



**BACHELOR OF APPLIED SCIENCE (JUSTICE STUDIES)
DIPLOMA IN POLICE FOUNDATIONS OR DIPLOMA IN LAW
AND SECURITY ADMINISTRATION**

FALL 2012

AHSS1130: PRINCIPLES OF SOCIOLOGY (Section 02)

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Course Title:	Principles of Sociology
Pre-requisites:	N/A
Co-requisites:	N/A
Restrictions:	None
Credits:	0.5
Course Website (If applicable):	http://www.onlineguelphhumber.ca/
Method of Delivery:	3-0

Calendar Description:

Sociology is the systematic study of the groups, cultures and societies, which constitute collective human life. It examines patterns of social organization, and the resulting influences and constraints within which we all operate. This course introduces students to the major theories, perspectives and topics in sociology. Major sociological theories are explored and applied to the analysis of economic power, cultural values, family, religion, gender, ethnicity, class, age, and race.

Course Purpose

This is a first year introductory course mandatory for all students enrolled in Early Childhood Education, Family and Community Social Services or Justice Studies. It is meant to give students a grounding in sociology, providing a foundation for the remaining courses each of the designated programs.

Course Content Objectives:

On completion of this course the student will be able to:

1. Define sociology and explain the main elements of the sociological perspective.
2. Explain the theoretical contributions made by classical social theorists such as Durkheim, Marx, and Weber.
3. Discuss how sociological thinking can impact individuals both at the micro level (i.e., in daily life) and at the macro level (i.e., in social policy).
4. Discuss and analyze the relationship between knowledge and ideology.
5. Compare and contrast the major research methods used by sociologists and discuss the relative weaknesses and strengths of each.
6. Define the sociological meaning of culture and its relationship to society, nation and state.
7. Compare and contrast Canadian and American multiculturalism and their different value systems.
8. Explore Canada's relationship to other countries in a globalized world.
9. Define and explain ethnocentrism and cultural relativism.
10. Analyze the modes and forces of socialization (family, school, religion, etc.) and their impact in shaping an individual's social development and experience.
11. Define and discuss the main characteristics of social structure and the importance of roles and status in social interaction.
12. Explain and analyze the primary characteristics of bureaucracy and their impact on employees and workers.
13. Define and discuss the relationship between sex and gender, and explain how human sexuality is experienced and interpreted across the lifespan.
14. Define deviant and normal behaviour, and explain how these definitions impact on gender, race, and class.
15. Analyze the differences between the four theoretical paradigms (functionalism, conflict theory, symbolic interactionism, and feminist theory) used by sociologists to understand the nature of society.
16. Use the sociological perspective to explain and analyze how deviance is a product of society and analyze how age, class, gender, race and ethnicity are related (used and abused) to statistics on crime.
17. Analyze the relationship between ideology, culture, gender and social stratification.
18. Describe and discuss the relationship between patriarchy, sexism, inequality and discrimination.
19. Define and discuss the differences between prejudice, discrimination, stereotyping and racism.
20. Explain the relationship between biology and culture in shaping the experience of growing old, and in the characterization of the elderly.
21. Define and explain family, kinship, family unit and marriage from a cross-cultural perspective.
22. Analyze the impact of class, ethnicity, race and gender in the formation and socialization of the family.
23. Discuss the problems facing family life (divorce, remarriage, spousal and child abuse) and how different societies have responded to these challenges.
24. Describe alternative family units (one-parent families, gay and lesbian couples, and cohabitation) and the challenges and pressures that they face in different societies.

25. Discuss and analyze how occupations and social patterns of modernity and post-modernity have changed due to the impact of industrial and information technologies.
26. Explain the ongoing changes taking place within the Canadian labour force and explain how deskilling, the polarization of jobs, and worker empowerment have impacted the workplace.
27. Analyze the impact of technology (computers and robotics) in the work place.

Learning Resources

Required Textbook(s):

Title: Reading Sociology: Canadian Perspectives***
Author(s): Lorne Tepperman and Angela Kalyta
Edition: 2nd
Copyright: 2012
Publisher: Oxford University Press

Title: Principles of Sociology: Canadian Perspectives***
Author(s): Lorne Tepperman and James Curtis
Edition: 2nd
Copyright: 2009
Publisher: Oxford University Press

*****NOTE:** Both books are packaged together. Both books may be packaged together under ISBN: 978-0-19-543642-6

Course Format

The course is designed to fit a learner centered model. It allows students to read the academic literature, engage in discussions to facilitate the critical thinking process and engage in practical exercises that will allow the learner to experience, first hand, analysis of sociological research.

Class Preparation

The readings from the text are due on the dates listed in the course schedule above. All readings from the text are required unless otherwise stated by the course instructor during lecture. Students are also required to read selectively from the reader according to the course schedule. Two to three articles per week from the course reader are recommended, but students may also do more.

