



## Renison University College

An affiliated college of the University of Waterloo  
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### Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

### Fall 2020

**Course Code:** SOC 101R (formerly SOC 120R)

**Course Title:** Fundamentals of Sociology

**Sections:** 001, 002, 003

**Instructor:** Dr. Sharon Roberts (she/her)

**Office Hours:** by appointment (please email me to set up a virtual appointment and use SOC101R in the subject of the email)

**Email:** [Sharon.Roberts@uwaterloo.ca](mailto:Sharon.Roberts@uwaterloo.ca)

### Course Description:

This course provides students with a fundamental grounding in sociological perspectives, theories, and methods to help us understand the social world. What is sociology, and why does it matter? How is sociology different from common sense? How do structural divisions, such as SES, race, ethnicity, or gender affect us as collective groups and as individuals, and how do sociological theories contribute to our understanding of social issues? These are the types of questions that students should be able to answer by the end of this course.

### Learning Objectives:

At its conclusion, the student should have:

- acquired a new sociological language that will permit her/him/them to take more advanced courses in sociology
- gained a fundamental knowledge of the many areas explored through sociological research and theory
- apply key sociological concepts to everyday circumstances
- possess the tools to critically examine her/his/their own world through a sociological lens
- to raise consciousness about our social world—the role we play and the opportunity it affords us to contribute

### Required Text:

Macionis, John J., and Gerber, Linda M. (2017). *Sociology*. Ninth Canadian Edition. Toronto, Ontario: Pearson Prentice Hall. (see video)

## WARNING Intellectual Property:

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides, videos)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent to others outside of the class (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

## Course Schedule

Week	Date	Lecture Topic	Chapter Macionis Text	Due Dates for the Week
W1	Sept 8	Introduction		Introduce yourself!
W2	Sept 14	Theory, Societies	1, 4	
W3	Sept 21	Culture	3	
W4	Sept 28	Socialization, Social Interactions in everyday life	5, 6	
W5	Oct 5	Groups and Organizations	7	<b>TEST 1: W2 -W4 Material MONDAY OCT 5 29%</b>
<b>NA</b>	<b>Oct 12</b>	<b>Reading Week</b>		
W6	Oct 19	Deviance, Gender	9, 13	
W7	Oct 26	Stratification and Poverty	10, 11	
W8	Nov 2	No Lectures! Study!		<b>TEST 2: W5 -W7 Material WEDNESDAY NOV 4 29%</b>
W9	Nov 9	Race	14	PoC Contributions in Sociology Assignment due <b>SUNDAY NOV 15 11:55PM (10%)</b>
W10	Nov 16	Aging, Work	15, 16	Reflection Paper Due (3%) <b>SUNDAY NOV 22 11:55PM</b>
W11	Nov 23	Government, Education	17, 20	
W12	Nov 30	Congratulations! You did it!		<b>Test 3: W8 -W11 Material MONDAY NOV 30 29%</b>

## Evaluation

Test 1 29% (open textbook, but Internet sources other than Learn/all communications prohibited)

Test 2 29% (open textbook, but Internet sources other than Learn/all communications prohibited)

Test 3 29% (open textbook, but Internet sources other than Learn/all communications prohibited)

Assignment: PoC Contributions in Sociology 10%

Course Reflection 3%

There is no final exam in the final exam period for this course.

## **Hello!**

Well, we are in the era of COVID-19, so we are not able sit in a classroom together and converse in person. However, I can still get you thinking about the course material and create a space where you can engage with each other. I have invested an *inordinate* amount of time—literally hundreds of hours—into redesigning every element of this course for our new anti-covid-spreading format, and the goal is that you will walk away from the course having learned about the discipline of sociology and how various sociologists see and analyze the world. I want you to know that I am happy to have conversations with my students. I miss my students, and I will always make time to talk about learning.

## **Time Expectations:**

The course is supposed to be three hours of class time a week. A good rule for your education is that you should **spend an additional three hours reading and studying content for every hour of class**. That means, in essence, that you should expect that a full course load is the equivalent of a fulltime job. It might take you much longer to get through reading the textbook each week. That's OK! It's about the quality of your processing and not necessarily the amount of time it takes you to get through it. You definitely want to stay on top of the schedule.

This term is going to fly by, and you will HAVE to keep up with your readings if you intend to be successful in the course. I've tried to incorporate little periods of reprieve into the schedule to allow you to keep up with your readings and lectures (e.g., some weeks include fewer than two chapters/lectures). Also, the exams are NOT cumulative for this course; each test will cover only the material specified for each test (e.g., W2-W4).

## **Weekly Tasks:**

I have included a "Quick Schedule Reference" for you to easily keep track of the weeks, dates, and expectations. Each week there will be several tasks for you to complete.

