

St. Jerome's University in the University of Waterloo
Department of Sociology and Legal Studies
SOCIOLOGY 101, SECTION 001
Introduction to Sociology
Fall 2018

Class Time: M.W. 10.00- 11:20, Classroom: SJ2 2002

Instructor and T.A. Information

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This course is registered on UW LEARN. Please activate your UW email account

Course Description

To do sociology is to engage in a particular form of social inquiry. Throughout the course we will use the sociological perspective as an opportunity to reflect on common understanding. We will show the way scientific sociology provides an alternative perspective to common understanding on human conduct. In the process, we will develop a different perspective on the way both freedom and individuality are ordinarily understood. As a way to demonstrate the sociological perspective, you will be asked to do an analysis of a movie using the sociological perspective (essay assignment). Later in the course we will critically examine scientific sociology using the radical interpretive perspective, again, bringing to the fore, the reflexive dimension of sociology. As you can see in the course outline below, there is not a lot of reading (in terms of quantity) in this course. Our concern will be absorbing the reading and this course takes the time to enable this absorption.

Course Goals and Learning Outcomes

In this course the main objective is to develop a disciplined understanding of the ways we are influenced by society and, in turn, the opportunities to influence society. For example, in what ways are we influenced by our membership of such social categories as family, class, race, gender, marriage, peer group, school, church, state, etc.? What opportunities does our belonging to these categories offer for developing that influence into becoming free actors in our own right? Reflexive awareness, it will be argued, is one of the skills that can be developed in learning to apply the sociological perspective. As such, the question of what helps and what hinders the development of freedom and individuality will be asked of social inquiry itself as a course of action in its own right. Through all of this we will aim to preserve a sense of lived experience, because we are not just talking about ways of thinking but also ways of living. That is, all of us are living members of society who have to live, act and find meaning in terms of the question **Weber posed, "What should we do and how should we live?" Addressing questions like these is never easy. Perplexity (aporia) and confusion are part of the learning process in this situation. This means that you should be prepared to have your assumptions disturbed, to question what you assume to be true, and fundamentally, to think about and take responsibility for your speech.**

Upon completion of this course, students should be able to:

- A. Understand the contribution the sociological imagination brings to understanding self and society.
- B. Understand the range of theories, perspectives and concepts used by contemporary sociologists to understand society.
- C. Demonstrate the way sociologists look at self and society by applying the perspective.
- D. Look at the familiar in a new light through concepts like stratification, social control and institution.
- E. Recognize the all-pervasive influence of society on the formation of the individual through concepts like role, ideology, worldview and reference group.
- F. Develop independent and critical thinking by showing the inter-relation between the way we think and the way we live.
- G. Following on D above, to recognize that true change (in self and society) requires a change in thinking.
- H. Recognize the challenge of acting on freedom and achieving individuality.

Required Text

- *Invitation to Sociology: A Humanistic Perspective* by Peter Berger
- *Euthyphro, Apology & Crito*, by Plato

Readings Available on LEARN – Course Reserves

- *The Promise of Sociology* by Rob Beamish, Ch. 1 & 2
- *Contested Sociology: A Canadian Introduction* by Sylvia Hale, Ch. 1 & 2.

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
In-Class Test	October 24	20%
Paper (4-6 pages, typed, double-spaced)	November 14	30%
Final Exam	TBA	30%
Total Participation (10% completion/10% assessment)	Ongoing	20%
In class Response to Question posed online (completion 6%)		
Debate (4% for 4 discussion pages. completion)	Ongoing	
Participation (10% - assessed on graded performance)	After the Final Exam	

Total 100%

Participation:

Debate Responses: throughout the term you will be required to submit 4 debate responses – one page, double-spaced, 12 point. This response will be based on the text in the class and does not require extra research. As a completion exercise geared toward class dialogue, it is not a formal submission and so does not need to follow any particular style guide. However, if you quote the textbook or any author, you should cite properly. While my preference is the Chicago Style, I will accept any Style. (Check UW Library webpage for guidance.

<http://reference.uwaterloo.ca/display.cfm?categoryID=15&catHeading=Citation%20/%20Style%20Guides>) Debate responses are due at the beginning of the class during which the debate is taking place – there are no exceptions. Again, debate responses are ideally to be on one double-spaced page with 12-point font. Those who decide to participate in a debate are also required to submit a response paper and their participation in the debate will be noted. The debate responses are completion assignments.

