## Course Schedule

**IMPORTANT:** ALL TIMES EASTERN - Please see the Policies section of your Syllabus for details.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Readings and Other Assigned Material</th>
<th>Course Requirements and Important Dates</th>
<th>Activities and Assignments</th>
<th>Begin Date</th>
<th>End / Due Date</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Module 01:</strong> Understanding Sociology</td>
<td>Chapter 1: Understanding the Sociological Imagination Chapter 2: Classical Sociological Theories</td>
<td><strong>Introductory Discussion - Introduce Yourself</strong></td>
<td><strong>Module 1 Review Questions</strong> Optional Pearson Website</td>
<td>Ungraded</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Module 02:</strong> Modern Social Theories and Research Methodology</td>
<td>Chapter 3: Modern Social Theories Chapter 4: Research Methodology</td>
<td><strong>Module 2 Review Questions</strong> Option Pearson Website</td>
<td><strong>Module 1 Discussion</strong></td>
<td>Sunday, September 18, 2011 at 12:05 AM.</td>
<td>Friday, September 23, 2011 at 11:55 PM.</td>
<td>Ungraded</td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 03: Culture</td>
<td>Chapter 5: Culture</td>
<td>Module 3 Review Questions</td>
<td>Optional Pearson Website</td>
<td>Module 2 Discussion</td>
<td>Sunday, September 25, 2011 at 12:05 AM.</td>
<td>Friday, September 30, 2011 at 11:55 PM.</td>
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<tr>
<td>Week 4</td>
<td>Module 04: Socialization</td>
<td>Chapter 6: Socialization</td>
<td>Module 4 Review Questions</td>
<td>Optional Pearson Website</td>
<td>Module 3 Discussion</td>
<td>Sunday, October 2, 2011 at 12:05 AM.</td>
<td>Friday, October 7, 2011 at 11:55 PM.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Online Test 1</td>
<td></td>
<td></td>
<td>Monday, October 3, 2011 at 8:00 AM.</td>
<td>Wednesday, October 5, 2011 at 11:55 PM.</td>
</tr>
</tbody>
</table>

**Online Test 1**
This test will be multiple-choice in format. All course material covered to up to and including Module 3 and text chapters 1, 2, 3, 4 and 5 will be subject to test questions.

**Work on Sociological Perspectives Assignment**
Monday, October 3, 2011.
Friday, October 7, 2011.

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Module 05: Social Inequality</th>
<th>Chapter 7: Social Inequality</th>
<th>Module 5 Review Questions</th>
<th>Optional Pearson Website</th>
<th>Ungraded</th>
</tr>
</thead>
</table>

**Fall 2011 SOC 101 Online University of Waterloo**
Generated by Centre for Extended Learning
| Week       | Module   | Chapter    | Module
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>Module 06: Gender</td>
<td>Chapter 8: Gender</td>
<td>Module 6 Review Questions Optional Pearson Website</td>
</tr>
<tr>
<td>Week 7</td>
<td>Module 07: Education</td>
<td>Chapter 12: Education</td>
<td>Module 7 Review Questions Optional Pearson Website</td>
</tr>
<tr>
<td>Week 8</td>
<td>Module 08: Religion and Society</td>
<td>Chapter 13: Religion</td>
<td>Module 8 Review Questions Optional Pearson Website</td>
</tr>
</tbody>
</table>

### Module 4 Discussion
- **Sunday, October 9, 2011 at 12:05 AM.**
- **Friday, October 14, 2011 at 11:55 PM.**
- **Total Discussions worth 10%**

### Module 5 Discussion
- **Sunday, October 16, 2011 at 12:05 AM.**
- **Friday, October 21, 2011 at 11:55 PM.**
- **Total Discussions worth 10%**

### Module 6 Discussion
- **Sunday, October 23, 2011 at 12:05 AM.**
- **Friday, November 4, 2011 at 11:55 PM.**
- **Total Discussions worth 10%**

### Module 7 Discussion
- **Sunday, October 30, 2011 at 12:05 AM.**
- **Friday, November 4, 2011 at 11:55 PM.**
- **Total Discussions worth 10%**

