SOCIODY 100 (B5) – Introductory Sociology
Department of Sociology, University of Alberta

Winter 2018, Lecture
Tues Thurs / 0930-1050 / T L 12

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“The sociological imagination is the capacity to shift from one perspective to another – from the political to the psychological; from examination of a single family to comparative assessment of the national budgets of the world...It is the capacity to range from the most impersonal and remote transformations to the most intimate features of the human self – and to see the relationship between the two.”


“The fascination of sociology lies in the fact that its perspective makes us see in a new light the very world in which we have lived all our lives....It can be said that the first wisdom of sociology is this— things are not what they seem.”

- Peter Berger, *Invitation to Sociology* (1963: 21, 23)

[“I think a good sociologist is the kind of person who looks through keyholes and reads other people's mail” Peter Berger, 2011]

Course Description & Objectives:
In the Calendar, SOC 100 is described as: “an examination of the theory, methods, and substance of Sociology. The study of how societies are shaped including economy, culture, socialization, deviance, stratification, and groups. The process of social change through social movements, industrialization, etc.”
As the above Mills and Berger quotes suggest, sociology is a form of detective work; the understanding and results of which always relate back to us personally, but more importantly in terms of our larger society. Sociologists attempt to reach a deeper understanding of people within their social and natural environment. Sociologists don’t really spy on people or intercept and read people’s mail, but Peter Berger still sees sociologists as “intensively, endlessly, and shamelessly interested” in what people do in order to understand and, hopefully, improve society. As such, sociologists offer a special perspective on the way that human beings are shaped by things that we don’t easily see, avoiding relying solely on commonsense or taken for granted explanations about our daily lives.

In this course, we’ll explore those seemingly-invisible social forces by examining social institutions with the objective of connecting what C. Wright Mills calls personal ‘troubles’ to societal ‘issues’. Specifically, we’ll learn the concepts and theories distinct to sociology and crucial to developing a sociological language. While doing this we’ll examine stories – cases, studies, sociologist’s experiences – that will help you to expand your own sociological imagination. We’ll focus on Canadian issues, but in doing so we’ll compare Canadian society and issues with other countries in order to make clearer what we often take for granted in our own country. Over the course of the term we’ll look at various aspects of social life including social inequalities and differences based on gender, race, culture, and class; families, deviant behaviour and social control; the environment as social; and popular culture. Overall, we’ll examine how societies change as a result of factors including social and cultural transformation, technological development, political and economic restructuring, modifications to our natural environment, and collective resistance and the formation of social movements.

Required Textbooks:

   [referred to as ‘S&L’ in course outline]

   [referred to as ‘Brym’ in course outline]

*Note: “Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar.”*

Anti-Requisite:
SOC 100 is not to be taken by students with credit in SOC 300

Registration:
Students are responsible to ensure they are officially registered. Use Bear Tracks to confirm that you are properly registered in this course and section. You must be officially registered to receive marks: instructors are not allowed to mark the exam of an unregistered student or to add a student name to the official class list.
Class Format & Ground Rules: PLEASE READ!
This class follows a lecture format utilizing multiple forms of media to stimulate thought and illustrate concepts. In order to make this format more interactive, I ask that you respect the following ground rules:

- Due to the increasing number of emails I receive requesting information on materials already covered in lecture, I reserve the right to reply that you should speak with your classmates who were in attendance or to come and see me during scheduled office hours.
- I will not provide nor discuss any grades via e-mail. Grades can be accessed through the course eClass site, or you can discuss them with me during my office hours. Similarly, I do not discuss course and assignment grades in comparison to other students in the class.
- Phones must be silenced all times during class and turned off during exams. If it’s an expected emergency (e.g. health related, child care issue, etc.) please quietly step out into the corridor before taking the call during classes.
- Arriving late and/or leaving early disturbs others. If it’s unavoidable, use the back/side door and sit in a place or move in a way that creates the least disruption – for example if you come in late sit in the nearest seat or, if you have to leave early, find a seat that will allow you to leave with as little disturbance as possible. If coming late or leaving early on a regular basis cannot be avoided, please let me know.
- Although the class size, physical space, and teaching format make interaction difficult, I do ask that students express their views, raise questions, and challenge taken for granted assumptions about society. For this to be possible, it’s necessary that we all come to class with an open mind and willingness to listen to other points of views and perspectives that may challenge our own values and ways of thinking. Therefore, whoever is speaking (instructor or student) must be heard in silence. Talking and whispering disturbs others who are listening, and is a sign of disrespect. If you have something to contribute to the discussion, or topic under consideration, share it with the class; otherwise save it for a later and more private opportunity outside of class.
- I strongly advise regular attendance at class. Assigned readings and lectures overlap and while not identical, they are complementary and mutually reinforcing. Students who attend regularly and read the assigned chapters and readings in advance have greater comprehension and retention, and perform better on examinations.
- If you decide to not attend classes be aware of the risk. The University holds students responsible for any information provided during class time. If you will be missing classes occasionally, or regularly, I recommend you find a classmate who is willing to lend you their notes and fill you in on what was missed. My lecture notes will not be posted online or loaned.
- SOC 100 is an eClass section. If you have access to Bear Tracks, your CCID and Password allows you access to the SOC 100 eClass course site. This course syllabus will be posted there.
- If you are having trouble in this class, please come see me sooner rather than later. Sooner – there is a good chance that we can work together to make things better. Later – there is a good chance that you will be left with a lower grade than you would like.

