

# **SOCI 102 3 / Inequality & Social Change**

**Class Time & Room: MWF 9-10 in ESB1013**

**Instructor: Neil Armitage, PhD**

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**TAs:** Natasha Stecy-Hildebrandt / Anangons Johnson / Mattie Echt / Rose Shannon (*Contact details on Connect*)

From the moment you wake up in the morning to the time you go to bed, you are making decisions from the mundane to the influential – from what will I have for breakfast to what classes will I take this term. While we like to think we are free to do what we want to do, our everyday choices are always made under certain circumstances. To understand people’s actions sociologists explore how circumstances vary between people, how they emerge, and how they change (or not) over time and space.

In this class you will begin to explore how people’s circumstances, including your own, are shaped by social structures such as gender, race, and social class. You will also explore how different institutions such as the family, the education system, and the economy interact with these social structures to shape and mould the types of lives people lead and the types of changes people seek to bring about in society.

The course is designed for you to develop your Sociological Imagination, what C. Wright Mills defined as the capacity to see how our personal troubles, the problems we face in our everyday lives, are connected to larger public and societal issues. The course prepares you for upper level sociology courses and is designed to make Sociology relevant to you and your future, both personally and professionally. Hopefully you will have fun too.

**Learning Outcomes;** by the end of the course students will be able to demonstrate:

1. A developing critical awareness of sociological perspectives and concepts
2. An ability to use their sociological imagination to explore the relationship between individual and society
3. An understanding of the multiple dimensions of social inequality in a global society
4. An understanding on the emergence and purpose of institutions in society, and their relationship to social inequality and social change
5. A growing critical awareness of opportunities at UBC to build their career and gain experience
6. A developing proficiency in social science methods and skills valuable to their future careers
7. Post and edit content via the WordPress platform and be familiar with UBC blogs

## **Course Textbook & Materials**

Corrigall-Brown, C. (2016) *Imagining Sociology: An Introduction with Readings*. Oxford University Press

The lecture slides will be made available on Connect immediately after each lecture. Further resources will be provided when necessary on Connect or potentially via your discussion group’s blog.

## Course Structure and Assessment

In tandem with being assessed on course material in lectures and from the textbook, you will be assessed on activities done within the discussion group meetings. To promote your understanding of the course structure and assessment you will take an assessed syllabus test within the first two weeks of the course. To promote self-reflection on your learning you will take an assessed learning evaluation at the end of the course.

**Syllabus Test (5%)** – A multiple choice test on the syllabus. You may take multiple attempts to achieve 100%. However, the test must be completed by Sunday the 15<sup>th</sup> of January.

**Learning Evaluation (5%)** At the end of the term and prior to the final exam you will complete a self-evaluation survey on your learning over the course. This will need to be completed by April 10<sup>th</sup>.

## Lectures

The term is organised into **three sections; The Sociological Imagination, Social Inequality and Social Institutions & Change**. The lectures provide an overview of the topics in each section, complementing the textbook. Time will be dedicated in class to break-out discussions and short exercises designed to facilitate your learning of course material. Your learning of course material will be assessed via a Mid-Term and a Final Exam.

**Mid-Term (15%)** You will be tested on your knowledge of the material and core concepts covered in first two sections of the course; **The Sociological Imagination and Social Inequality**. It will consist of multiple-choice and short answer questions. *Alternative dates to take the Mid-Term will not be provided unless for certain accommodations – see below.*

**Final Exam (30%)** This will test primarily your knowledge of the final section of the course, **Social Institutions & Change**. Course material on the mid-term where students struggled to demonstrate learning will be revisited. The final exam will consist of multiple choice, short answers and an essay question.

## Discussion Groups

The discussion groups are organised around three assessed activities; **My Network, Equal Opportunities?** and **Biographical Interviews**. Each activity covers three consecutive weeks of classes and account for 15% of the final grade. **Weekly attendance and engagement in the activities is obligatory to attain a full grade for each.** Each discussion group has its own blog, and the activities involve you submitting posts within certain deadlines.

**Activity 1: My Network (15%)** Using yourself as a research subject you will follow an exercise to construct your personal network. Working in small groups you will compare and discuss your networks in relation to ideas from the lectures and a short reading. This will help you to analyse your personal network in order to formulate a 500-600 word blog post which will be posted on your discussion group's blog.