### Module 8 Discussion
- **Sunday, November 7, 2011 at 12:05 AM.**
- **Friday, November 11, 2011 at 11:55 PM.**
- **Total Discussions worth 10%**

### Online Test 2
- **Monday, October 31, 2011 at 12:05 AM.**
- **Wednesday, November 2, 2011 at 11:55 PM.**
- **10%**
<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Chapter</th>
<th>Study Material</th>
<th>Start Time</th>
<th>End Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Module 8 Discussion</td>
<td>Sunday, November 6, 2011 at 12:05 AM</td>
<td>Friday, November 11 at 11:55 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Module 9 Discussion</td>
<td></td>
<td>Total Discussions worth 10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Work on Sociological Perspectives Assignment AND Submit Sociological Perspectives Assignment</td>
<td>Monday, November 14, 2011</td>
<td>Friday, November 18, 2011 at 11:55 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Online Test 3 This test will be multiple-choice in</td>
<td></td>
<td>Total 10%</td>
</tr>
</tbody>
</table>

2011 at 8:00 AM. 2011 at 11:55 PM.
format. All course material covered to up to and including Module 10 and text chapters 13, 14, and 17 will be subject to test questions.

<table>
<thead>
<tr>
<th>Module 10 Discussion</th>
<th>Sunday, November 20, 2011 at 12:05 AM.</th>
<th>Friday, November 25, 2011 at 11:55 PM.</th>
<th>Total Discussions worth 10%</th>
</tr>
</thead>
</table>

**Week 12**

|-----------------------------------|---------------------------------------------------|----------------------------|--------------------------|----------|

**Final Exam**

45% (The final exam is worth 45% of your final mark)

**Final Examination Arrangement and Schedule**

All students taking online courses that have a final exam must provide examination arrangement information by Friday, September 30, 2011.

Examination schedule details will be available on Quest approximately four weeks prior to the exam date. For instructions on how to find exam information, go to the Quest Help page.

Official Grades and Academic Standings are available through Quest.

Please note: Your access to this course will continue for the duration of the current term. You will not have access to this course once the next term begins.
Communication

Email/Phone

Administrative questions should be directed to the Centre for Extended Learning office at extendedlearning@uwaterloo.ca.

Technical problems with Waterloo Learn should be directed to Technical Support at extendedlearning.help@uwaterloo.ca.

Academic issues (e.g., course content, deadlines, etc.) can be directed to your instructor, Professor Shane Dixon, at: sm2dixon@uwaterloo.ca.

Optional: You may also contact the TA for the course, Neal Smithwick, directly at nasmithw@uwaterloo.ca regarding questions on course content, assignments, or administration.

News

Your instructor uses the News section of the Course Home page to make announcements frequently during the term/ to communicate [new or changing information regarding due dates, instructor vacation, etc.] as needed/doesn't use the News section of the Course Home page to communicate with students.

To ensure you are viewing the complete list of news items, you must click Show All. Please note you may also need to adjust the number of news items that appear per page or view other pages to see the complete list.

Discussions

For questions relating to course content, select Discussions (in the navigation bar above) to post a question or read questions and answers from other students. Your instructor drops in at the discussion topic daily/weekly/once per term/never and posts responses to student questions frequently/as necessary/doesn't respond in the discussion topic.
About the Course

Course Instructor - Professor Shane Dixon, Ph.D.

(Last updated September 7, 2011)

Shane Dixon recently received his PhD in Sociology from the University of Waterloo. His research interests are in the sociology of work, occupational health and safety, sociology of organizations and research methods. Principally a qualitative researcher, he has extensive experience with field observation and interviewing and qualitative analysis techniques. Employing interviews and field observations, his PhD dissertation examined occupational health programs in two workplaces over time. During his PhD studies, he worked with the Ergonomic Intervention Evaluation Research Group at the University of Waterloo, and the Centre of Research Expertise for the Prevention of Musculoskeletal Disorders (CRE-MSD) examining participatory ergonomic interventions. Currently, Shane is involved in a study examining how managers address occupational health and safety concerns and a project that examines how consumers’ purchasing decisions are affected by their knowledge concerning the working conditions of the employees who make the goods they buy. In his leisure time, Shane spends time with his family and friends and enjoys walking, hiking, fishing and reading.