Recording of Lectures
Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).
Attendance, Absences, and Missed Grade Components
Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify Dr. Caine by e-mail within two working days from the date of the missed exam (or as soon as possible, given the circumstances underlying the absence). Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult the Attendance section of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Student Accessibility Services:
If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Student Accessibility Services (SAS): Room 1-80 SUB, 780-492-3381 (ssds.ualberta.ca). Please inform me of any special accommodations recommended by SAS for your participation in this course. Students registered with SAS who will be using accommodations in the classroom, or who will be writing exams through SAS, are required to provide me with a “Letter of Introduction” as early as possible.

Course Requirements:
Your final grade for SOC 100 will be based on three examinations:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Term Exam 1</td>
<td>30%</td>
<td>February 8th during class time</td>
</tr>
<tr>
<td>Term Exam 2 (not cumulative*)</td>
<td>35%</td>
<td>March 13th during class time</td>
</tr>
<tr>
<td>Final Exam (not cumulative*)</td>
<td>35%</td>
<td>Check Bear Tracks for date and time</td>
</tr>
</tbody>
</table>

* See lecture and exam schedule for explanation

Examination Format
All exams use an objective format and consist of multiple-choice questions. Exam questions will be drawn from the textbooks, additional readings and any material used in the class period. In preparation for examinations, students will be given access to sample exam questions prior to each examination.

Missed Midterm Exams
If a midterm exam is missed and a documented excuse is provided to the satisfaction of the instructor, a re-write will be undertaken on a date and time chosen by the professor. If the re-write is missed, the student will receive a zero grade.

Missed Final Exam
The final exam cannot be rescheduled. Under extenuating circumstances (as outlined in the Attendance Section of the Calendar) students who cannot write the exam, or cancel their final exam during the exam period, must provide documentation and apply to their Faculty for a deferred exam. If approved by the student’s Faculty, the Department of Sociology’s Final Exam Rewrite date is scheduled for: Saturday May 5, 2018 at 9:00 am in BUS 1-10.
Grading: Final grades for this course are determined using the following contract:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
<th>4-Point Value</th>
</tr>
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<tbody>
<tr>
<td>Excellent</td>
<td>95 – 100</td>
<td>4.0</td>
</tr>
<tr>
<td>90 – 94</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>85 – 89</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Good</td>
<td>80 – 84</td>
<td>3.3</td>
</tr>
<tr>
<td>75 – 79</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>70 – 74</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>66 – 69</td>
<td>2.3</td>
</tr>
<tr>
<td>62 – 65</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>58 – 61</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>Poor</td>
<td>54 – 57</td>
<td>1.3</td>
</tr>
<tr>
<td>Minimal Pass</td>
<td>50 – 53</td>
<td>1.0</td>
</tr>
<tr>
<td>Fail</td>
<td>0 – 49</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Please note: There is no rounding-up policy in this course. For example, 94.2%, 94.5%, or 94.9% all receive a final % grade of 94 (not 95) and thus a letter grade of “A”. The only exception to this policy is the following: if the % grade is on the margin of the next letter grade and there is a pattern of substantial and consistent improvement in performance over the term, then rounding up to the next letter grade will be considered.

COURSE OUTLINE

Be aware that this outline of readings may change over the course of the term.
You are responsible for attending class, and checking eClass and your email for such notices.

