

**Conrad Grebel University College - University of Waterloo**

***Concordia Cum Veritate***

***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.**

**Sociology 101 - Section 001 (Class 3702)**

***Winter Term, 2022***

**Instructor: Ed Janzen**

**Phone: 226-750-1804**

**email: [ejjanzen@uwaterloo.ca](mailto:ejjanzen@uwaterloo.ca)**

Office hours: The best way to connect with me is by email to set up an appointment. Also, I'll generally be available after class for conversation.

Required Text: **MACIONIS: SOCIOLOGY 10TH CDN ED**, available through WSTORE at: <https://wstore.uwaterloo.ca/ac-macionis-sociology-10th-cdn-ed.html> (detailed info on LEARN).

## **1. Course Description**

This course introduces **sociology**, the systematic study of human society. It begins with a sociological imagination that: first, 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; and, second, tries to see the *general* in the *particular*, how human behaviour is shaped by group life and how group life is affected by individuals.

This course has four areas of interest:

- History of Sociology and Foundations of Social Life.
- 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.

The **goal** of this course is to:

- learn and practice basic academic skills.
- learn the fundamentals of sociology.
- research and respond to a basic social issue.
- become aware of your place in society and use the knowledge and skills of this course to make a meaningful commitment to the common good of all humanity.

The content of this course will be delivered in a combination of asynchronous lectures posted for download on the LEARN course page until the week of January 24 (unless indicated otherwise by UW) and in person after that until the end of the term.

## **2. Course Assignments and Weights**

### ***a) Content Quizzes – 20% of grade.***

*Six quizzes will cover content of both the lectures and text. These quizzes will be accessible the week after the lecture, see the course schedule. Students may complete the quiz as many times as they like; only the best score will be kept. Quizzes are 'open book.'*

### ***b) Challenge 2 Change Project – 50% 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 issues in the project outlined below.

### ***c) Integrative Essay – 30% of grade.***

This essay will ask students to apply the analytic tools of the course (theoretic paradigms, hypothesis development, social change theory) to current issues in society. Cases will be provided along with a rubric for the essay in the last week of class.

### **3. Challenge 2 Change Project – three parts, 60 marks.**

The purpose of this project is to use basic research, organizational and relational skills to understand and respond to one of the issues outlined below. Three assignments and three group meetings (whether in real time or asynchronous) make up this assignment. These meetings and assignments will help students test basic research skills, prepare written reports, practice collaborating with others all toward the goal of understanding and responding to social issues. The culmination of this project will be to develop a \$50 donation recommendation to address one of the issues outlined below. Additional meeting time apart from class time will be needed to research and prepare various reports. The general outline of this project is below. [More details about the project and report expectations are on LEARN.](#)

#### ***a) Choose your issue – week of January 11***

There are no marks associated with this exercise, however, registering your issue allows you to be placed in an appropriate group and continue with the project. Instructions for this are in LEARN.

#### ***b) Research Roundtable – week of January 31 (on Feb 3 if back in person) – 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 summary report of the article. Share it with your assigned group. Record and categorise the findings of your Research Roundtable.

Submit to Dropbox:

- i) Your Research Report, 15 marks, due February 1.
- ii) Research Roundtable Secretary submit Research Roundtable Minutes to Dropbox, 5 marks, due February 4.

#### ***c) Organization Symposium – week of February 28 (on March 3 if back in person) – 20 marks.***

Responding to many social issues occurs through the work of charitable, not-for-profit organizations.

Find, research and write a 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 at the Challenge 2 Change Conference. List your group's reasons for choosing your organization.

Submit to Dropbox:

- i) Your Organization Report, 15 marks, due March 1.
- ii) Organization Symposium Secretary submit Organization Symposium Findings, 5 marks, due March 4.

#### ***d) Challenge 2 Change Conference – week of March 28 – 20 marks.***

Each group will send a delegate to the Challenge 2 Change Conference. Each delegate will present their group's organization. The delegates will then agree on one organization to support and draft a \$50 donation recommendation for this support. All group participants may participate in the conference and help with developing the donation recommendation.

Submit to Dropbox:

- i) Your Personal Process Report, 14 marks, due April 5.
- ii) Challenge 2 Change Conference Secretary submit conference proceedings, 6 marks, due April 5.

#### ***e) Challenge 2 Change Project Issues***

**i) Sexual Justice.** Hopefully #MeToo is familiar to you as an important movement against sexual assault. Whether in corporate boardrooms and offices, with religious and political leaders, in professors' offices, classrooms, university pubs, a friend's room; it is clear that sexual assault occurs at all levels of society. Free consent and respect are necessary to prevent sexual injury and are vital in developing healthy intimacy and relationships. While a social media movement is a good start, it's in the give and take of personal relationships that true sexual justice and healthy relationships are nurtured. In society at large, at our university or in one-on-one interactions, how can you and your group contribute to the growth of safety, dignity and respect for all?