Course Author — Professor C. Barry McClincheay B.A., M.Ed., Ed.D.
Educational Background

I graduated with a B.A. Degree in English from the University of Waterloo. A few years later, I earned a Master of Education Degree from the University of Windsor specializing in Curriculum and Instruction. After a very interesting and rewarding experience at the Ontario Institute of Studies in Education, University of Toronto, I ventured out into the world with a Doctorate Degree.

Current Research

Research interests include large sample survey research on children and youth, crime and perceptions of crime, and crime prevention strategies. I am also the Director of the KW Area Metropolitan Survey, The Survey Research Centre, University of Waterloo.

We are also investigating the development of the assessment processes to evaluate social development initiatives in the context of cost/benefit analyses.

I am the Undergraduate Officer in the Department of Sociology and certainly look forward to meeting many of you when you decide to select Sociology as your major.

Philosophy of Teaching

I believe that learning is a life-long endeavour. There is great excitement about investigating how people organize their social lives and develop institutions. It is my hope that you will begin to develop analytic skills, theory, and concepts that will enable you to better understand those around you and the social world that we have constructed together.

Hobbies/Interests/Sports

When not involved in research and teaching, I am the chair of the Region of Waterloo Safety and Crime Prevention Council which operates within the Regional Municipality of Waterloo. This committee works within our community to address issues of public safety through collaboration with community groups and area municipalities. Last year we launched two phases of a public awareness campaign called “Look Deeper” and “Say Hi”. They have received national recognition and are in great demand across Canada. My wife and I enjoy hiking, cross country skiing, and biking.

Family/Children/Travel
We travel whenever we are able and very much enjoy cruising either on our own boat or on cruise ships. We spend as much time as we are can floating about in Georgian Bay trying to avoid rocks.

Course Description

This course is an introduction to the basic concepts and frames of reference of sociological investigation and interpretation. Topics we will analyze include: communities, associations and institutions, classes and social groups, social processes, and social change.

Objectives

In this course, you will:

- Learn about the purpose of sociology and the types of questions sociologists attempt to understand and answer.
- Examine the difference in perspective between macrosociology and microsociology.
- Clarify the difference between sociology and other academic fields that also study human behaviour.
- Explore the meanings of the two basic phenomena studied by sociology—social structure and culture—and how the two relate to each other.
- Study the development of sociology, its major founders (Karl Marx, Émile Durkheim, and Max Weber), and their main ideas and contributions.
- Learn the basic elements of four major approaches in sociology: functionalist, conflict, symbolic interactionist, and feminist.
- Recognize that culture has many meanings, and that we need to specify a particular cultural dimension when raising questions about culture.
- Observe that culture is ubiquitous: it is thoroughly a part of our lives, and we would not have societies without it.
- Learn that culture is powerful: it integrates members of society but can also cause great conflict.
- Know that one of the quintessential elements of culture is its ability to carry meaning and facilitate communication.
- Understand that change in culture is inevitable; it is within the nature of culture to evolve and to build on its own previous configuration.
- Learn what roles and identities are and how they relate to each other.
- Understand how it is possible to interpret roles and identities from different theoretical perspectives.
- Examine how theoretical perspectives concerning role and identity can be used to understand face-to-face interaction in everyday life.
- See how roles and identities constrain us and shape us.
- Distinguish between spontaneous and formal organizations.
Distinguish between the main points of organizational theories.
- Understand the process of socialization.
- Understand and develop the capacity to apply basic concepts in the study of socialization.
- Reflect on personal experiences growing up, in terms of socialization.
- Think about ways the hidden curriculum in educational institutions reproduce inequities of gender, class, and race.
- Think critically about the ways in which the mass media both shape and reinforce social values.
- Define and think critically about deviance and social control as sociological concepts.
- Identify the major problems confronting researchers who study deviance.
- Compare and contrast various sociological explanations of deviant behaviour.
- Examine some social and demographic factors related to particular forms of deviant conduct.
- Understand ways in which people who are labeled "deviant" cope with stigma.

