

Department of Sociology, UBC
INTRODUCITON TO SOCIOLOGY: SOCI 100 B – (002)
Winter Term 1, Tues & Thurs. 12:30-2
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Course Description: What is society? How does the social world effect us? And, what can sociology tell us about social patterns and behaviours that we might otherwise take for granted as natural? This course provides a broad introduction to the field of sociology as it connects to social life. Major theoretical concepts and perspectives on sociological thought and the nature of sociological inquiry will be covered. Students will be introduced to the sociological imagination, processes of socialization, major sociological research methods and the social construction of ideas through a combination of lectures, films, class discussion and in-class exercises. A range of topics will be covered, including social inequality, power, capitalism, mass media, globalization, structural racism, sexuality and crime.

Your final mark in the class will be based on the following:

Attendance and Participation: 10%
Group Discussion Assignment: 10%
In-Class Midterm Exam: 25% Oct. 7
Research Paper: 25% Due Nov. 13
Final Exam: 30%

Required Texts: Anderson, Karen. 2012. *Thinking About Sociology: A Critical Introduction*. Oxford University Press.

*Additional readings available through UBC library on-line and/or as class handout.

Academic Integrity is expected in all university courses.

Violations of academic integrity even when unintentional will not be tolerated. Take the time to review and familiarize yourself with relevant UBC policies:

- Plagiarism policy: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>

Guide to academic integrity: <http://learningcommons.ubc.ca/guide-to-academic-integrity/>

- UBC policies, procedures and guidelines: <http://research.ubc.ca/ore/policies-procedures-guidelines>
- Faculty of Arts grading guidelines: <http://legacy.arts.ubc.ca/faculty-amp-staff/resources/courses-and-grading/grading-guidelines.html>
- UBC Calendar on plagiarism: <http://www.students.ubc.ca/calendar/index.cfm?tree=3,54,111,959>

Exam Policy:

Rescheduling of an exam or midterm will be allowed only in the instances of documented medical problems or other officially documented emergencies (travel plans, sporting events and weddings 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. Please note that late essays will NOT be accepted.

Additional Notes:

- **No photographs or audio recordings** may be made in this course without prior approval by the instructor. All handheld devices and non-academic links should be switched off during class.

- **Please note:** I do not post lecture slides on-line and I will not re-teach classes you happen to miss. I suggest you find a classmate to share notes with in the event that you are absent.

Accommodations for Students with (Dis)abilities:

I will attempt to accommodate your needs in the classroom as much as is reasonably possible. If you have a letter from the Disability Resource Center (DRC) indicating that you require specific accommodations, please present the letter to me before the second class so that we can make any necessary arrangements. To request academic accommodations due to disability, first meet with a DRC advisor to determine what accommodations you are eligible for. You can find more information at:
<http://www.students.ubc.ca/access/drc.cfm>

Resource Links:

- APA Citation Guide: http://wiki.ubc.ca/Library:How_to_Cite/Major_Style_Guides
- Help support at UBC Writing Centre: <http://learningcommons.ubc.ca/tutoring-studying/improve-your-writing/>
- Resource Guides for writing a paper: <http://learningcommons.ubc.ca/resource-guides/>
- Critical Thinking: <http://www.sussex.ac.uk/s3/index.php?id=87>
- Critical Thinking: http://www2.napier.ac.uk/getready/managing_information/critical_thinking.html
- Critical Reading v. Critical Thinking: http://www.criticalreading.com/critical_reading_thinking.htm
- Extending and Developing Your Thinking Skills:
<http://www.open.edu/openlearn/education/extending-and-developing-your-thinking-skills/content-section-0>

Schedule of Topics and Readings: (Films are subject to change)

Week 1 (Sept. 4) Introduction - What is Sociology and the Sociological Perspective?

Week 2 (Sept. 9 & 11) Critical Thinking

Anderson 2012, Chapters 1 & 2

Week 3 (Sept. 16 & 18) Qualitative and Quantitative Research Methods, Ethics and Research Design

Anderson 2012, Chapter 3 & 4

*In-class exercise using quantitative and qualitative research methods

Week 4 (Sept. 23 & 25) Early and Influential Sociological Theorists – Classic Theory

Anderson 2012, Chapters 5 & 6

Week 5 (Sept. 30 & Oct. 2) Culture, Social Structure and Social Agency

Anderson 2012, Chapters 10 & 11

*Viewing Paul Almond (1964), *Seven Up*

Week 6 (Oct. 7 & 9) Globalization and Neoliberalism

* *In-Class Exam 1 Oct. 7 Chapters 1-6, 10-11*

Week 7 (Oct. 14 & 16) Social Structure, Social Stratification, Inequality and Class