**ii) Environmental Justice.** Extraction industries (mining, logging, oil) have been powerful engines in Canada's economy. However, each of the industries have resulted in various negative impacts on the environment. These may be greenhouse gas emissions, deforestation, oil spills, flooding and decline in air quality.

While environmental problems and change often have a global impact, their solution depends as much on our personal efforts as policy and action at governmental and industry levels. What should be Canada's direction? How can you and your group contribute to environmental sustainability?

**iii) Health Justice.** One of the greatest tragedies of the Covid-19 pandemic in society has been that people in the most vulnerable places of society bear the brunt of its impact. Seniors in Long Term Care facilities, direct care providers or employees in the service sector all experience heightened risk. Also, the pandemic health risks affect racialized communities and people living in poverty more than society in general. Governments throughout Canada have pledged to address these health injustices, especially in institutions of Long Term Care (LTC) for seniors. What care and energy should society give to this work? How can you and your group contribute to dignified care for society's most vulnerable people?

**iv) Racialized Justice.** Violence and injustice against People of Colour, Indigenous People and Black People have been made clear and plain throughout all of society. From general social recognition of George Floyd as a victim of violence to the antiracism work of #equity4who at UW, society has become alert to the problems of racialized injustice and violence. The rallying cries of Black Lives Matter and Defund the Police have been heard wide and far. The calls to develop anti-racist policy and action were issued in the highest governments and courts of the land, in all institutions of society and throughout our personal lives. How can you and your group stand in solidarity with and contribute to the work of antiracism in our society?

#### 4. Your responsibilities and advice for a successful term

- Read the syllabus closely.
- Understand course requirements. Put due dates into your calendar.
- Stay current each week. Review and take notes on the published content on LEARN. Come to class when we return to the in-person portion of the term.
- 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. <http://www.adm.uwaterloo.ca/infosec/Policies/policy71Sept2008.htm>.
  - 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](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 (<http://www.adm.uwaterloo.ca/infosec/Policies/policy70Sept2008.htm>).
- 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. We can negotiate accommodations together.
  - Past due assignments will be subject to a grading penalty of 2% per day unless arrangements have been made.
- Be alert to how you're doing – stay active, connect with others, eat and sleep well, rest.
- If you need some support for your mental health, check out the resources here:
  - <https://uwaterloo.ca/student-success/>
  - <https://uwaterloo.ca/campus-wellness/students>
- Students with special needs may arrange appropriate accommodations through AccessAbility Services, 1401 Needles Hall, x35082.

### 5. Course Schedule – Winter 2022

Week of:	Unit	Tuesday	Thursday	Quizzes
January 5	<i>Introduction</i>	Jan.	6 <i>The Sociology of TimBits</i>	
11	<i>Foundations of Society</i>	11 Find an article and other C2C	13 <i>Paradigms &amp; Person.</i> , Ch.1	
17		18 <i>Paradigms &amp; Person.</i> , Ch.1	20 <i>Methods &amp; Res.</i> , Ch.2	1. Intro-Paradigm-Method
24		25 <i>Culture &amp; Society</i> , Ch.3&4	27 <i>Socialization</i> , Ch.5	
31		Feb. 1 <i>Interact. &amp; Organ.</i> , Ch.6&8	3 <b>C2C – Research Roundtable</b>	2. Soc-Socializat-Interact
February 7		<i>Social Inequality</i>	8 <i>Stratification</i> , Ch.11 &12	10 <i>Global Strat.</i> , Ch.13
14	15 <i>Gender</i> , Ch.14		17 <i>Race &amp; Ethnicity</i> , Ch.15	
21	22 <b>Reading Week</b>		24 <b>Reading Week</b>	
28	Mar. 1 <i>Deviance</i> , Ch.10		3 <b>C2C – Org. Symposium</b>	4. Anti-racism-Gendr-Dev
March 7	<i>Social Institutions</i>	8 <i>Social Institutions</i>	10 <i>Economics</i> , Ch.17	
14		15 <i>Politics &amp; Gov.</i> , Ch.18	17 <i>Family</i> , Ch.19	5. Instit-Econ-Pol
21		22 <i>Religion</i> , Ch. 20	24 <i>Health</i> , Ch.22	
28		<i>Social Change</i>	29 <i>Theories of Change</i> , Ch. 24&25	31 <b>C2C Conference</b>
April 4		April 5 <b>C2C Conference Report</b>		