**Guest Lectures**

**PROFESSOR JIM CURTIS**

**Educational Background**
- B.A., Sir George Williams University, Montreal, 1966 (Sociology)
- M.Sc., Central Michigan University, 1967 (Social Psychology)
- M.A., Cornell University, 1968 (Sociology)
- Ph.D. studies, Cornell University, 1968-1970 (Sociology)

**Areas of Research Interest**
- Social Inequality
- Associational and Political Behaviour
- Canadian Culture in Comparative Perspective
- Sociology of Physical Activity and Sport
- Sociology of Knowledge

**Areas of Teaching Interest**
As above, plus Introductory Sociology

(last update 10/26/2004)

PROFESSOR LORNE DAWSON

Areas of Teaching

- Sociology of Religion
- Sociological Theory
- Sociology of Science and Knowledge

Areas of Research

My primary area of research is new religious movements, popularly called "cults." More specifically, in recent years my work has focused on why some new religious movements become violent (e.g., Jonestown, Solar Temple, Heaven's Gate), and discussions of the overall cultural significance of new religious movements (i.e., in the light of such processes of social change as globalization). I have also been doing research on religion and the Internet - especially the consequences of computer mediated communication for religious life. I maintain, however, an interest in methodological and theoretical issues in the social scientific study of religion in general (e.g., debates over the impact of postmodernist modes of thought on the ethnography of religious groups and activities).

Publications

- Books: 5
- Chapters in books: 22
- Referred Articles: 28

Some Recent Publications

Books

Chapters in Books


Articles


PROFESSOR ADIE NELSON

Areas of Research and Teaching

- Criminology
- Victimology
- Sexuality and the law

Some Sample Publications


(last update 10/26/2004)

**PROFESSOR ROBERT PRUS**

**Teaching Areas**

- Social psychology, symbolic interaction, ethnographic research, deviance, sociology of knowing and acting, and pragmatist social theory from the classical Greeks onward including rhetoric, poetics, ethnohistory, religion, education

**Research Activities and Current Interests**

While my research transcends a wide variety of terrains, I have very much worked out of the Chicago School of symbolic interaction. In addition to benefiting immensely from the theoretical foundations, empirical research, and community of scholars associated with this tradition, I've been fortunate in having had opportunities to embark on several ethnographic studies as well as having interests in developing more theoretically oriented materials that deal with issues related to human knowing and acting. Thus, in addition to studying the activities and life-worlds of the clergy, parole officers, card and dice hustlers, the people who constitute the hotel community, salespeople and consumers, magicians, and economic development officers, I have given considerable attention to the development of a series of "generic social processes" that allow researchers and scholars to transcend and develop comparative analysis of human group life across all manners of situations. This has meant examining such things as people becoming involved in situations, acquiring perspectives or worldviews, developing identities and reputations, doing activity (as in managing impressions, experiencing influence work, making commitments), generating and sustaining relationships, achieving linguistic fluencies, experiencing emotionality, and developing and coordinating associations.

Because interactionist theory, methods, and research consistently focus on human group life in the making, it has been fairly easy to move back and forth between field research, ethnohistorical materials, and more sustained theoretical matters. Thus, since 1998, I have been involved in the study of the development of pragmatist social thought from the classical Greeks (circa 700-300 BCE) to the present time. While this has meant following developments in rhetoric, religious studies, poetics, philosophy, education, and friendship over that time, the more pervasive question has been one of asking what we might learn about human knowing and acting in more sustained transcontextual and transhistorical terms.