Course Schedule

Lesson	Topic	Assignment	Core Reading	Additional Reading
1	What is sociology? Introduction to structure and agency, sociological theory, social ordering		Principles: Ch. 1	

Lesson	Topic	Assignment	Core Reading	Additional Reading
2	Culture		Principles: Ch. 2 Reading Soc: Ch. 2,3,4	
3	Socialization – roles, constructs		Principles: Ch. 3 Reading Soc: Ch. 7,8	
4	Socialization – roles, constructs		Principles: Ch. 4 Reading Soc: Ch. 11,12,13	
5	Deviance		Principles: Ch. 5 Reading Soc: Ch. 14,15,17	
6	Class and Status		Principles: Ch. 6 Reading Soc: Ch. 38,39,40	
7	Sex, gender and sexuality		Principles: Ch. 7 Reading Soc: Ch. 42,43,45	
8	Ethnicity and race		Principles: Ch. 8 Reading Soc: Ch. 46,48,49	
9	Families	Critical Review	Principles: Ch. 9 Reading Soc: Ch. 18,19,20	
10	Social Movements		Principles: Ch. 15 Reading Soc: Ch. 56,57,58	
11	Globalization and Social Change		Principles: Ch. 17 Reading Soc: Ch. 52,53,54	
12	Religion		Principles: Ch. 14	

Evaluation Strategies and Due Dates

Students will be evaluated in this course through:

Item	Due Date	Percent Weighting
Weekly Online Quizzes		30%
Group Presentation		20%
In-Class Critique of Readings		10%
Critical review		15%
Final Exam		25%

* Descriptions of Assignments will be posted on the course site.

Technical Support

help@open.uoguelph.ca

University of Guelph-Humber

519-824-4120 ext. 56939

1-866-275-1478

Our hours of operations are:

Monday - Friday: 8:30am - 8:30pm Eastern Time

Saturday, Sunday & Holidays: 10am - 4pm Eastern Time

NOTE: All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at <http://guelphhumber.ca/registrar/schedule>

NOTE: The University of Guelph-Humber Undergraduate Calendar states:

“Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.”

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms with the university’s Academic Misconduct policy.

Students will be notified of such a requirement in advance by the instructor. More information on Academic Misconduct is included below in this outline.

Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons. **All assignments must be completed in full to receive a final grade for the course.**

**BACHELOR PROGRAMS IN
EARLY CHILDHOOD EDUCATION,
FAMILY AND COMMUNITY SOCIAL SERVICES
& JUSTICE STUDIES
Program Policies
Fall 2012**

Submission of Assignments:

Meeting Deadlines for Assignments:

The due date and time of all assignments will be specified by the Professor. In addition any specific details regarding submission of assignments will be clearly indicated by the Professor.

The Professor will indicate if the assignment is to be submitted in class or through the course drop box (course website).

Late Assignments:

If a student submits an assignment after the scheduled date and time, the assignment is considered late. Students will receive a deduction of 10 % (of the total value of the assignment) for a late assignment.

Assignments will not be accepted after five (5) calendar days of the assigned due date/time.

Students missing a due date must contact the Professor regarding the late assignment within 24 hours after the original due date/time of the assignment. A valid reason for lateness of the assignment must be given. If the student fails to contact the professor within the 24 hour time frame and/or a valid reason is not given, the assignment will not be accepted for grading.

Extensions to Assignments:

An extension to assignment due date may be granted for exceptional circumstances (Academic Consideration) deemed acceptable by the Professor if requested by the student in writing (email received by the professor) at least 24 hours before the assignment is due. If the extension is granted, the Professor and the student will negotiate a new date for the assignment. Extensions will not be granted beyond one week, except in compelling circumstances.

Please Note: Extension can only apply to one assignment in this course.

Rewrite for Failing and/or Deficient Grades on Assignments

A student who has received a failing grade (less than 50%) on an assignment must, on his or her own accord, contact the Professor within five (5) calendar days after the graded assignment has been returned. A contract to rewrite the assignment may be negotiated between the Professor and the student. The grades from the two assignments will be averaged and the grade shall not exceed 50%. This policy can only apply to one assignment in the course.

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the 2008-2009 Academic Calendar at:
<http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading - an indication of the standard achieved - to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback on their work. Instructors must provide

meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical, psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students will identify themselves to Services for Students with Disabilities and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "*SSD Memo to Faculty*".

When students require test accommodations, they will:

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the SSD office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Services for Students with Disabilities. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at:

http://studentservices.humberc.on.ca/ssd/pnp/fac_resp.htm.

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at:

<http://www.guelphhumber.ca/cstudents/policies/index.shtml>

Reading Sociology Canadian Perspectives. 4 days ago. 24. SOC100/SOC101/SOC102 Condition: Good. erkomam. Message the seller: Reading Sociology Canadian Perspectives in Toronto. Share this listing, "Reading Sociology Canadian Perspectives", with your friends. Buyers also looked at. excellent. book collection. guide book. cookbook. coloring book. This item: Reading Sociology: Canadian Perspectives by Lorne Tepperman Paperback CDN\$ 49.99. Only 1 left in stock. Sold by RAINBOW2000 CANADA and ships from Amazon Fulfillment. FREE Shipping. Details. Lorne Tepperman is one of Canada's leading sociologists, a professor of sociology at the University of Toronto, and the former president of the Canadian Sociological Association. He has edited a number of texts for OUP Canada, including successful titles such as Sociology: A Canadian Perspective, Principles of Sociology: Canadian Perspectives, and Starting Points: A Sociological Journey as well as acting as editor for OUP Canada's sociology series, which explores key themes in the discipline. Department of Sociology. Site Navigation. Home. Undergraduate. Graduate. Research. Courses. People. Contact. Reading Sociology: Canadian Perspectives. Authors. Lorne Tepperman Angela Kalyta. Chapters. Keeping the Family Intact - The Lived Experience of Sheltered Homeless Families Menstruation by Choice: The Framing of a Controversial Issue Menstruation by Choice: The Framing of a Controversial Issue Menstruation by Choice: The Framing of a Controversial Issue. Publisher. Oxford University Press, Don Mills, Ont.