Lecture Dates | Text/Topic / Readings
(Nota S&L = Elements of Sociology / Brym = Sociology as a Life or Death Matter)

January 9: Course Overview & Introductions:
Brym Preface, and Brym Chapter 1 – Sociology as a Life or Death Issue
January 11: S&L Chapter 1 – Introduction to Sociology
January 16: S&L Chapter 1 – Introduction to Sociology (continued)
January 18: S&L Chapter 2 – Social Research Methods

January 23: S&L Chapter 3 – Culture
January 25: S&L Chapter 3 – Culture (cont’d)

January 30: Brym, Chapter 2 - Hip Hop: From Caps to Bling
February 1: S&L Chapter 4 - Socialization

February 6: S&L Chapter 4 – Socialization (cont’d)

February 8: Term Exam 1 (covering all materials since the first class)

February 13: S&L Chapter 5 - Social Roles, Interaction, and Organization
February 15: S&L Chapter 6 - Deviance

**February 19 - 23: No classes (Reading Week / Winter Break)**
February 27:  Brym, Chapter 3 - Explaining Suicide Bombers
March 1: S&L Chapter 7 – Social Inequality: Stratification
March 6: S&L Chapter 8 – ‘Race’ and Ethnicity: Sites of Inequality
March 8: S&L Chapter 9 – Gender and Sexuality & Brym, Chapter 6 – Gender Risk

March 13  **Term Exam 2** (covering all materials after Term Exam 1)
March 15: S&L Chapter 10 - Family
March 20: S&L Chapter 12 – Education & Brym, Chapter 7 – Canadian Genocide
March 22: S&L Chapter 13 – Health and Medicine
March 27: Brym, Chapter 5 – The Social Bases of Cancer (note chapter number)
March 29: S&L, Chapter 14 – The Environment
Laszewski, C. "The sociologists' take on the environment". Available on eClass

April 3: Environment (Continued)
April 5: Brym, Chapter 4 – Hurricane Katrina & the Myth of Natural Disasters (note Chapt number)
April 10: S&L Chapter 15 – Social Change and the Future
April 12: Last Class / Wrap-up / Brym, Chapter 6 – Sociology as a Vocation

**Final Exam:**  Covering all materials after Term Exam 2  (Consult Bear Tracks for date and time)

**Academic Honesty:**
All students should consult the information provided by the Office of Student Judicial Affairs regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the Academic Integrity Undergraduate Handbook and Information for Students). If in doubt about what is permitted in this class, ask the instructor.

**University Policy on Academic Misconduct:**
“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

Please familiarize yourself with the “Don’t Cheat” sheet at:
[http://www.governance.ualberta.ca/StudentAppeals/DontCheatsheet.aspx](http://www.governance.ualberta.ca/StudentAppeals/DontCheatsheet.aspx)

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset.
Instructors should understand that the principles embodied in the Code are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the Code.

30.3.2(1) Plagiarism
No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating
30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.
30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).
30.3.2(2)c No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.
30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.
30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts
No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. See also 30.3.2(2) b, c, d and e.

30.3.6(5) Participation in an Offence
No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

The Truth In Education (T*I*E) project is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behaviour. There are helpful tips for Instructors and Students. The following procedures are drawn from the Code of Student Behaviour as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence.

Dr. Ken Caine
30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour

30.5.4(1) When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted. (CLRC 30 MAY 2002) (EXEC 7 APR 2003) (CLRC 27 NOV 2003)

30.5.4(2) If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction. (CLRC 27 NOV 2003).

Possible Sanctions
One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts.

30.4.3(2) a.i A mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour (GFC 24 SEP 2007);
30.4.3(2) a.ii Reduction of a grade in a course 30.4.3(2) a.iii A grade of F for a course.
30.4.3(2) a.iv A remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii, 30.4.3(2)a.iii
30.4.3(3) b Expulsion
30.4.3(3) c Suspension

The following sanctions may be used in rare cases.
30.4.3(3) e Suspension of a Degree already awarded
30.4.3(3) f Rescission of a Degree already awarded

30.6.1 Initiation of an Appeal

30.6.1(1) When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour (Section 11.8 of the GFC Policy Manual), whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Co-ordinator in the University Secretariat within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB. (CLRC 30 MAY 2002) (CLRC 25 SEP 2003) (EXEC 01 MAY 2006) (GFC 24 SEP 2007) (BEAC 17 OCT 2007)