**Activity 2: Equal Opportunities? (5% + 10% = 15%)** Are there equal opportunities on UBC's campus to get involved? With this question as your guide, in small groups you will analyse UBC's 'Careers and Experiences' and 'Campus Life' web content. The content analysis will occur in the first two sessions, and your group will give a 5-

10 minute presentation on your analysis in the third - this accounts for **5%**. Each student will also submit an individual 500-600 word blog post outlining their group's analysis in their own words – this accounts for the remaining **10%**.

**Activity 3: Biographical Interviews (15%)** While some do, most Sociology students do not become university professors. Working in groups of 3 or 4 you will conduct a biographical interview with a UBC Arts alumni focusing on their career at UBC and post-graduation. You will be provided with a selection of Arts alumni to choose from to arrange an interview with. You will attain [ethical approval](#) to conduct interviews, prepare an interview question schedule, and submit a group blog post of 750 - 1000 words presenting the interview data and analysis.

The activities are designed to develop your sociological imagination, and introduce you to different sociological methods. Your Teaching Assistant (TA) will guide you through the activities, and will be responsible for grading the work. As the activities involve group work this is reflected in the assessment format (*see Attendance Policy & Group Work*). Grading will take in to consideration the clarity of your presentation skills and your use of course material from the lectures and the textbook to inform your analysis.

### Assessment Overview & Critical Dates

By Jan 15 <sup>th</sup>	<i>Syllabus Test on Connect</i>	5%
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<b>LECTURES &amp; TEXTBOOK</b>		<b>45%</b>
Feb 8 <sup>th</sup>	<i>Mid-Term</i>	15%
Date: TBA	<i>Final Exam</i>	30%

<b>DISCUSSION GROUP ACTIVITIES</b>		<b>45%</b>
By Feb 3 <sup>rd</sup>	<i>Activity 1: My Network</i> Individual blog post	15%
March 7 <sup>th</sup> By March 10 <sup>th</sup>	<i>Activity 2: Equal Opportunities?</i> Short Group Presentation (5%) Individual blog post (10%)	15%
By April 4 <sup>th</sup>	<i>Activity 3: Biographical Interviews</i> Group Blog Post	15%

By April 10 <sup>th</sup>	<i>Learning Evaluation</i>	5%
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## Discussion Group Blog

Each discussion group has its own private blog on which you will post your work for the three activities. Please refer to **UBC Blogs: SOCI 102 Student Guide** under 'Discussion Groups' on Connect. In the first two weeks of class using this guide ensure your email is up to date (p.2) so that you may also create a UBC Blog account (p.3).

Once the allocation of enrolled students to the discussion groups is finalized after the January 17<sup>th</sup> cut-off, and you have created a UBC Blog account, your TA will then invite you by email to join your discussion group's blog. Once the invitation is accepted you will be able to submit work to the blog.

**Late Submission – penalty of 5% per day.** Continue to use the blog guide and draw on the support provided (*see Office Hours & Blog Support below*) to ensure timely submissions as IT difficulties will not be accepted as an excuse for late or 'missing' assignments. Assignments will not be accepted if they are more than 10 days late. **Please approach your TA or Neil in person for extension requests unless you are very ill** (*see Accommodations*).

## Office Hours & Blog Support – Chapman Learning Commons (MWF 10 – 11)

Office Hours will run directly after every class with the instructor and one TA in the Chapman Learning Commons located in IKB. Please make use of these office hours to discuss course material and assignments, discussion group activities and any other queries. You may also attend office hours if you have [a legitimate grade query](#).

Blog Support from ARTS-IT will be available during some office hours to troubleshoot issues relating to creating UBC Blog accounts and submitting posts. Dates will be advertised via Connect and centre around deadlines.

## Attendance Policy & Group Work

Regular attendance is expected of all students. If you are unavoidably absent because of illness or disability you should report to your instructor/TA on return to classes. Any request for academic concession must be clearly expressed (*see Academic Concessions & Accommodations*). While it is understandable that you may miss the occasional lecture, weekly attendance of the discussion group meetings is obligatory. **Discussion Group attendance will be taken and absence from the activities will result in grades being docked at 15% per week.** For example;

1. A student would receive 60 instead of 75 on Activity 1 if they had missed one week of the three
2. A student would be docked 15% from their Activity 2 grade (group and individual) for missing one week
3. A student would receive 45 instead of 75 for Activity 3 if they missed two weeks<sup>1</sup>

Throughout your career at UBC and beyond you will need to work with others to fulfil group tasks and projects. Assessment in this course is based on group output, not individual inputs. **Hence unless certain group members were absent, each group member will receive the same grade on group work.** It is normal that you will work better with some people more than others. Therefore see group work as a learning moment about yourself in regards to how you work best in teams. To promote this learning you will be afforded the opportunity to work

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<sup>1</sup> Non-attendance results in a zero. However, groups are excused to be absent one week during Activity 3 to conduct the biographical interview.

with different people across the three activities. However, whoever you work with it is essential that you show up – literally with your attendance and in your engagement during the activities.