Debate topics:

- 1. Wednesday Sep 19. Debate 1: Do the ‘Millennials’ face a unique challenge entering university culture?**
- 2. October 15 Debate 2: “The Political Economy/Functionalism orientation provides the strongest overall explanation of contemporary social life?”**
- 3. Wednesday Nov 14. Debate 3 (Nov 14): “The Sociological Perspective accurately shows how much our actions are shaped, even controlled, by society.”**
- 4. Monday Nov 26. Debate 4: “Society functions as an alibi to help individuals avoid freedom and authenticity”**

In Class Responses – You will write a couple of paragraphs (no more than one page) in class on a question posted before the class. I will pick up your answers and then get you to discuss the question with a partner in the class. These will be used as attendance markers. You are asked to complete 6 of these and they are a completion exercise (worth 6%). I have posted approximate days on which these will be done but that is tentative not firm.

Participation is graded based on four criteria: attendance, class participation, participation in debates and responses to online questions. An overarching criterion is development in the course. By development here I mean a commitment to engaging the material. If you demonstrate development in the course through increased participation in class and improved debate responses this is graded more favourably than a contribution that wanes throughout the term. **As a rule of thumb (or rubric as it is called now), if you attend and participate well, your grade will reflect the highest mark you have received in a graded assignment. If it is average, it will reflect your average grade; if low, it will reflect your lowest grade or even less.**

Course Outline / Class Schedule FALL BREAK Oct 8-10

Week	Date	Topic	Readings Due
1	Sep 10- M. 1 Sept 12 – W. 2	Introduction Millennials, Knowledge and Culture	Beamish, Ch 1
2	Sep 17- M 3 Sep 19 – W. 4	The Sociological Imagination – D. Volunteers Debate 1: See Page 3	Hale Ch 1
3	Sep 24- M. 5 Sep 26 – W. 6	Overview of Theories, Functionalism Pt. 1 Functionalism Pt. 2. In Class Response 1.	Hale, Ch2 Show Movie
4	Oct 1 - M. 7 Oct 3* – W. 8	Political Economy. In Class Response 2 Political Economy – Debate Volunteers	Hale, Ch2
5	Oct 8 – 10	Fall Study Break	
6	Oct 15 - M 9 Oct 17 – W. 10	Interpretive Theory/Symbolic Interactionism Debate 2: See Page 3 Interpretive Theory/ Phenomenology and Ethnomethodology. In Class Response 3	Hale, Ch 2
7	Oct 22 – M. 11 Oct 24 – W. 12	Feminist Theory, Exam Review MID TERM EXAM	Hale, Ch. 2
8	Oct 29 - M. 13 Oct 31 – W. 14	The Sociologist and Weber’s Ideal Type In Class Response 4 Society: Social Control; Social Stratification	Berger, Ch 1 & 2 (pp.25-38) Show Movie for Paper Berger, Ch 4
9	Nov 5 – M. 15 Nov 7 – W. 16	Society: Social Institutions – Durkheim’s Sociology Society and Symbolic Interaction: Socialization, Role- In-class 5 Response	Berger, Ch 4 Berger, Ch 5
10	Nov 12 –M.17 Nov 14 – W. 18	Sociology of Knowledge: Ideology, World View, Reference Group - Debate Volunteers Social Change and Weber’s Sociology - Power and Charisma, Subworlds -- Debate 3 See Page 3	Berger, Ch 5 Berger, Ch 6 (pp 122 - 140) Paper Due (Nov 14)
11	Nov 19– M. 19 Nov 21 – W. 20	Society as Drama – Goffman, Role Distance, Berger’s Dialectic. In-class Response 6 Berger Ch 6 Pt 2. – Freedom and Authenticity- Debate Volunteers	Berger, Ch 6 (pp 122 - 140) Berger, Ch. 6 (140-150)
12	Nov 26 – M. 21 Nov 28 – W. 22	Plato’s Apology – Worldview, Reflexivity and the Radical Interpretive Perspective Debate 4: See Page 3 Plato’s Crito – Conceptions of Community.	Plato, Introduction/The <i>Apology</i> , Plato’s <i>Crito</i>
13	Dec 3- M. 23	Sociology as a Humanistic Discipline - In Class Response 7 Overview and Exam Preparation In Class Response 8	Berger, Ch. 8

Student interest and the emerging course conversation may require the introduction of new material, spending more time with existing material or even returning to material covered earlier. The outline, therefore, is as much a proposal as a contract.

Late Work

Late Penalty on Term Paper - 5% (out of 100%) per day including weekends.

Electronic Device Policy

Uses of electronic devices are not encouraged and they should not interfere with student learning.

Attendance Policy

Students will be spontaneously asked to respond to the readings, which will also serve to note attendance. Another method of attendance taking is having students respond in class to questions posted online

Important Information

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their 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 professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

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 the [St. Jerome’s University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (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 AS office at the beginning of each academic term.