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 granted to the Six Nations that includes ten kilometres on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, community building and outreach, and is centralized within the work of our Truth and Reconciliation Working Group and the University of Waterloo’s Office of Indigenous Relations.

Fall 2022

Course Code: SOC 101R (formerly SOC 120R)
Course Title: Fundamentals of Sociology
Sections: 001, 002, 003
Classes Times:
- Wednesday 2:30-5:20 Section 001 Ren 2106
- Wednesday 6:30-9:20 Section 002 Ren 2106
- Thursday 2:30-5:20 Section 003 Ren 2106

Instructor: Dr. Sharon Roberts (she/her)
Office Hours: by appointment
Email: 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

Course Requirements and Assessment: Choose your own adventure

Option 1: Course Requirements and Assessment
Test 1 32% (open textbook, but Internet sources other than Learn/all communications prohibited)
Test 2 32% (open textbook, but Internet sources other than Learn/all communications prohibited)
Test 3 32% (open textbook, but Internet sources other than Learn/all communications prohibited)
Course Reflection: 4% (Note: There is no final exam in the final exam period for this course.)

Option 2: Course Requirements and Assessment
Test 1 27% (open textbook, but Internet sources other than Learn/all communications prohibited)
Test 2 27% (open textbook, but Internet sources other than Learn/all communications prohibited)
Test 3 27% (open textbook, but Internet sources other than Learn/all communications prohibited)
Assignment: PoC Contributions in Sociology 15%
Course Reflection: 4% (Note: There is no final exam in the final exam period for this course.)

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Chap. Text</th>
<th>Due Dates for the Week</th>
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</thead>
<tbody>
<tr>
<td>W1</td>
<td>Sept 7/8</td>
<td>Introduction</td>
<td>Chapters</td>
<td></td>
</tr>
<tr>
<td>W2</td>
<td>Sept 14/15</td>
<td>Theory, Societies</td>
<td>1, 4</td>
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<tr>
<td>W3</td>
<td>Sept 21/22</td>
<td>Culture, Socialization,</td>
<td>3, 5</td>
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<tr>
<td>W4</td>
<td>Sept 28/29</td>
<td>Social Interactions/Groups and</td>
<td>6, 8</td>
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<td></td>
<td></td>
<td>Organizations</td>
<td></td>
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<tr>
<td>W5</td>
<td>Oct 6/7</td>
<td>Test 1: Chap. 1, 4, 3, 5, 6</td>
<td></td>
<td>Available (27 hrs): Opens: Wed Oct 6 2:30PM</td>
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<td></td>
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<td>Closes: Thurs Oct 7 5:30PM</td>
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<tr>
<td>NA</td>
<td>Oct 12/13</td>
<td>Reading Week</td>
<td></td>
<td></td>
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<tr>
<td>W6</td>
<td>Oct 19/20</td>
<td>Deviance, Gender</td>
<td>10, 14</td>
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<td>W7</td>
<td>Oct 26/27</td>
<td>Stratification and Poverty</td>
<td>11, 12</td>
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<tr>
<td>W8</td>
<td>Nov 2/3</td>
<td>Test 2: Chap. 8, 10, 7, 12, 14</td>
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<td>Available (27 hrs): Opens: Wed Nov 2 2:30PM</td>
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<td>Closes: Thurs Nov 3 5:30PM</td>
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<tr>
<td>W9</td>
<td>Nov 9/10</td>
<td>Race, Aging</td>
<td>15, 16</td>
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<tr>
<td>W10</td>
<td>Nov 16/17</td>
<td>Government, Education</td>
<td>18, 21</td>
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<tr>
<td>W11</td>
<td>Nov 23/24</td>
<td>Test 3: Chap 15, 16, 18, 21</td>
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<td>Available (27 hrs): Opens: Wed Nov 23 2:30PM</td>
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<td></td>
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<td>Closes: Thurs Nov 24 5:30PM</td>
</tr>
<tr>
<td>W12</td>
<td>Nov 30/Dec 1</td>
<td>Independent Work Week: 1) work on</td>
<td></td>
<td>Optional: PoC Contributions in Sociology (15%)</td>
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<td></td>
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<td>PoC (optional) 2) reflection (not</td>
<td></td>
<td>Friday December 2 5PM</td>
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<td>optional) 3) Please complete course</td>
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<td>Reflection Paper (4%)</td>
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<td></td>
<td>evaluation</td>
<td></td>
<td>Friday December 2nd 5PM</td>
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</table>

Congratulations! You did it!
Time Expectations:
The course is 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 will 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. The exams are NOT cumulative for this course; each test will cover only the material specified for each test.

Weekly Tasks:
I have included a “Quick Schedule Reference” for you to easily keep track of the weeks, dates, and expectations.
1) read the chapter(s) in the textbook, focusing on new terms, theories, people, general trends, etc.
2) come to class and take extra notes (I provide you with an incomplete set to make this easier)
3) if you are sick and miss class, go through the ppt video(s) and take notes. This is a back-up plan that I have put in place to help you. 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. 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/elelevator 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 (voluntary but valuable for processing information and building connections with your colleagues)
6) ask me any questions
7) check and see what is coming up in the next three weeks (at least)

Lectures and Online Learn Materials:
The textbook provides important information. I do not cover everything in the textbook and may add material not covered in the book. Recorded versions of the lectures (not fulsome, but better than nothing!) are in Learn with an embedded link to YouTube. This is your back-up plan if you become sick. 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 Questions on Learn:
Each week, I will post discussion questions. This is *my* back up plan for when I want to cover more material than is possible in our classroom time. 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 * 32% OR 3 * 27%)**

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.