- 1) watch the introduction video(s) (it was very strange talking to a camera by myself)
- 2) read the chapter(s) in the textbook, focusing on new terms, theories, people, general trends, etc.
- 3) go through the ppt video(s) and take notes. You don't need to rewrite your textbook—Macionis & Gerber already wrote it, so that is an inefficient use of your time and is likely not sustainable. You need to be able to process material and simplify it efficiently and economically. As a guide, a good handwritten study summary of a chapter should fit on one page of paper.
- 4) review the textbook again and ensure that you fully understand the material (e.g., what is the 32,000 foot view/elevator summary, meaning what are the big lessons for how various sociologists/theories understand the chapter topic AND what are the specific terms, theories, people, and general trends that allow you to articulate your understanding of the material)
- 5) engage in the discussion
- 6) ask me any questions
- 7) check and see what is coming up in the next three weeks (at least)

## **Lectures:**

Lectures and introduction videos have been embedded in the course content and link to YouTube. This will allow you to watch them without having to download *massive* files. By using the features available on YouTube, you can access the subtitles/closed captions for the videos. YouTube also allows for the videos to be slowed down (.25, .50, .75) and sped up (1.25, 1.5, 1.75, 2.0), which will hopefully meet the differential learning needs of all my students. You can also adjust the quality of the

stream. If there are issues with anything, please let me know via email. If you have questions about anything in the lectures, please let me know. If I don't know there are problems, then I can't fix them.

### **Discussion:**

Each week, I will post discussion questions. Some of the questions will help you process the material in the chapter while others will allow you to see your world sociologically. This kind of exercise will potentially increase your engagement in learning the material and help you to perform better on your tests *and* allow you to connect with your peers. The student discussion space is intended for students, and while I might pop in and out of some of the discussions, this is ultimately about you. You are also encouraged to pose your own questions to your colleagues, too, and interact with each other in the weekly discussion. This is meant to be a space where you can interact with each other, not for grades, but for the love of intellectual discourse. Please be respectful.

### **VERY IMPORTANT: Test Information (3 \* 29%)**

The three test dates are posted in the schedule and describe which material is testable. Tests for this course will be multiple-choice and/or a combination of short answer. The format will be discussed during class in the weeks prior to the examination dates but will *likely* be multiple choice.

The dates for the test are listed in the course schedule. You will have a set number of minutes (to be determined, but as an example 60-75 minutes) within a 24-hour period to write the exam (i.e., the exams should open at 12:01AM and close at 11:55PM on the dates specified). **Important: Once you start the exam, you may not stop and start again.**

The tests are open textbook, meaning that you can refer to your textbook and lecture materials, but **you are prohibited from consulting internet sources (other than the course page on learn) or communicating with any other person during the test. You are prohibited from discussing the content of the tests with other students in the course or people outside of the course. Again,** once you accessed the test you will have a specified number of minutes to complete it. A 15-minute buffer will be provided in case any technical issues arise.

You are expected to write the test on the specified day. Unless accommodations are formally arranged through the university, there will be penalties (up to and including a grade of zero) for not writing on time and/or for exceeding the allotted time. This helps to uphold the integrity of the "classroom" for all students.

You will **have** to complete the Confidentiality Agreement and Statement of Honesty quiz relating to the tests before you will be able to access them. You may use your textbook and course notes during the exam. You will not be permitted to use resources on the Internet (e.g., googling answers) or talk to anyone else about the exam. Of course, you must be the person who writes the exam.

### **Location of the test on Learn:**

The **Confidentiality Agreement and Statement of Honesty** quiz and the test can be accessed from the **Course Home** page by clicking **Submit** and then **Quizzes** on the course navigation bar.

### **Warning:**

Cheaters will meet an unpleasant side of me—one that is void of the usual sunny disposition.

## Assignment: Contributions in Sociology from People of Colour (PoC) 10%

The purposes of this assignment are to increase your awareness of contributions to sociology made by people of colour (PoC) and to practice locating/briefly summarizing/citing peer-reviewed journal articles in APA format. It is also an exercise in following instructions.

**Submitting the Assignment:** The assignment will be handed in two parts through two dropboxes:  
**Part 1)** a 1-page written summary in PDF format that will be shared with the class **Part 2)** a PDF of the summarized peer-reviewed article.

**Part 1: 1-page written summary in PDF format (8%)** You will create a biographical reference page using the format described below and **submit it as a PDF** to the course dropbox called *PoC Contributions in Sociology PDF 1-page summary*. These will be shared with the class.

First, identify a sociological academic (or other social thinker in a neighboring discipline) who is a person of colour. Review their research. Locate at least 1 article of interest and read through it (this will be submitted as Part 2). Then create a 1-page summary of this person's scholarship using the following headings (note: the summary should fit on a single page and be saved as a PDF document).

1) **Name:** author/social thinker

2) **Brief biography:** Tell us a little about the person (50-100 words). Who is the person? Degrees and from which institutions? Where do/did they work and rank (e.g., university, department, assistant/associate/full/retired professor/died in year XXXX). Include a photo of the researcher (if possible) giving photo credit using APA format: (e.g., *Anton Allahar*. (n.d.). [Photograph]. <https://sociology.uwo.ca/people/profiles/Allahar.html>).

