

**DEPARTMENT OF SOCIOLOGY
UNIVERSITY OF BRITISH COLUMBIA**

SOCIOLOGY 100C - INTRODUCTION TO SOCIOLOGY
(6.0 Credits)

Fall/Winter 2013/14
September - April (Terms 1 & 2)
Classes: T/Th 3.30-5pm
Room: T1: Buchanan A203
T2: Chemistry D300

Instructor: Chris MacKenzie
Office: Anso 149
e-mail: mackz@mail.ubc.ca
Office hours: right after class

Course Description

This course is an introduction to the sociological world and an invitation for students to discover and develop their sociological imaginations in a Canadian context. Throughout the course students will be introduced to the main concepts, theoretical traditions, and research methodologies that help us understand our lives and world sociologically. Simultaneously, students will be expected to challenge their common sense, everyday social visions of the world and identify how various influences (family, friends, religion, popular culture, political systems etc.) come to shape these visions. By challenging our own views of the world and learning to think sociologically, it becomes possible to develop critical thinking strategies which can not only help make sense of the course material, but also of the daily news headlines. To this end, classes will include lectures and daily group discussions. This last element of the course demands that as a class member, you come prepared to be actively involved in your own learning. Thinking about and discussing the various themes and topics of the course in relation to your own lives and those of others is critical to developing your sociological intellect.

Required Texts

Henslin, James M., et al. 2014. *Sociology: A Down to Earth Approach, 6th Cdn Edition*. Toronto: Pearson.

Macionis, John J. 2014. *Seeing Ourselves: Classic, Contemporary and Cross-Cultural Readings in Sociology, 4th Cdn Edn*. Toronto: Pearson.

Course Requirements and Evaluation

There are no prerequisites for this course. Evaluation will be based on the following:

Quiz 1	10%	October 22
Christmas Exam	25%	as per formal exam schedule
Quiz 2	10%	March 04
Final Exam	25%	as per formal exam schedule
Term Paper Part 1	see guidelines	November 12
Term Paper Part 2	30%	February 04

EXAMS

The **quizzes** will be held **in-class** and will have a **multiple choice format**. The quizzes are non-cumulative, covering only new material since the last quiz. The **Christmas and Final exams** (held during the formal examination periods) may be a **combination of multiple choice, short answer and essay questions**. The multiple choice section will be non-cumulative, covering only material since the previous quiz. The short answer and essay questions will be cumulative for the entire term and in the case of an essay for the April final, cumulative from the entire year.

PLEASE NOTE:

1. Rescheduling of an exam will be allowed only in the instances of documented medical problems or other officially documented emergencies (travel plans do not constitute a valid reason for rescheduling an exam and will not be considered). Makeup exams may have a different format than the original exam.
2. During any exam, should your mobile phone or any other device ring or make any noise, you will receive a grade of zero for the exam.
3. You must return your Christmas exam before the end of term in order to receive credit for it. Failure to do so will result in you receiving a grade of zero for the exam. Quiz answer sheets will not be returned. Marks for the quizzes will be posted in class. Requests for marks by email will not be accommodated.
4. Make sure you bring several pens and pencils to all your exams. Nothing will be supplied should you forget. All exams are closed book. Any papers, packs or bags you have should be placed on the floor beside you. You may be required to leave your bag at the front of the class and present photo identification.

TERM PAPER

The term paper assignment is due on the indicated dates and will be worth **30%** of your final mark. Please refer to the attached guidelines for more details.

Please be aware that **late term papers (Part 1 or Part 2) will not be accepted**.

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Course Outline - Term 1

Please note that this progression for the course is only a guideline. We may move more quickly or slowly through particular topics depending on class interest, the depth of analysis we engage in, etc. Readings in brackets, ie: (30) are strongly recommended but not required.

Week:

- Sept. 03 Course Introduction
Reading: none
- Sept. 10 Beginning to think sociologically
Reading: Henslin, Ch.1 pp. 1-17; Macionis, # 1, 67
- Sept. 17 Socialisation: The emergence of our social selves
Reading: Henslin, Ch. 4; Macionis, # (12), 15, 16, 20
- Sept. 24 Institutional Forces of Socialisation: Family
Reading: Henslin, Ch.13; Macionis, # 44, (45)
- Oct. 01 Institutional Forces of Socialisation: Education
Reading: Henslin, Ch.14 (pp. 307-28); Macionis, # (2), 50, 51
- Oct. 08 Institutional Forces of Socialisation: Education (cont.)
Reading: as above
- Oct. 15 Institutional Forces of Socialisation: Work
Reading: Henslin, Ch. 10, 11; Macionis, #19, 38, (47)
- Oct. 22 QUIZ #1**
Institutional Forces of Socialisation: Work (cont.)
Reading: as above
- Oct. 29 Using the sociological eye: Theories in sociology
Reading: Henslin, Ch. 1 (all); Macionis, #1, 4, (5)
- Nov. 05 Sources of inequality: Class and social stratification
Reading: Henslin, Ch. 6; Macionis, #27, 28, 29
- Nov. 12 TERM PAPER - PART 1 DUE**
Sources of inequality: Class and social stratification (cont.)
Reading: See above
- Nov. 19 Sources of inequality: Gender & Sexuality
Reading: Henslin, Ch. 7; Macionis, # 26, 32, (33)
- Nov. 26 Sources of inequality: Race & Ethnicity
Reading: Henslin, Ch. 8; Macionis, # (34), 35

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Course Outline - Term 2

Week:

- Jan. 07 Term Introduction; Sources of inequality: Age
Reading: Henslin, Ch. 9; Macionis, # 36
- Jan. 14 Sources of inequality: Age
Reading: as above
- Jan. 21 Health care access in Canada
Reading: Henslin, Ch. 15; Macionis, # 53, (54), (56)
- Jan. 28 Institutional Forces of Socialization: Community & Urban Sociology
Reading: Henslin, Ch. 17 (pp. 390-97); Macionis, #57, 58
- Feb. 04 TERM PAPERS – PART 2 DUE**
Studying the trends: Demography
Reading: Henslin, Ch. 17 (pp. 382-90); Macionis, #(37), 60, 61
- Feb. 11 Using the sociological eye: Methods of doing sociology
Reading: Henslin, Ch. 2; Macionis, # 6
- Feb. 18 READING BREAK - NO CLASSES**
- Feb. 25 Dynamics of Change and Order: Globalisation
Reading: Henslin, Ch. 5; Macionis, # 30, (68)
- Mar. 04 QUIZ #2**
Dynamics of Change and Order: Globalisation (cont.)
Reading: as above
- Mar. 11 Dynamics of Change and Order: Political Sociology
Reading: Henslin, Ch. 11 (pp. 243-47), 12; Macionis, 41, (42)
- Mar. 18 Dynamics of Change and Order: Political Sociology (cont.)
Reading: as above
- Mar. 25 Forces of Change: Social Movements
Reading: Henslin, Ch. 17 (pp. 397-402), Ch. 18; Macionis, #(62), 64
- April 01 Culture, belief systems & ideology
Reading: Henslin, Ch. 3; Macionis, # 7, 8
- April 08 Forces of Change: Deviance & Crime
Reading: Henslin, Ch. 16; Macionis, # 21, (23)

SOCIOLOGY 100

Introduction to Sociology

TERM PAPER GUIDELINES

Your term essay for this course is an opportunity for you to explore how various social forces affect your life and lifecourse. To this end, it is also an opportunity to see how a sociological perspective can be useful in understanding and evaluating your everyday life.

There are **two parts to this assignment**. **Part 1** involves what is known as a reflexive self-analysis of your life. The goal is to critically examine your life by asking questions like: Where does my sense of identity come from? What influences shape it? How do these influences contribute to the decisions I make about my life? How much freedom and opportunity do I have living in a country like Canada? The results of this exercise will make up your data for the second part of the paper.

