



# ST. JEROME'S UNIVERSITY

## St. Jerome's University in the University of Waterloo

Department of Sociology and Legal Studies

**SOCIOLOGY 101, SECTION 001, Fall 2021**

**Introduction to Sociology**

**Class Time:** Tuesdays 4:00-5:20, **Classroom:** Remote (Virtual Classroom)

Instructor: Dr. Stephen Svenson  
Office: Remote  
Phone: N/A  
Office Hours: Tuesdays 11:00 AM-12:00 PM via Virtual Classroom  
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### **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. This class is taught online with a remote synchronous or interactive component. To be successful in the course you must participate both in the asynchronous and synchronous elements.

### **COURSE OBJECTIVES**

In this course the main objective is to develop a disciplined understanding of the ways we are influenced by our associations and, in turn, the ways we influence those associations. For example, in what way, in particular, are we influenced by our membership of such associations as family, class, gender, marriage, peer group, school, church, state, etc.? What opportunities do these associations offer for developing that influence into becoming free actors in our own right and what associations hinder that development? Parenthetically, the question of what helps and what hinders the development of free action will be asked of social inquiry itself as a course of action in its own right. Reflexive awareness, it will be argued, is one of the skills that can be developed in learning to apply the sociological perspective. 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 F 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 TEXTS [AND OTHER REQUIRED/SUGGESTED READINGS]**

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

Readings Available on LEARN – Course Reserves

- 1. *The Myth of the Age of Entitlement* by James Cairns, Ch. 1 (LEARN – Course Reserves)
- 2. *Contested Sociology: A Canadian Introduction* by Sylvia Hale, Ch 1&2. (LEARN – Course Reserves)

## COURSE REQUIREMENTS AND ASSESSMENT

Assessment	% of Grade	Due Date
A) Position Papers	(4@5%) 20%	Ongoing
B) Term Paper (4-6 pages, typed, double-spaced)	40%	Nov. 30
C) Participation (5% attendance/5% assessment)	10%	Ongoing
D) Take Home Final Exam	30%	Dec. 15
Total	<b>100%</b>	

- A) Position Papers – Students will address a statement that requires them to engage the readings for the week or over several weeks. Papers are required to be 2-3 double spaced pages. The student’s name and topic title should be located in the page header and any references should be included in the page footer. Papers are graded on the strength of argument, spelling, style, and grammar, and proper referencing.
- B) Term Paper – Students will write a 4-6 page double-spaced paper that uses the sociological perspective to analyse a movie chosen by the professor.
- C) Participation (5% attendance/5% assessment) - Students will be required to participate in class in a way that shows that they have read the material and can engage in a discussion with classmates. Students will be placed into groups and a note taker will make note of the names and come up with a combined statement or response to the readings which will be submitted at the end of class to an online dropbox. 5% will be awarded for attendance and participation and 5% for the quality of the participation.
- D) Take Home Final Exam – Exam will be distributed on December 7 and will be due at 11:59 PM on December 15 via the online dropbox.

## COURSE SCHEDULE

Week	Date	Topic	Reading/Activity	Assignments, exams, notes
1	Sep 14	Introduction		Review of course expectations
2	Sep 21	The Myth of the Age of Entitlement	Cairns, Ch 1	Position paper #1 (Sep 21) <i>Millennials/Generation Z are overly entitled whiners</i> In Class Response #1
3	Sep 28	The Sociological Imagination	Hale, Ch 1 (Sociological Imagination)	In Class Response #2 Sample movie
4	Oct 5	Overview of Theories: Functionalism	Hale, Ch. 2  (Thinking Theoretically)	In Class Response #3
5	Oct 12	Reading Week		
6	Oct 19	Overview of Theories: Political Economy	Hale, Ch. 2	<b>In Class Response #4</b> Position Paper #2 <i>"Compared to Political Economy, the Functionalist approach provides a stronger overall explanation of contemporary social life."</i>
7	Oct 26	Interpretive Theory: Social Constructionism/Phenomenology/Ethnomethodology	Hale, Ch. 2	<b>In Class Response #5</b>
8	Nov 2	The Sociologist and Weber's Ideal Type	Berger, Ch. 1 and 2 (pp. 25-38)	<b>In Class Response #6</b>