### **Academic Concessions and Accommodations**

If for accentuating circumstances you are unable to fulfil course requirements you may seek [academic concession](#).

The University accommodates students [with disabilities](#) who have registered with Access and Diversity which is based in Brock Hall on East Mall. UBC recognises the religious diversity of the UBC community, if class or assignments conflict with holy days then please inform the instructor in writing at least two weeks in advance.

### **Classroom Etiquette & Engagement**

Please arrive on time. If you arrive late do not disrupt the class. Sociology is dependent on debate and reflection, thus focus on understanding your own as well as others perspectives. Sometimes students (and TAs and the instructor) will express ideas which aren't necessarily their opinion, but a reflection of thinking through a concept, or even playing devil's advocate. Don't assume what someone says is their opinion or judge them for expressing an idea. Students should feel safe to express and explore ideas without fear of being judged or reprimanded. **During class discussions, when a peer is talking, listen respectfully.** If something is expressed that upsets you, then raise this with Neil or your TA so we can follow up appropriately. **Use of digital devices;** we shall discuss this and take a vote on this in class. However, at all times respect that what you do in class significantly impacts on others learning and engagement with the course.

### **Professional Communication**

Both I and the TAs are happy to be referred to by first name in class and by email, i.e. Dear Neil or Hello Rose. Many questions you have can be answered by referring to this syllabus or Connect - **Announcements in Connect are used to communicate course specific information.** First check if the information you require is already available before sending an email. If not, be clear and concise in terms of the information you require. **Please include your full name and student number in correspondence with professors and your TA.** I and the TAs generally do not respond to emails on evenings or weekends, and I don't expect you to either!

### **Academic Integrity & Plagiarism**

One can think of there being two sides to Academic Integrity, the **Why** and the **How**.

**Why** – the core purpose of any university is to question, challenge and produce knowledge, and as a scholar you are at university to learn the scientific method through which this purpose is achieved. The scientific method is collaborative by nature, hence we cite and reference to show the academic community from where our questions arise, and elaborate on the challenges we are making, which in turn legitimates the knowledge we produce. This is so that other scholars may take up the gauntlet and continue to further knowledge.

**How** – therefore think of citing and referencing as a language through which scholars communicate their process of questioning, challenging and producing knowledge. Learning any new language requires practice, and at times you are going to make mistakes. However, you need to demonstrate a willingness to use and learn this language, otherwise you are undermining the core purpose of the university. This is why academic integrity is important and why plagiarism is taken seriously. There are numerous resources on campus and [online via the Chapman Learning Commons to help you cite and reference correctly.](#)

Copying material from other students is considered plagiarism and comes under UBC's Academic Misconduct policy.

## LECTURE SCHEDULE

Date	Topic	Reading
<b>The Sociological Imagination</b>		
Jan 4 <sup>th</sup>	Introduction	The Syllabus
Jan 6 <sup>th</sup>	Sociological Imagination I	Chapter 1
Jan 9 <sup>th</sup>	Sociological Imagination II	
Jan 11 <sup>th</sup>	The Society of Individuals I	Chapter 2
Jan 13 <sup>th</sup>	The Society of Individuals II	
<b>Social Inequality</b>		
Jan 16 <sup>th</sup>	Social Class	Chapter 3 (p.64-78)
Jan 18 <sup>th</sup>	Social Status	Chapter 3 (p.78-84)
Jan 20 <sup>th</sup>	Poverty & Homelessness	Chapter 3 (p.84-94)
Jan 23 <sup>rd</sup>	Global Inequality	Chapter 4
Jan 25 <sup>th</sup>	Race & Ethnicity	
Jan 27 <sup>th</sup>	Indigenous Foundations	Chapter 5
Jan 30 <sup>th</sup>	Gender	
Jan 30 <sup>th</sup>	Gender	Chapter 6 (p.160-182)
Feb 1 <sup>st</sup>	Sexuality	Chapter 6 (p.182-191)
Feb 3 <sup>rd</sup>	<i>Mid-Term Review</i>	
Feb 6 <sup>th</sup>	Mid-Term Prize Quiz	<i>Non-assessed</i>
Feb 8 <sup>th</sup>	<i>Mid-Term</i>	
Feb 10 <sup>th</sup>	<i>No Class – Neil Away</i>	
<b>Social Institutions &amp; Change</b>		
Feb 13 <sup>th</sup>	<i>No Class – Family Day in BC</i>	
Feb 15 <sup>th</sup>	Family I	Chapter 8
Feb 17 <sup>th</sup>	Family II	

