

DEPARTMENT OF SOCIOLOGY
UNIVERSITY OF BRITISH COLUMBIA

SOCIOLOGY 101 - INTRODUCTION TO SOCIOLOGY
(3.0 Credits)

Winter 2016
January - April (Term 2)
Classes: T/Th 3.30-5pm
Room: Chemistry B150

Instructor: Chris MacKenzie
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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 we will be taking a look at some of the main concepts and practices in sociology that help us understand our lives and world sociologically. Simultaneously, you will be expected to challenge your common sense, everyday view of the world and yourself. This will help you identify how various influences (such as family, friends, school & popular culture) come to shape this vision, your sense of identity and in turn how this influences the way in which we interact with each other and with our broader society. What we will come to see is that these forces of socialisation constantly shape us not simply as 'individuals' but more importantly as citizens and that the social identities we develop directly impact our life chances. 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	15%	Thursday, March 02
Final Exam	40%	as per formal exam schedule
Term Paper Part 1	see guidelines	Thursday, January 26
Term Paper Part 2	30%	Thursday, March 09
Discussion Group	15%	

EVALUATION

There will be **one quiz**, a **term paper assignment** and a **final exam** for this course. The **quiz** will be held in class on the specified date. The quiz will have a multiple choice format. The **final exam** will be at the end of term during the **formal examination period**. Note that students are solely responsible for finding the date, time and location of their exams during the examination period through the SSC. The format for the final exam may be a combination of multiple choice, short answer and essay questions. The multiple choice section of the final will be non-cumulative, covering only material since the previous quiz. The short answer and essay questions will be cumulative for the entire term. Discussion group marks will be based on attendance and participation.

PLEASE NOTE:

1. Website: A site accompanies the Henslin text. It includes an e-copy of the book. It is a good resource for things like practice questions, extra readings and examples, some videos that might be interesting and other content that expands on what is in the Henslin book. Please note though: any material that appears on the website that does not appear in the Henslin textbook will not be examined. Obviously, all the assigned readings from Henslin text are examinable. The website is simply an extra resource and there for you should you find it helpful.
2. 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.
3. 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.
4. Quiz answer sheets will not be returned. If you would like to go over your quiz, just ask the TA or myself. Marks for the quiz will be posted in the discussion groups. Requests for marks by email will not be accommodated.
5. 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.
6. Like any course, class attendance is a base expectation and requirement. While attendance is not taken, it is important that you understand there is information that is not available anywhere else other than during class time. Notes are not posted. Regular attendance is therefore strongly encouraged. Obviously, taking photographs or video/sound recordings in the lecture hall is not permitted. Once we begin our class discussions, you may well want to make arrangements to get notes from someone in the inevitable situation that you do have to miss a class. Please note that the University considers regular attendance as part of your academic work.

TERM PAPER

The term paper assignment is due on the indicated dates. Please refer to the 'course requirements and evaluation' section and the attached term paper guidelines for more details.

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

COURSE SCHEDULE

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 interesting & so recommended but not required for exams.

Week:

- Jan. 03 Beginning to think sociologically
Reading: Henslin, Ch.1, Ch. 2; Macionis, # 1, 67
- Jan. 10 Institutions of socialisation: Family
Reading: Henslin, Ch.13; Macionis, # 44, (45)
- Jan. 17 Interactions and our identity: Gender & Sexuality
Reading: Henslin, Ch. 7; Macionis, # 26, 32, (33)
- Jan. 24 TERM PAPER - PART 1 DUE (THURSDAY, JANUARY 26)**
Effects of our identity: Health issues
Reading: Henslin, Ch. 15; Macionis, # 53, (54), (56)
- Jan. 31 Interactions and our identity: Race & Ethnicity
Reading: Race: Henslin, Ch. 8; Macionis, # (34), 35
- Feb. 07 Interactions and our identity: Age
Reading: Age: Henslin, Ch. 9; Macionis, # 36
- Feb. 14 Interactions and our identity: The culture of social class
Reading: Henslin, Ch. 6; Macionis, #27, 28, (29)
- Feb. 21 NO CLASSES - READING BREAK**

- Feb. 28** **QUIZ (THURSDAY, MARCH 02)**
 Socialisation: Institutions & processes that shape us
Reading: Henslin, Ch. 4; Macionis, # (12), 15, 16, 20
- March 07** **TERM PAPER - PART 2 DUE (THURSDAY, MARCH 09)**
 Socialisation: Institutions & processes that shape us
Reading: Henslin, Ch. 4; Macionis, # (12), 15, 16, 20
- March 14 Institutions of Socialisation: Education
Reading: Henslin, Ch.14 (pp. 307-28); Macionis, # (2), 50, (51)
- March 21 Culture, belief systems & ideology
Reading: Henslin, Ch. 3; Macionis, # 7, (8)
- March 28 Popular culture & deviance
Reading: Culture: Henslin, Ch. 3; Macionis, # 7, (8)
 Deviance: Henslin, Ch. 16; Macionis, # 21, (23)
- April 04 Interacting with the world: Our political selves
Reading: Political Behaviour: Henslin, Ch.12 (pp. 260-66; 272-276);
 Macionis, 41, (42)
 Collective Behaviour: Henslin, Ch.18; Macionis, #(62), (64)

DISCUSSION GROUP SCHEDULE

PLEASE NOTE THE FOLLOWING:

REFER TO YOUR OWN SCHEDULE FOR THE DAY, TIME AND LOCATION OF YOUR DISCUSSION GROUP SECTION.

The discussion group schedule does not match the course outline exactly.

This means you must refer to this schedule to see which readings may be covered on a particular day.