Anderson 2012, Chapters 12 & 13

Week 8 (Oct. 21 & 23) Gender and Stratification

Anderson 2012, Chapters 14 & 15

Viewing: Sut Jhally and Jean Kilbourne (2010) *Killing Us Softly 4*

Week 9 (Oct. 28 & 30) Gender, Stratification and Sexuality

Anderson 2012, Chapter 16

Viewing: Alice Dreger TED Talks & Transforming Families

Boyd 2014

Week 10 (Nov. 4 & 6) Race and Racism

Anderson 2012, Chapter 17

Week 11 (Nov. 13 *no class Nov. 11) Popular Culture and Mass Media

Anderson 2012, Chapter 18 (*no tutorial this week- due to Remembrance Day*)

*Research Paper Due Nov. 13

Week 12 (Nov. 18 & 20) The Internet, Social Media

Anderson 2012, Chapter 19

Viewing Excerpt: C. Hoback, Terms and Conditions May Apply (2013)

Week 13 (Nov. 25 & 27) Course Review and Exam Prep

(*no tutorial in last week of classes*)

Grading Requirements:

Attendance and Participation: 10%

Participation during the tutorial includes not only a physical presence in the classroom but also active critical (thoughtful) engagement with the course material and class discussions. Please come to class with each week's material read. Your critical analysis is expected and questions are encouraged. This grade includes participation in in-class exercises.

Some fundamentals for active reading – Consider:

What is the main argument?

How does the researcher go about making and defending this argument?

What theoretical traditions are covered, drawn upon, and criticized?

What are the core concepts' strengths and shortcomings?

How might this topic, study, or argument be approached differently?

How does it compare with previous readings and discussions in the class?

Group Discussion Assignment: 10%

There will be 6 in-class small group discussions during the term (the exact dates will be determined in your tutorial). You are expected to complete the required reading in order to be an informed participant of group discussions. Each group will turn in a written summary of the discussion at the end of the class period, including the names of all participants. A different student each time will be responsible for submitting discussion notes. Students will receive 1.5 marks for each in-class discussion (9% in total), with 1 bonus mark for those who participate in all 6 small group discussions. **It is not possible to make up for missed small group discussions.**

Midterm Exam: 25% Tues. Oct. 7

This is an in-class short answer and multiple choice exam of material covered so far including all lectures, films, class discussion and in-class exercises.

Research Paper – 5 pages: 25% Due at the beginning of class Nov. 13—only hard copies handed to me personally are accepted (that means not in my mailbox, under my office door or by e-mail)

- All written papers must use American Psychological Association (APA) citation style.
- Papers should be double-spaced, 12 point times new roman font, five pages plus bibliography.
- **Late papers** will be penalized 2% of the course grade per day including weekends. Please keep a digital backup of your assignment until your marked paper is returned.

Students are required to write a short essay drawing from sociological perspectives on the topics to be provided. The textbook should provide a starting point for your paper; use it to **ask a sociological research question** about the nature of contemporary society. Draw on **course material** and **additional relevant scholarly publications (at least 5)** to answer the question posed. *The use of course material should demonstrate that the paper is written solely for this class.

- 1) Include an introduction that frames the research question and links it to sociological perspectives
- 2) Marshall and evaluate evidence to support your arguments; draw data and scholarly arguments from a variety of sources; evaluate competing claims and explanations; build a coherent argument.
- 3) Answer your question. Draw conclusions that are substantiated by your research data.
- 4) Cite all sources used to write the paper using **APA** style. This includes class readings and other scholarly research you have consulted (**at least 5 additional scholarly journal articles or books**). Include a bibliography at the end of the paper. Failure to reference properly constitutes plagiarism.

Assignments will be graded on the following criteria:

1. Demonstrated relevance of research questions to the course and integration of course material
2. Appropriate choices of research sources.
3. Good organization and coherent development of arguments.
4. Demonstration of critical thinking.
5. Clear writing and communication.

Final Exam: 30%

This is cumulative exam of all material covered in the course including all lectures, films, class discussion and in-class exercises. It will take the form of a combination of any of the following: essay, short answer and multiple choice.

Grades:

80% to 100% (A- to A+)

- Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

68% to 79% (B- to B+)

- Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

50% to 67% (D to C+)

- Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour.

00% to 49% (F)

- Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature.