Conrad Grebel University College
University of Waterloo
Sociology 101, Section 002 (Class 8071)
Winter 2018

The mission of Conrad Grebel University College is to seek wisdom, nurture faith, and pursue justice and peace in service to church and society.

We acknowledge that UW & CGUC are on the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to Six Nations, which includes six miles on each side of the Grand River.

Class Time: Tuesdays 2:30 – 3:50 pm
Location: St. Paul’s University College, Room 105

Instructor: Ed Janzen
Office Hours: I am usually available 8:30 am – 4:30 pm most days. Making an appointment, email or talking to me in class are good ways of connecting

Office Location: Conrad Grebel College, 2430 C
Phone: 519-885-0220 x 24249
Email: ejjanzen@uwaterloo.ca


1. Course Description
This course introduces sociology, the systematic study of human society. A sociological imagination makes this study possible and two things make the sociological imagination unique. First, a sociologist tries to see the strange in the familiar, to encounter the realities of usual and everyday life as if for the first time, from an alien distance. Second, a sociologist tries to see the general in the particular, how human behaviour is shaped by group life and how group life is affected by individuals. The goal of this course is to develop and apply a sociological imagination to the institutions and problems of society.

Five areas introduce issues at the heart of sociology:
- history of sociology – personalities and paradigms of the discipline.
- foundations of social life – culture, socialization, organizations, deviance.
- social inequality – stratification, gender, age, race.
- institutions of society – economy, family, religion, politics, health, education.
- social change – the dynamic arrangement and re-arrangement of the above.
*Introduction to Sociology* is an invitation to become aware of your place in society and to integrate such awareness with a commitment for the common good of all humanity. It is my hope that this course results in the development of knowledge and skills useful for meaningful and active participation in society.

### 2. Course Assignments and Weights

**a) Change Project – 40% of grade.**

The good of society depends on an informed, thoughtful, invested and active citizenry to meet the challenges of change. Class members will form teams to work on particular cases outlined below.

**b) Mid Term Test – 30% of grade, Thursday, February 15, 2108.**

This test will cover material from the first half of the course. It will occur during usual class hours in the usual classroom.

**c) Final Exam – 30% of grade, scheduled during the formal exam period by the Registrar’s Office.**

The final exam covers the material after the mid-term and assesses comprehensive understanding of the course material.

### 3. Change Project – three parts, 60 marks.

The purpose of this project is to find and support an organization that responds to one of the various issues outlined below. At the end of the “Change Project” the class will vote to support an organization with a $100 donation. This is a group project. Three class seminar times will be devoted to working on this project. **Only those who are present and participate in these meetings will be eligible to hand in their reports for grading.** Additional meeting time outside of class may be needed. The seminars and reports are outlined below. Please note their marking schemes.

**a) Seminar 1 – What is the issue? (Thursday, January 25) – 20 marks**

Social change depends on understanding issues through the work of others. Find and read one article from a peer-reviewed, academic journal on one of the topics. Write a 1 page summary of the article. You will present your summary to your team on Jan. 25. Record and categorise the findings of the whole group. For help finding an article, go here.

Cite the article in APA format:
Author(s), A. A. (Date). Title of article. *Title of Journal, volume(issue), page–page.*
Author(s), A. A. (Date). Title of article. *Title of Journal, volume(issue), page-page.* Retrieved from http://www.uoguelph.ca

**Marking scheme:**
- ‘B’ level - Individual Article Summary - **13 marks, 1 page only,** article citation, thesis summary, method, main finding
- ‘A’ level add Theory Reflection - **5 marks, 1 page only,** use information from readings in your text to talk about the theory, methodology or social dynamics addressed in your article. You must include 2 direct quotes from your text.
- Group Summary - **2 marks, written on back** of your article summary, summary of article themes and categories.

**Due: January 25** at end of seminar.

**b) Seminar 2 - Identify a Response (Tuesday, March 1) - 20 marks**

Responding to many social issues occurs through the work of charitable, not-for-profit organizations. Find, research and write a one page report on a charitable organization that responds to your team’s issue. Present your organization to your team with a rationale for supporting it. As a team, decide which organization you will present for class support. Identify it and list the rationale for support in the Team Decision Report.

**Marking scheme:**
- ‘B’ level - Organization Report - **12 marks, 1 page only,** full contact information (mail, web, phone), mission
statement, activities, rationale for choice of the organization.

- ‘A’- level add Theory Reflection - **5 marks, 1 page only**, use information from your text to offer a deeper analysis of your organization with respect to issues of stratification, role in society or social institutions. You must include 2 direct quotes from your text.
- Team Decision Report - **3 marks, written on back**, organization your team chose, two (2) reasons for choice.

**Due: March 1** at end of seminar.

c) **Seminar 3 - Plan Your Pitch (Thursday, March 8)**

This seminar time will be spent planning a fund appeal for the organization your group has selected to put forward for support. The goal of the presentation is to persuade your classmates that your group’s organization is worthy of support. The pitch will be in the form of a 30-60 second video.

d) **Presentations – Festival of Pitches (March 29 & April 3) - 15 marks**

The hard work of this project ends in a festival in which all 30-60 second video pitches will be viewed. Each group will have **1 more minute** to provide background information and rationale for its choice of organization. After all the presentations have been given, the class will vote on which organization will receive $100.

**Marking scheme:**

- ‘B’ level - Personal Report - **10 marks, up to 2 pages**, analysis of your organization based on lecture material: type and stage of movement, evaluation of pitches, reflection on the group process – What did you learn about yourself? What did you learn about group work?
- ‘A’- level add Theory Reflection - **5 marks, 1 page only**. Use theoretical paradigms to explain your organization. What particular theories of social change relate to your organization and how do they increase your understanding of the social impact of your organization? You must include 2 direct quotes from your text.
- The Pitch - **5 marks** based on relevance, originality, impact/emotion, use of various media, coherence.
- Submit your “Pitch” to the Soc 101.001 Dropbox in Learn by **Friday, March 22, 5pm**.

**Due Date for Personal Report April 3.**

e) **Change Project Issues**

i) **Sustainability in a Petroleum Drunk World.** The Financial Post (April 4, 2016) reports that after two years of sinking oil prices and almost 40,000 job cuts, the Canadian petroleum industry is not finished dealing with the dramatic drop in world oil prices. All of this has made the energy basis of the Canadian economy turn into a pipedream. Pollution, global warming, peak oil are all issues that are pushing for change when it comes to energy. What direction would you suggest for an energy strategy for Canada?

ii) **The 100 km diet - a food economy for healthy communities?** What if all you could eat was grown within 100 kms of where you lived? What if your neighbour decided to raise chickens in her backyard? What would be the effect on your community? Is this a way to enhance our food security and improve our local economies? Considering the implications of how we grow our food (organic vs. pesticide) and where we grow our food (local vs. global), how would you deal with the issues of food security and local economies in feeding our communities?

iii) **Embassies in Jerusalem.** The perennial question for many world leaders has been trying to find a peaceful solution to Middle East tensions and violence. Most recently, world leaders have become embroiled in debate about the capital of Israel and the location of their embassies. What are the issues that prevent peace from happening? Is there a role for Canada in making peace in this part of the world? What is it?

iv) **Racism in Canada.** Canada has a racism problem. The evidence is pretty clear: 50 land claims in Ontario accepted for negotiation, the inquiry into Missing and Murdered Indigenous Women, the over-representation of Indigenous Peoples in the Canadian justice system, the recently presented recommendations of the Truth and Reconciliation Commission, residential schools, the 60s scoop, and the list could go on. How do we find a good way to live with respect and honour among all the peoples of Canada?
v) Disney may have designed her, but others have profited to the tune of millions if not billions of dollars from the manufacture of the VIP (Very Important Princess). Do you remember any examples of ‘boy-vertising?’ Why do market-savvy corporations target little girls instead of little boys? Is this feminist empowerment of girlhood or the enslavement of very young children to fashion sense and body image?