1. The discussion groups are an opportunity for you to do some further thinking and talking about the various themes and topics of the course as they relate to your own lives and the lives of others. They will give you a further chance to work on developing your sociological intellect.
2. The format of the discussion groups will be quite flexible (for instance there may be the occasional video; or a news story that emerges may end up being the topic), but overall their basis will be the **Macionis** book. This means you should come having looked over the readings and ready to discuss them. You should bring the book with you. You do not need to bring the Henslin text. The readings are examinable material. Remember, though: the readings in brackets i.e.: (88) are optional and won't be on the exams.
3. Please note that the progression for the discussion groups is only a guideline. Topics may change on a particular day, depending on say, a major social event that has occurred. We may also move more quickly or slowly through particular topics depending on group interest, the depth of analysis we engage in, etc.
4. Your grade will be based on your participation and attendance.
5. Attendance is optional for review sessions on quizzes, exams and term papers. They are opportunities for you to get some help or feedback should you want it. Attendance will not be taken.

Discussion Group Schedule

Week:

- Jan. 03 No discussion groups
- Jan. 10 Beginning to think sociologically
Thinking about social forces that shape your own lives
Reading: Macionis, # 1, 67
- Jan. 17 Institutions of Socialisation: Family
Reading: Macionis, # 44, (45)
- Jan. 24 Optional: Review - Term Paper Part 1
- Jan. 31 Sources of inequality: Gender & Sexuality
Reading: Henslin, Ch. 7; Macionis, # 26, 32, (33)
- Feb. 07 Interactions and our identity: Race/Ethnicity & Age
Reading: Race: Macionis, # (34), 35
Age: Macionis, # 36
- Feb. 14 Interactions and our identity: The culture of social class
Reading: Macionis, #27, 28, (29)
- Feb. 21 NO DISCUSSION GROUPS - READING BREAK**
- Feb. 28 Optional: Review - Quiz
- March 07 Optional: Review - Term paper Part 2
- March 14 Socialisation: Institutions & processes that shape us
Reading: Macionis, # (12), 15, 16, 20
- March 21 Institutions of socialisation: Education
Reading: Macionis, # (2), 50, (51) & #38
- March 28 Interacting with the world: Culture and politics
Reading: Culture: Macionis #7, (8)
Political: Macionis #41, (42)
- April 04 Optional: Review for Final exam

SOCIOLOGY 101

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, identity 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 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.

NOTE: WHEN YOU HAND IN YOUR ASSIGNMENT MAKE SURE YOU WRITE YOUR TA's NAME AND DISCUSSION GROUP DAY & TIME IN BIG LETTERS ON THE FRONT PAGE.

Format: The paper must be typewritten, 3-4 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:

1.A In **3-4 pages** answer the following questions: What **TWO social forces** or institutions do you think have (or will have) the greatest effect on your life, identity and lifecourse? In what ways do they do this? (Another way to think about this question: How do they provide you with the chance 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 and how that society shapes who you are. 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.

1.B Once you have completed Section A, read over what you have written. From here, do some library research that will provide you with references that address the two social forces you have chosen. For example: If you believe that education and being a woman are the two forces that most impact your life and identity, your references will be on research that looks at how education shapes us and enhances/limits our life chances; and how gender shapes/influences a person's sense of self, their behaviour and life chances.

These references will provide part of the basis for Part 2 of the term paper. In total, you should have a **minimum of 4-5 references for each social force** (for a total of 8-10 references) by the time you have finished Part 1.

Some things to note:

- These references are to be used in Part 2. **DO NOT use them in Part 1.** For now all you need to do is staple this reference page to the back of part 1.
- 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. (See 'Helpful Links' section for how to reference)

NOTE: **Part 1** will not be returned to you unless there is a problem with it (a problem 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 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, **back up** and **print out**

an extra copy of Part 1 and keep it 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 requirements & evaluation' section of the outline.

***Assignments are due at the beginning of class**

Value: See 'Course requirements & evaluation' section of the outline.

NOTE: WHEN YOU HAND IN YOUR ASSIGNMENT MAKE SURE YOU WRITE YOUR TA's NAME AND DISCUSSION GROUP DAY & TIME IN BIG LETTERS ON THE FRONT PAGE.

Format: The paper must be typewritten, **7-8 pages** (obviously 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 forces you identified in Part 1); evaluate 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 how to reference properly, see the UBC library link under the 'Helpful Links' section. There are also a number of other 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 (See the link under the 'Helpful Links' section). 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 or by being slipped under my office door or the TA's. 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) or use the essay drop box in the Anthropology/Sociology building.

HELPFUL LINKS

Sociology Department

<http://soci.ubc.ca/>

UBC library search (this is where you start your research for your paper):

<http://search.library.ubc.ca/>

Various UBC Library referencing links:

Evaluating and citing research:

<http://www.library.ubc.ca/>

- Go to the middle box (Get Research Help) and click on 'Evaluating and Citing Research'.

How to cite (this is broad, general information):

<http://help.library.ubc.ca/#evaluating>

- Scroll down to: http://wiki.ubc.ca/Library:How_to_Cite_Sources#Start for some good graphics
- The topics menu, particularly 'major styles' may also be helpful.

APA format examples

http://wiki.ubc.ca/images/8/81/APA_Style_Guide_Sept_2013a.pdf

- If you're wondering which to use or are new to referencing, this one is fine to use.

UBC Writing Centre:

<http://learningcommons.ubc.ca/tutoring-studying/improve-your-writing/>

UBC Plagiarism policy:

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

UBC Guide to academic integrity (how to avoid plagiarism):

<http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>