### Reading Week (Feb 20<sup>th</sup> – 24<sup>th</sup>)

Feb 27 <sup>th</sup>	Institutionalization of Research (Intro to TCPS 2: CORE)	7
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## DISCUSSION GROUP SCHEDULE

Date	Work
<b>Introduction to Your Discussion Group</b>	
Jan 10 <sup>th</sup>	Meet your TA and classmates <i>Syllabus Test? Registered for UBC Blogs?</i> <i>Complete <b>Syllabus Test</b> on Connect by Jan 15<sup>th</sup></i>
<b>Activity 1 – My Network</b>	
Jan 17 <sup>th</sup>	<b>Week 1.</b> Construct your Personal Network <i>Reading: p.27-30</i>
Jan 24 <sup>th</sup>	<b>Week 2.</b> Analyse your Personal Network <i>In-Class Reading: Getting A Job – The Strength of Weak Ties</i>
Jan 31 <sup>st</sup>	<b>Week 3.</b> Draft writing and Peer Review <i>How to Submit a blog post &amp; My Draft</i> <i>Submit individual blog post by Feb 3<sup>rd</sup></i>
Feb 7 <sup>th</sup>	Mid-Term Study Circle (attendance optional)
<b>Activity 2 – Equal Opportunities?</b>	
Feb 14 <sup>th</sup>	<b>Week 1.</b> What is content analysis / short presentation? <i>Group allocation and work</i>

Feb 28 <sup>th</sup>	<b>Week 2.</b> UBC Alumni & TCPS 2: CORE ( <b>Act.3</b> )
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Mar 1 <sup>st</sup>	Education I	Chapter 9
Mar 3 <sup>rd</sup>	Education II	
Mar 6 <sup>th</sup>	Economy & Work I	Chapter 10
Mar 8 <sup>th</sup>	Economy & Work II	
Mar 10 <sup>th</sup>	Family & Work	
Mar 13 <sup>th</sup>	Research Ethics Review for Activity 3	
Mar 15 <sup>th</sup>	Deviance & Crime I	Chapter 11 (p.300-306)
Mar 17 <sup>th</sup>	Deviance & Crime II	Chapter 11 (p.307-315)
Mar 20 <sup>th</sup>	Situational Deviance	Chapter 11 (p.315-322)
Mar 22 <sup>nd</sup>	Punishment	Chapter 11 (p.322-330)
Mar 24 <sup>th</sup>	Crime on Campus / RCMP	
Mar 27 <sup>th</sup>	The State & Social Policy	Chapter 12
Mar 29 <sup>th</sup>	Social Movements	Chapter 13
Mar 31 <sup>st</sup>	Environment	
Apr 3 <sup>rd</sup>	Extra: Artificial Intelligence	
Apr 5 <sup>th</sup>	Exam Debrief / Review	
Apr 7 <sup>th</sup>	Final Prize Quiz	<i>Non-assessed</i>
TBA	<b>FINAL EXAM</b>	

	<i>Who are you going to interview? Students start working on the TCPS 2: CORE</i>
Mar 7 <sup>th</sup>	<b>Week 3. 5 minute group presentations</b>  <b>Submit individual blog post</b> by March 10 <sup>th</sup>
<b>Activity 3 – Biographical Interviews</b>	
Mar 14 <sup>th</sup>	<b>Week 1.</b> What is a biographical interview? <i>Submitting certification TCPS 2: CORE Designing interview questions</i>
Mar 21 <sup>st</sup>	<b>Week 2.</b> Group Work <i>Work on interview / write-up</i>
Mar 28 <sup>th</sup>	<b>Week 3.</b> Group Work <i>Work on your interview write-up Submit group blog post</i> by April 4 <sup>th</sup>
Apr 4 <sup>th</sup>	Final Exam Study Circle (attendance optional)