vi) Sexual harassment. Various studies suggest that 1 in 4 North American women will be sexually assaulted during their lifetime. Whether in a bar, in a dorm room or in a corporate executive’s office, whether alcohol is involved or not, the key to preventing sexual assault is a commitment to respect, communication and dignity for all people. Most often this occurs by putting the needs and desires of others before one’s own. While this is true for all people, it is especially necessary among adolescents and young adults who are learning about and becoming comfortable with their own sexuality. How might we build a healthy attitude toward sex and a strong culture of respect in society?

vii) 25,000 refugees from Syria. How will we manage the logistics of finding housing for such an influx of people, never mind integrating them into Canadian society? We’ve done it before as a country, can we do it again? What kind of direction would you seek for Canada’s refugee policy? What kind of issues do refugees face as they re-settle in a new land?

viii) Russia not invited to Winter Olympics 2016. It’s not the first time that sports and politics have mixed in this celebration of human endurance, athletic prowess and good sportsmanship. It might be argued that despite doping and political scandals, the Olympics are beneficial for the host country and society in general. On the other side is the argument that such grand displays divert much needed social resources from dealing with important social problems. What is the role of sports in society? Why and how should governments support sport and the training of athletes?

4. Course Schedule

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<td><strong>Foundations of Society</strong></td>
<td>9 <em>Paradigms &amp; Personalities</em>, Ch.1</td>
<td>11 <em>Methods &amp; Research</em>, Ch.1</td>
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<td>16 <em>Culture &amp; Society</em>, Ch.2</td>
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<td>23 <em>Interact. &amp; Organ.</em>, Ch.4 &amp; 5</td>
<td>25 <em>Change Project - Seminar #1</em></td>
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<td><strong>Social Inequality</strong></td>
<td>30 <em>Stratification</em>, Ch.6</td>
<td>Feb. 1 <em>Global Stratification</em>, Ch.6</td>
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<td>6 <em>Race &amp; Ethnicity</em>, Ch.7</td>
<td>8 <em>Gender</em>, Ch.8</td>
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<td>13 <em>Deviance</em>, Ch.9</td>
<td>15 <em>Mid Term</em></td>
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<td>20 <em>Reading Week</em></td>
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<td><strong>Social Institutions</strong></td>
<td>27 <em>Social Institutions</em></td>
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<td>29 <em>Festival of Pitches</em></td>
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<td>Apr. 3 <em>Festival of Pitches &amp; Review</em></td>
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5. Your responsibilities and advice for a successful term

- Attend class regularly.
- You are responsible for catching up on material that you have missed.
- Be attentive and participate in class discussions. Ask questions. Be respectful.
- Understand course requirements. Please ask questions.
- Note on avoidance of academic offenses: All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offense, to avoid committing academic offenses, and to take responsibility for their academic actions. When the commission of an offense is established, disciplinary
penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offenses and types of penalties, students are directed to consult Policy #71.


- If you need help in learning how to avoid offenses such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance or consult the following website:
  http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html.
- Other resources regarding the discipline policy are your Academic Advisor and the Undergraduate Associate Dean. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70

- Don’t hand in assignments late.
  - Schedule your work carefully, keep due dates in your calendar. Situations of illness, emergency or family/personal crises can be dealt with if you consult with me as they arise. Past due assignments will be subject to a grading penalty of 2% per day unless arrangements have been made.
- Be sure about your exam and test schedules: if you are unable to sit for the final exam in the time scheduled, you must process your request through the Registrar’s Office (Needles Hall, 2nd floor). A medical certificate presented in support of an official petition of relief from normal academic requirements must provide all of the information requested on the ‘University of Waterloo Verification of Illness’ form or it will not be accepted. This form can be obtained from Health Services.
- Students with special needs may arrange appropriate accommodations through AccessAbility Services, 1401 Needles Hall, x.35082.