Part 2 involves analysing what you wrote in Part 1. This will require that you do some library work to dig up some research pertinent to the argument you want to make. This argument will be guided by some of the topics we are going to cover in class. For example, in Part 1 you may have discovered that:

- You are the first person in your family to attend a post-secondary institution and that no one can understand why you are going to University. Research in the areas of education, socialisation and family may be extremely helpful in helping you analyse why this is not an unusual situation for people to find themselves in.
- Despite being a good worker your ideas are often overlooked, others are promoted before you and still others get preferential treatment. It turns out that these other people are men. Could these things be happening because you are a woman? Research in the areas of gender and sexuality may help you evaluate the structural reasons behind this situation.

DETAILS - Part 1

Due: See 'Course Outline' or 'Course requirements & evaluation' sections
*Assignments are due at the beginning of class

Value: Failure to hand in Part 1, or failure to hand in a completed Part 1 (lack of sufficient references, incomplete references, etc.), by the due date will result in a 15% penalty from the grade you receive for the paper (ie: a 75% paper will become a 60% paper). You will receive an overall grade for Part 1 and Part 2 once Part 2 has been handed in.

Format: The paper must be typewritten, 3-5 pages (maximum) - not including title or reference pages; double spaced with 1" margins on standard 8.5"X11" white 20lb. bond paper. DO NOT use any plastic covers, simply staple your paper in the top left corner. **Unstapled assignments will not be accepted and will constitute a late assignment.**

LATE PAPERS WILL NOT BE ACCEPTED (except in the case of documented medical or other officially documented emergencies).

UNDER NO CIRCUMSTANCES WILL PAPERS BE ACCEPTED BY EMAIL.

For **Part 1** you will need to do **two** things:

A) In 3-5 pages answer the following questions: What **THREE social forces** or institutions do you think have (or will have) the greatest effect on your life and lifecourse? In what ways do they do this? (Another way to think about this question: How do they provide you with freedom to pursue your goals? How do they limit your life chances?)

Some things to consider:

- Social forces/institutions refer to things like class, gender, race, education, demographics, work, family, and religion.
- The key to answering these questions is that there are no right or wrong answers here. This is an introspective piece of work that aims to explore how you understand your relationship with the society you live in. To answer these questions well, you will have to think about them for awhile - just sitting down and writing will not provide you with the depth of analysis you need for this assignment.
- **DO NOT** do any extra reading or research in answering these questions. That will come later.

B) Once you have completed Section A, read over what you have written. Then, **choose TWO of the forces** you wrote about. From here, do some research that will provide you with references that address the two social forces you have chosen. For example: If you believe that education and religion are the two forces that most impact your life, your references will be on research that looks at how education enhances/limits life chances; how religion shapes/influences a person's sense of self and their behaviour; how family helps/hinders a person's ability to pursue their goals.

These references will provide part of the basis for Part 2 of the term paper. In total, you should have a **minimum of 5-6 references for each social force** (for a total of 10 -12 references) by the time you have finished Part 1.

Some things to remember:

- Course texts **DO NOT** count as primary references. By all means use them, but they must be in addition to the other references you have found
- References must be from scholarly sources - journals, books, etc. Newspapers, Blogs, editorials, etc. are not academic sources (although you can use them to supplement your research)
- Just putting down website addresses is not providing a proper reference for the article and will not count as a documented reference.

NOTE: **Part 1** will not be returned to you unless there is a problem with it (this does not include handing in an incomplete outline – ie: no references, self analysis not completed). This means that you **MUST INCLUDE** an **E-MAIL ADDRESS** or **PHONE NUMBER** with your outline so that I can contact you if there is a problem. I will contact you about the problem within a week after receiving the outline. You will only be contacted if there is a problem, so if you do not hear from me proceed with your research. If you do not include an email address or phone number there will be no guarantee that your approach will be found acceptable. Also, **print out 2 copies of Part 1 and keep one for yourself** – the copy you hand in will not be returned to you (this means you will be left without a copy should your hard drive fail, etc.)