**At Home Tests:** Tests will be written at home and online during a 27-hour window (Wednesday 2:30PM to Thursday 5:30PM the following day). Since I have three sections of the course (Wednesday 2:30-5:30, Wednesday 6:30-9:30, and Thursday 2:30-5:30), on test weeks you will have to write your test at a time of your choice between Wednesday at 2:30PM and Thursday at 5:30PM (Eastern) regardless of the section you are enrolled in. They are to be written individually without assistance from others. You are not restricted from using course materials in completing these assessments; however, they are constructed such that you move through them at a steady pace, relying more on your understanding of course ideas than on having to reference course materials. Once you begin your test, you will have a set amount of time to finish it. You will have a set number of minutes (to be determined, but as an example 60 minutes to answer 30 questions).

**Important: Once you start the exam, you may not stop and start again.** You cannot save your work and return to it later. One question will be presented at a time, and you will not be able to backtrack to previous questions.

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.

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 (see late policy).

You may 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.
Reflection Paper (4%)
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.

Choose Your Own Adventure:
I often have students ask me if there is anything that they can do to “boost” their grade. The short answer is read the book and study. However, sometimes people just struggle with tests. So, I have introduced an option to reduce the amount that your exams will be worth. This is by completing an assignment on sociologists of colour. This will reduce all your tests from being worth 32% each to 27% each. No, you can’t pick and choose which tests get reduced—it will be a systematic reweighting of course components that is represented by Option 2.

Assignment: Contributions in Sociology from People of Colour (PoC) 15%

The purposes of this assignment:
1) increase your awareness of contributions to sociology made by people of colour (PoC)
2) practice locating/briefly summarizing/citing peer-reviewed journal articles in APA format
3) perform an exercise in following instructions, which is an important work skill! Pay attention to the details!

The assignment will be handed in through the dropbox AND be shared with the class via the discussion forum. There are examples on learn.

You will create a biographical reference page/poster using the format described below and submit it as a PDF to the course dropbox called PoC Contributions in Sociology PDF 1-page poster. These posters will be shared with the class when you post them in the discussion forum, too. Be sure to not include your student number on the page, as that information is private.

STEPS:

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. Then create a 1-page poster of this person’s scholarship using the following headings (note: the poster should fit on a single page and be saved as a PDF document). There examples of posters on Learn.

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 soci, 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:
(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](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). This is included on the poster, too. 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)

Electronic Device Policy
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 record lectures. 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 or whatever social media you’re favoring ATM. Audio and video recordings of classroom lectures or activities must be approved by the professor prior to the beginning of the scheduled session. With these rare exceptions, 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.

Late or Incomplete Work
University can represent a significant change from high school. You are responsible for knowing when your tests are to be written and when your assignments are due. Do not rely on the calendars generated in learn because not every professor will use them/consistently. Due dates are outlined in the course outline. Students should make every effort to submit their assignments on time. Late work (assignments) will be deducted cumulatively at 5% each day that the assignment is late, including weekends. You are expected to write the test on the specified day at the specified time. 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.

Communication Policy
Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

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. There are a lot of predatory websites that sell protected materials, and students are the ones that face academic sanctions when this happens. 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.

Final Examination Policy
For Fall 2022, the established examination period is December 9-23. The schedule is available now. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the Final Examination Schedule at uwaterloo.ca/registrar/final-examinations
NOTE: for this course there is no final exam in the final exam period.

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 www.registrar.uwaterloo.ca/students/accom_illness.html
**Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities**

**Academic Integrity:** 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 at [uwaterloo.ca/academic-integrity](http://uwaterloo.ca/academic-integrity) and the Arts Academic Integrity webpage at [uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour](http://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student, every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained, that further actions listed below could be taken.

**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 website at uwaterloo.ca/academic-integrity for more information.](http://uwaterloo.ca/academic-integrity) 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 or academic advisor. 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 the [Guidelines for the Assessment of Penalties](http://uwaterloo.ca/academic-integrity/).  

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](http://uwaterloo.ca/academic-integrity/). When in doubt, please be certain to contact the Department’s administrative assistant, or Academic Advisor, 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 is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals.

**Academic Integrity Office (uWaterloo):** The website can be found at [uwaterloo.ca/academic-integrity](http://uwaterloo.ca/academic-integrity/).  

**Accommodation for Students with Disabilities**

AccessAbility Services is located in Needles Hall, Room 1401, and 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 AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

**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)
Making available the intellectual property of instructors without their express written consent (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.

**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 / 519-888-4096
- **MATES**: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- **Health Services** – Student Medical Clinic: 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
- **Empower Me**: Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- **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. Email: ok2bme@kw counselling.com Phone: 519-884-0000

Full details can be found online at the Faculty of ARTS website

Download UWaterloo and regional mental health resources (PDF)

Download theWatSafe 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.

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.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison’s external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison’s Harassment, Discrimination, and Abuse policy.