadvantaged. In the end, I will use your grades on the various evaluations in such a way as to use the best scores for 100% of the evaluated work.

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, take-home assignments, 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 | |
|------------------|--------------|--------------|
| 95-100 | A+ | Exceptional |
| 85-94 | A | Excellent |
| 80-84 | B+ | Very Good |
| 75-79 | B | Good |
| 70-74 | C+ | Satisfactory |
| 60-69 | 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.

STUDENT RESPONSIBILITY AND 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 submit your assignments, do your own work. The written material of your colleagues is the fruit of their labour and under no circumstances should you avail yourself of it when preparing your own answers. Likewise, the printed work of other scholars must be properly recognized. You should acquaint yourself with the University’s policy on “Plagiarism and Cheating” (Sections 7.1, page 28) and “Personations at Examination” (Section 4.2.8, page 27 in the University of Manitoba 2007-08 Undergraduate Calendar.) Note especially the following statement: “...**students are expected to acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased**”, and “To provide adequate documentation is not only an indication of academic honesty but also a courtesy which enables the reader to consult your sources with ease. Failure to do so constitutes plagiarism.” The Faculty of Arts also reserves the right to submit work that is suspected of being plagiarized to Internet sites designed to detect plagiarism.

Disruptions due to excessive talking or early departures from the classroom are especially distracting in large classes. Please be considerate and respectful of the needs and rights of others in the class. Students should be aware that persistent disruption may 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 the class.

READING ASSIGNMENTS AND CRITICAL DATES

You will have reading assignments from both the Macionis/Gerber textbook as well as the course package 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 7 | | welcome and orientation |
| Sept 10 | R1, Giddens piece | introduction |
| Sept 12-19 | T1 | |
| Sept 19 | | end of revision period |
| Sept 22 - 26 | T2 | |
| Sept 26 | | first 15 minute quiz [5%] |
| Sept 28- Oct 3 | T3 R8, 11 | |
| Oct 5 | | first in-class essay [10%] |
| Oct 8 | | NO CLASS (Thanksgiving) |
| Oct 10-15 | T4 R14 | |
| Oct 15 | | second 15 minute quiz [5%] |
| Oct 17 - 22 | T5 R15 | |
| Oct 24 - Oct 29 | T6 | |
| Oct 31 | | first take-home assignment due [10%] |
| Oct 31 -Nov 5 | T7 R24 | |
| Nov 7 - 19 | T9 R16, 26, 27 | |
| Nov 12 | | NO CLASS Remembrance Day |
| Nov 21 | | in-class short answer essay [10%] |
| Nov 23 - Dec. 3 | T10, T11, T12, R33 | |
| Dec 5 | | second in-class essay [10%] |
| ***** | ***** | HOLIDAY BREAK |

| | | |
|----------------|-------------|---|
| Jan 5 -11 | T13 R36 | |
| Jan 14 | | Book Report (<u>Short History of Progress</u>) due [10%] |
| Jan 14-18 | T14 | |
| Jan 18 | | 15 minute quiz [5%] |
| Jan 21-28 | T16 | |
| Jan 30 - Feb 6 | T17 | |
| Feb 8 | | second assignment due [10%] |
| Feb 8-20 | T18 | |
| Feb 11-15 | | SPRING BREAK |
| Feb 22 | | third in-class essay [10%] |
| Feb 25 - 29 | T19 | |
| Feb 29 | | 15 minute quiz [5%] |
| Mar 3-7 | T20 | |
| Mar 10 - 19 | T22 R63, 65 | |
| Mar 20 | | voluntary withdrawal date |
| Mar 21 | | NO CLASS (Good Friday) |
| Mar 24 | | third assignment due [10%] |
| Mar 24 - 31 | T23 | |
| Apr 2 - Apr 9 | T24 | SEEQ evaluations |
| Apr 11 | | fourth in-class essay [10%] |