DETAILS - Part 2

Due: See 'Course Outline' or 'Course requirements & evaluation' sections
*Assignments are due at the beginning of class

Value: 30% of your final grade

Format: The paper must be typewritten, 8-10 pages (maximum, but not including Part 1) - not including title, reference or footnote pages; double spaced with 1" margins on standard 8.5"X11" white 20lb. bond paper; full references must be provided (see below). DO NOT use any cover, simply staple your paper in the top left corner. Unstapled assignments will not be accepted and will constitute a late assignment.

YOU MUST HAND IN ANOTHER COPY OF PART 1 WITH PART TWO. STAPLE THEM BOTH TOGETHER.

Part 2 is the analytical part of your paper. Here, you are to write an essay that answers the following question:

Does the research I found reflect my life experiences, yes or no? Explain.

In answering this question, Part 2 should do the following: provides a review of the research findings/arguments concerning your topic (the social force(s) you identified in Part 1); evaluates your experiences using this research; offer a critical appraisal of this research (how are the findings similar or different to your life?). The first three points below should help clarify these requirements.

Things to consider:

- In doing your review, what does the research say about how class (or race or gender; or work or education, etc.) affects people's life chances? What evidence is provided? What examples are commonly used? What trends exist?
- Do these findings correlate with what you have experienced or believe?
- This last part is about the 'yes or no' part of the question. Do you agree or disagree with the research? What is it failing to take into account? What kinds of other questions should the research be asking?, etc.
- You can tie your own experiences in with those of your family, friends or things you have heard about in the news. For instance: you may believe that education is not that important because your father has been very successful despite not graduating high school.
- You can certainly use more references than those you submitted with Part 1 - in fact you are encouraged to do just that. As well, your references might change if you come across research that is more appropriate than what you initially found. You can also use non-academic sources, but make sure they are supplementary rather than primary.

Additional Information

1. **Evaluation Process:** Both parts will be graded together and done so in terms of content, insight, originality, analytical skill, organization, **clarity of expression**, overall presentation style, **spelling and grammar**, and **proper referencing and footnoting protocols**.
2. **Referencing:** references should be cited both within the text body (to indicate the source of a quote, statistic, etc.) and in a full reference section at the end of the paper. If you are unsure of referencing procedures, there are a number of sources you can consult, including: The University of Chicago Press. *The Chicago Manual of Style*; The Modern Language Association of America. *MLA Handbook for Writers of Research Papers*.
3. **Plagiarism:** students should be aware of the penalties for plagiarism and other form of academic misconduct. Please read the UBC Calendar for the University's policies on cheating and plagiarism. Evidence of plagiarism from other students' work or published materials will result in a grade of zero and disciplinary action will be taken. **Rough work:** Students should **keep all their rough work** (notes, drafts, handwritten comments, etc. in a folder or on a flash drive) pertaining to the term paper. Should a question regarding the authenticity of the term paper or sections of it arise, students will be required to produce their rough work **within 24 hours** of the request to see it. Should students fail to produce this rough work upon request (excuses of any kind, including 'I don't do rough drafts' or 'I threw everything out' will not be accepted), they will receive a grade of zero for their term paper and further disciplinary action may be taken.
4. **Computer, printer or other technological failures:** Unfortunately, these things do happen. However, they will not be accepted as an excuse for not handing in your assignment. In this day and age saying 'my printer failed,' 'my hard drive/flash drive crashed,' or some other such thing simply isn't good enough. And it isn't good enough for one simple reason: you should be backing up your work and printing out your rough drafts as you write them. If you do this and then come the due date your computer does fail, all you need to do is bring in your rough work or the extra flash drive and then something can be worked out. It'll not only save you getting zero on your assignment, most importantly it will save you a lot of stress.
5. **Submission Protocols:** Under no circumstances will papers be accepted by e-mail, fax or by being slipped under my office door. None of these methods guarantee that I will receive your paper. You must either hand the paper to me personally (or the TA for the course if there is one) or use the essay drop box in the Anthropology/Sociology building.