**Publications (books)**
At present, I am working on a series of projects. These include:

- Social Theory from the Early Greeks to the present time: This project is quite extensive and focuses on the development of pragmatist thought within the realms of rhetoric, poetics [fiction], philosophy, theology, and ethnohistory.
- Management in the Making: A Research Agenda
- Economic Development (cities, developers, realtors)
- Consumer Behaviour (activities entailed in retail shopping)

(last update 10/26/2004)

This online course was developed in the Winter term of 2009 by Barry McClinchey, with instructional design and multimedia development support provided by the Centre for Extended Learning.
Materials and Resources

The Centre for Extended Learning is no longer automatically mailing a course CD/DVD containing lectures that are also found within Waterloo Learn. Content available on the CD/DVD can now be downloaded free-of-charge via the content modules. However, if you wish to purchase a CD/DVD, please visit our online ordering system.

Textbook(s):

Required:


For textbook ordering information, please contact the Waterloo Bookstore.

For your convenience, you can compile booklists of required and optional textbooks based on your current courses through BookLook using your Quest userID and password (look for the Shop Online with BookLook link in the centre-top section of the main Waterloo Bookstore page). If you are having difficulties ordering online and wish to call the Waterloo Bookstore, their phone number is +1 519 888 4673 or toll-free at +1 866 330 7933. Please be aware that textbook orders CANNOT be taken over the phone.

Resources

- UW Library (Centre for Extended Learning)

Grade Breakdown

The following table represents the grade breakdown of this course:
University Policies

Submission Times

Please be aware that the University of Waterloo is located in the Eastern Time Zone (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the Ontario, Canada Time Converter.

Accommodation Due to Illness

If your instructor has provided specific procedures for you to follow if you miss assignment due dates, term tests, or a final examination, adhere to those instructions. Otherwise:
**MISSED ASSIGNMENTS/TESTS/QUIZZES**

Contact the instructor as soon as you realize there will be a problem; follow up as quickly as possible by having a medical practitioner complete a Verification of Illness Form*. Send a scanned copy of the Verification of Illness Form to extendedlearning@uwaterloo.ca, but please be aware that your instructor may require the original and do not lose or destroy it. In your email, provide your name, student ID number, and exactly what you missed. If your instructor agrees to re-open a time-limited component, our technical support staff will require an email from the instructor granting permission to allow you access.

**MISSED FINAL EXAMINATIONS**

If you miss a final examination due to illness, see a medical practitioner as quickly as possible. Submit a completed Verification of Illness Form* preferably within 48 hours, but not more than 72 hours after missing the exam. Send a scanned copy of the Verification of Illness Form by email to extendedlearning@uwaterloo.ca. In your email, provide your name, student ID number, and the examination(s) missed. The original Verification of Illness Form will be required in order for your examination(s) to be rescheduled. Unless otherwise stated by your instructor, your academic faculty, or your department, an exam missed due to short-term illness must be written within the current term’s examination period.

* The Verification of Illness Form is normally the only acceptable medical documentation. Please make sure the medical practitioner completes the information in the “Degree and Dates of Incapacitation” section of the form.

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**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. If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible. The undergraduate online tutorial can be found at [http://www.lib.uwaterloo.ca/ait/](http://www.lib.uwaterloo.ca/ait/) and the graduate tutorial is at [http://www.lib.uwaterloo.ca/gradait/](http://www.lib.uwaterloo.ca/gradait/). For other information about academic integrity check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/).

**Discipline**

A student is expected to know what constitutes academic integrity (check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/)) to avoid committing an academic offence, and to take responsibility for his/her actions. 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 instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of offenses check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/).
penalties, students should refer to Policy 71, Student Discipline, 
www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical
penalties check Guidelines for the Assessment of Penalties,

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 he/she has a ground for an appeal should refer to Policy 72,

Grievance
A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for
When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Final Grades
In accordance with Policy 19, the Centre for Extended Learning does not release final examination grades or final course grades to students.
Students must go to Quest to see all final grades. Any grades posted in Waterloo Learn are unofficial.

Note for Students with Disabilities
The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, 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 accommodation to lessen the impact of your disability, please register with the OPD at the beginning of each academic term and
for each course.

Use of Computing and Network Resources
Please see the Guidelines on Use of UW Computing and Network Resources.
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