3) **Main areas of study:** List the author's main area(s) of study (e.g., critical race studies, Indigenous Studies, identity formation, transition to adulthood, race and ethnicity, youth, aging, demography, gender, social development, political economy, family, political sociology, social psychology, medical soc, soc of work, soc of education, etc.)

4) **Sample References of Work:** Include references of selected works from the author. The list must include at least one peer-reviewed article but can also include books and co-authored publications. Aim to include 2-5 publications, but note that a newer scholar (i.e., an assistant professor) may have a limited publication history. Reference them in APA format.

Example:

Allahar, A. L. (1993). When Black first became worth less. *International Journal of Comparative Sociology*, 34(1-2), 39-55.

\*Allahar, A. L. (2001). The politics of ethnic identity construction. *Identity: an international journal of theory and research*, 1(3), 197-208.

Allahar, A. L. (2010). The Political Economy of 'Race' and Class in Canada's Caribbean Diaspora. *American Review of Political Economy*, 8(2), 54-86.

Allahar, A., & Côté, J. E. (1998). *Richer and poorer: The structure of inequality in Canada*. James Lorimer & Company.

Côté, J. E., & Allahar, A. L. (2007). *Ivory tower blues: A university system in crisis*. University of Toronto Press.

(note that these are listed in alphabetical order, and when you have articles by the same author, they get listed by year. For APA assistance, Purdue Owl is your friend. <https://owl.purdue.edu/index.html>)

5) **Article Summary:** Identify one of the *peer-reviewed journal articles* in the list with an asterisk (\*). Write a brief summary of the article **in your own words (DO NOT COPY AND PASTE)**. (100-200 words). Note: in the reference example above, any of the first three peer-reviewed articles in the list would be suitable, but the bottom two references would not be suitable because they are books. You can tell which is an article or a book by the reference (e.g., *American Review of Political Economy*, 8(2), 54-86 is an article).

6) **Overall Contribution:** Write a general statement of your impressions of how the author's work makes a sociological contribution to the discipline's body of knowledge (e.g., the author's work contributes to sociology a critical analysis of how the transition to adulthood is adversely affected by credentialism and capitalism by...). (50 words)

**Part 2 – PDF of Article (2%):** You will submit a copy of the article you summarize in Part 1. Upload the PDF to the dropbox called *Part 2 - Peer-Reviewed Article Upload for Sociologists of Colour Assignment*. The purpose of this is to get you exploring the UW library system, finding papers, and exporting them to PDF so that you have copies for your records. It is common that people who first come to university to not know how to use the library system or know the difference between books and peer-reviewed journal articles, so please contact the folks at the library—they are eager to help you out (<https://uwaterloo.ca/library/services/ask-us>).

### **Reflection Paper (3%)**

Your reflection paper is due by 11:55PM EST on the date specified. Your reflection paper should detail your educational journey through the course material. You are expected to reflect on the material and find connections to your own lived experiences. How did you see your world sociologically as a result of taking this course? What stuck out to you? What challenged the way that you thought? The paper is about YOU and your learning. It does not require any references. The paper should be 500 words. First person writing is fine, and there is no need to include a title page.

### **NOTICE:**

Become aware of what is considered to be academic contraband. Just because you can buy it or acquire it in some other way doesn't mean it's acceptable (like crack cocaine). All materials for this course should come from your professor. *Purchasing or selling* materials for the course (or otherwise copyrighted materials) that are not expressly vetted and endorsed by your professor is an academic offense. If you are unsure, ask your professor BEFORE you do anything.

### **Electronic Device Policy (Standard inclusion for the non-covid times)**

The use of mobile computing devices (e.g., cell phones, laptops) in the classroom is limited to note-taking and accessing course materials. Personal surfing of the internet, downloading of non-course related material, use of messaging software, or gaming is not to take place. Do not use electronic devices to photograph or take audio or video recordings of class members, instructors, or guests without their expressed permission. No snapchats. Audio and video recordings of classroom lectures or activities must be approved by the professor prior to the beginning of the scheduled session. Recordings may only be used for individual study of materials presented during class and may not be published or distributed without the consent of the professor. Videos that contain images of other

students may not be published or distributed without the consent of all students depicted in the video. Violators may face sanctions.

**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

### **Accommodation for Illness or Unforeseen Circumstances:**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [http://www.registrar.uwaterloo.ca/students/accom\\_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

### **Academic Integrity:**

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the [Office of Academic Integrity \(https://uwaterloo.ca/academic-integrity\)](https://uwaterloo.ca/academic-integrity) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: <https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory> Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Academic Integrity Office (uWaterloo):** <http://uwaterloo.ca/academic-integrity/>

### ***Accommodation for Students with Disabilities:***

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

**Intellectual Property.** Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
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### ***Mental Health Support***

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

#### **On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 xt 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

#### **Off campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

**A respectful living and learning environment for all**

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison's external anti-harassment and anti-discrimination officers, by email ([info@credenceandco.com](mailto:info@credenceandco.com)) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.