

**University of Manitoba
Department of Sociology
Introduction to Sociology
SOC 1200, A06
6 credit hours**

**2010/11 Session
312 Tier**

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TEXTS

Human Societies: An Introduction to Macrosociology, 11th edition. Patrick Nolan and Gerhard Lenski

How Societies Work: Class, Power, and Change in a Canadian Context, 4th edition. Joanne Naiman

Required Readings for Introduction to Sociology, Section A6 (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 various kinds social structures that have been socially constructed by human beings and we will devote some 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. You will have an opportunity to get acquainted with various initiatives from around the globe which show local communities spearheading efforts for a major social reorientation. We will be exploring some very troubling as well as inspiring forms of social action.

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 seven **15 minute quizzes**, three in the first term and four in the second.
- In the second term there will be one 50 minute **in-class written assignment**.
- There will also be three **take-home assignments** and their due dates are published below. You will be given the assignment instructions well in advance of discussion in class so that you can prepare.

There is no provision to make-up missed assignments or quizzes. The total value of all quizzes and 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 texts and course pack readings, assigned web pages, and assigned video presentations for both quizzes and assignments.

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 assignments are

translated into the letter grades assigned 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 assignment, 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. 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’ (section 5.2.9, pg. 26) and ‘Plagiarism and Cheating’ (section 8.1, pg. 27) of the Undergraduate Calendar. The Faculty of Arts also reserves the right to submit student 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 debarment from the course. Any student who has a legitimate reason for leaving class early should inform the instructor at the beginning of class.

READING ASSIGNMENTS AND CRITICAL DATES

You will have reading assignments from both the textbooks as well as the course package reader. The assignments below are identified with an **NL** for the chapters from Nolan/Lenski, **N** for chapters from Naiman, and an **R** for the reader selections.

DATE	TOPIC	READING ASSIGNMENT	QUIZZES, IN-CLASS ESSAYS, KEY DATES
Sept 10	welcome and orientation		
Sept 13	sociological imagination	R1, R (Giddens)	
Sept 15	sociological viewpoint	N1, NL 1	
Sept 17	instability-crisis-restore	handout	end of revision period
Sept 20	“End of Suburbia”	video	
Sept 22	“Turning Point”	video	
Sept 24	overview of course topics		
Sept 27	placing humans in nature	N2, NL 2	
Sept 29			Quiz #1 (10%) at start of class
Sept 29	culture , mind, language	handouts	
Oct 1	self		
Oct 4	socialization		
Oct 6	social const'n of knlg.		
Oct 8	scientific method		
Oct 8			Assignment #1 due (10%)
Oct 11			THANKSGIVING no class
Oct 13 - 18	foraging societies	N3, NL 4,5	
Oct 20 - 22	why foraging ended	NL 3	
Oct 25	horticultural societies	NL 6	
Oct 27 - Nov 3	agrarian societies	NL 7	
Nov 5	fishing/herding/maritime	NL 8	
Nov 8			Quiz #2 (10%) at start of class
Nov 8 - 10	population & ecology	web pages	
Nov 12			Assignment # 2 due (10%)
Nov 12 - 15	religion	handout	
Nov 17	state (part 1)		
Nov 19 - 22	industrial revolution	NL 9	

Nov 24 - Dec 1	market/capitalism	NL 10,11 N 4	
Dec 3			quiz #3 (10%) at start of class
Dec 3 - 6	social stratification	NL 12	
Dec 8	social class	N 5,6	
*****	*****	*****	HOLIDAY BREAK
Jan 5	social class	N 5,6	
Jan 7 - 10	ideology/state (part 2)	N 7,8	
Jan 10			quiz #4 (10%) at end of class
Jan 12	Walmart	video	
Jan 14 - 17	globalization	N 9	
Jan 19 - 21	social inequality	N 10	
Jan 21			third assignment due (10%)
Jan 24 - 26	racism	N 11	
Jan 28 - 31	gender	N 12	
Jan 31			quiz #5 (10%) at end of class
Feb 2 - 4	crime and deviance	R 9,16, 26, 27	
Feb 7	family	NL 13	
Feb 9			in class written assignment (10%)
Feb 11 - 14	industrializing hybrids	NL 14	
Feb 16 - 18	Prospects	N 13 NL 15	
Feb 21 - 25			STUDY WEEK
Feb 28	re-framing our approach		
Mar 2	energy		
Mar 4	“Power of Community”	video	
Mar 7	food		
Mar 9	“And This is my Garden”	video	
Mar 11	sustainable impact		
Mar 14	ecocities		
Mar 16	cohousing	video	

Mar 18	community land trusts		
Mar 18			voluntary withdrawal date
Mar 21			Quiz # 6 (10%) at start of class
Mar 21	Evangeline, P.E.I.	video	
Mar 23	Gaviotas - Marandua	web pages	
Mar 25	Emilio Romagna	web page	
Mar 28	Mondragon - parecon		
Mar 30	transition initiatives	video	
Apr 1	commons trusts		
Apr 4	social movements		
Apr 6	Fourth World War	video	
April 8	SEEQ evaluations		Quiz # 7 (10%) at start of class