9	Nov 9	Society: Social Structure/Social Institutions – Durkheim’s Sociology Society: Social Structure/Social Control	Berger, Ch. 4	<b>In Class Response #7</b> movie screening for final paper this week (date and link to be determined)
10	Nov 16	The influence of Society on Self and Identity (socialization, role) The influence of Society on Self and Identity (Sociology of Knowledge: Ideology, World View, Reference Group)	Berger, Ch. 5	<b>In Class Response #8</b> Position Paper #3 <i>“The Sociological Perspective accurately shows how much our actions are shaped, even controlled, by society.”</i>
11	Nov 23	Social Change (Power and Charisma, Subworlds) Social Change – Freedom and Authenticity (Society as Drama – Goffman, Role Distance, Berger’s Dialectic)	Berger, Ch 6	<b>In Class Response #9</b> Position Paper #4 <i>“Society functions as an alibi to help individuals avoid freedom and authenticity.”</i>
12	Nov 30	Plato’s Apology – The examined life Plato’s Apology – Worldview, Reflexivity and the Radical Interpretive Perspective	Plato, Translators Introduction/The Apology/The Crito	Term Paper Due in Dropbox before class. (Turnitin enabled)
13	Dec. 7	Plato’s Crito, Sociology as a Humanistic Discipline	Berger (Ch.8)	<b>In Class Response #11</b> Overview and Take Home Exam Distributed (Due December 15 – Turnitin enabled)

### IMPORTANT DATES TO REMEMBER

Last day to drop, no penalty  
Reading Week

Tuesday, September 28  
Saturday, October 9 to Sunday, October 17 inclusive

UW Holiday (Thanksgiving Day)	Monday, October 11
Last day to drop, receive a WD	Tuesday, November 23
Lectures end	Tuesday, December 7
Last day to drop, receive a WF	Wednesday, December 8

## **POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS**

Late Penalty on Term Paper, Position Papers, and Take Home Final Exam - 5% (out of 100%) per day including weekends.

## **ATTENDANCE POLICY**

Students are required to be in class for the synchronous sessions on Tuesday. You will have difficulty understanding the material if you do not attend these sessions. I know that it is not always possible but please do your best to have your camera on. It helps me to stay engaged and will also help you engage.

## **ELECTRONIC DEVICE POLICY**

### **Zoom Etiquette:**

- Find a quiet location from which to join your session, ideally with access to a fast LAN connection or good quality Wi-Fi signal.
- Join meetings a few minutes early to test your audio and video connections.
- Use a headset (or ear buds) instead of speakers and a microphone. The connection may sound fine to you, but speakers and a microphone can generate static for others. Keep yourself muted unless there is an open group discussion.
- When your video is enabled Keep your video on - it is much easier to make connections and communicate with others in the class if we can all see each others' faces. But...try to look at the camera not the screen for better eye contact. Keep your clothing G-rated and keep eating, drinking and other activities to a minimum (very distracting).

## **CORRESPONDENCE**

Please use your UW account to send me e-mail; messages sent from non-UW accounts may not be answered (and will likely end up caught in my spam filter anyway). I will make every effort to respond to e-mail in a timely manner: within 24 hours on weekdays.

When emailing me please address me as Dr. Svenson and ensure that the name of the course and your student number and short description of why you are emailing is in the subject header. I am currently teaching other courses so really appreciate you identifying yourself in this way. For some help in crafting effective emails to your professors please consult [this link](#).

## **OTHER IMPORTANT INFORMATION**

**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. Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.

**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](#). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) 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 instructor, 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 offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

**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:** [AccessAbility Services](#), located in Needles Hall (Room 1401) at the University of Waterloo, 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.

**Turnitin.com:** Text matching software ([Turnitin](#)<sup>®</sup>) may be used to screen assignments in this course. Turnitin<sup>®</sup> 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<sup>®</sup> 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 the alternate assignment.