

Department of Sociology
SOC 1100 YA - Introduction to Sociology
Sept 2023 - April 2024



Professor: Dr. Barbara Parker
Email: barbara.parker@lakeheadu.ca
Phone: 343-8010 ext. 8792
Office: RB 2043
Office Hours: Tuesday's 1-2pm or by appointment

Class Time: Tuesday and Thursday 11:30-1pm
Room: RC 1002

COURSE DESCRIPTION

Welcome to SOC 1100! In this course you will be introduced to Sociology, a key discipline in the Social Sciences. In Sociology, we study the "science of society". Sociology is concerned with understanding how individuals and groups shape and are constrained by the social institutions in our society. We will examine how the social world impacts our behaviours, actions and the social meanings we give to our everyday experiences. We will look specifically at socialization, deviance, social inequality and its intersections of gender, race, ethnicity, social class among others, social institutions such as the media, the family, education, work, health, and globalization, and social change through policy, the law and social movements. Our objective is to better understand how social theory and social research can be used to explain the social patterns of everyday life. We will also explore the role of sociologists and look briefly at the historical development of the discipline including C. Wright Mills concept of the 'sociological imagination'.

LEARNING OBJECTIVES

- Articulate key sociological concepts
- Develop knowledge of key social theories and the practices of social research
- Explore social institutions and the role of individuals in relation to these in society
- Explore social inequalities (gender, ethnicity/race, social class among other structured social identities) as these are constructed through social institutions and social interactions;
- Explore social change and social movements;
- Develop university-level writing skills.

REQUIRED TEXTBOOK

Imagining Sociology: An Introduction with Readings. 3rd Ed. by Catherine Corrigan-Brown.
*Available in the Bookstore: bookstore.lakeheadu.ca

Please note: Additional Readings will be posted on the Desire 2 Learn (D2L) course site.

HOW THE COURSE IS ORGANIZED

This course is offered in-person twice a week on Tuesday and Thursday from 11:30-1pm. Course material scaffolds; thus, both classes are required each week.

Tuesday's class: Be sure to independently complete the weekly readings prior to class and come prepared to engage in group work, interactive learning activities and class discussion.

Thursday's class: In this class, there will be a lecture with an opportunity to ask questions.



DESIRE TO LEARN (D2L): In this course we will be using Desire2Learn (D2L), also known as MyCourseLink. Students should be aware that when they access the electronic component of this course, private information such as first and last names and program affiliation, may become apparent to all other users in the same course. Continuation in this course will be deemed consent to this disclosure.

LEARNING ACCOMODATIONS: If you have a learning accommodation or you think you need an accommodation regarding the format of the course, or the due dates for assignments, please contact Student Accessibility Services at [this link](#) as soon as possible. Lakehead University is committed to ensuring accessibility for persons with disabilities and I want to work with you to ensure that you have appropriate access to the course materials and learning opportunities.

Your mental health is important! As a university student, you may sometimes experience mental health concerns or stressful events that interfere with your academic performance and negatively impact your daily activities. If you or anyone you know experiences academic stress, difficult life events or feelings of anxiety or depression, Student Health and Wellness is available to help. Their services are free for Lakehead Students and appointments are available. You can learn more about confidential mental health services available on and off campus at [this link](#). If you require immediate support regarding a mental health crisis, call Crisis Response at 346-8282 (24 hours/day). For non-crisis issues, please call Good To Talk at 1-866-925-5454. For additional resources, see the tab "Other Important Information" on D2L. Remember that getting help is a smart and courageous thing to do — for yourself, for those you care about, and for those who care about you. Asking for support sooner rather than later is almost always helpful.

HOW TO CONTACT THE PROFESSOR: If you have questions, at any time during this course, please visit me in my Office Hours or email me to set up an individual appointment (see above).

Email: Emails should require only a brief response. More detailed inquiries should be reserved for office hours. When emailing professors, it is good practice to use professional etiquette: emails should be brief, include a salutation (eg. Hello, Hi, Dear) and signature (your name), be coherent and use complete sentences, avoid emojis and texting jargon/slang, and be courteous in tone. **Note:** Please include the course number in the subject line (ie. SOC 1100)

COURSE EVALUATION

Fall Assessment	Due Date	Weight
Participation	Ongoing	10%
Quiz 1	Tuesday October 17	10%
Media Review	Tuesday November 21	10%
December Exam	TBA (Dec 7-17 th)	20%
		50 marks

Winter Assessment	Due Date	Weight
Participation	Ongoing	10%
Quiz 2	Thursday February 15	10%
Paper Proposal & Annotated Bibliography	Tuesday March 12	15%
Research Paper	Thursday April 4	15%
		50 marks

Grades: Please note that I do not discuss grades by email or provide detailed breakdowns of graded work by email. All grade inquiries must be in person during office hours or by appointment.

EVALUATION INFORMATION

Assignment Submissions: The written assignments in this course will be submitted via the digital Drop-Box function on D2L, found under the "Assignments" tab. Each assignment will have its own designated folder and students are asked to submit in the appropriate folder.

Submitting your Assignment, please ensure:

1. Your assignment has been saved in **.doc** format for marking. Please *do not* submit any "Pages" documents or PDF files.
2. Individual assignments submitted electronically must include your last name in the filename: e.g. Ahmed_ActiveReadingAssignment.doc.
3. You should receive confirmation that your assignment has successfully submitted. If you do not receive confirmation, it is a sign that there may be a problem. If this happens, please contact the instructor or your TA to ensure your assignment is properly uploaded.
* Improper uploading will not be accepted as an excuse for late papers.

Written Assignments: All written assignments or components of assignments are to be typed, double-spaced using 12pt, Times New Roman font, with 2.54cm (1-inch) margins. Please include a title page with your name, student number and email address, the title of the assignment and the date submitted.

ASA Referencing Style: In Sociology, the standard referencing guide is American Sociological Association (ASA). Please use ASA for all referencing in this course. More details on the D2L.

Assignment due dates: All assignments must be handed in by the specified due dates. If you have trouble meeting a due date, please discuss it with me at least one week prior to your due date and, if accepted, we will negotiate a new due date. Missing due dates without prior approval will result in a deduction of 5% per day

ASSESSMENT DETAILS

1. PARTICIPATION (10% per term)

Participation marks will be assigned based on your engagement with the course material. You will be given lots of the opportunities to participate in interactive learning and discuss the key concepts and ideas that emerge from the course readings each week. Your participation mark will be based on your **presence**, and **evidence** that you are doing the readings through your contributions to small group activities, meaningful discussion in small groups and in the wider class, and overall engagement with course material. To do this well, you must come to class each week prepared by having completed the assigned course readings and be ready to listen, learn and contribute.

Use these questions below to guide your weekly assigned reading:

- What are the main themes and sub-themes in the assigned reading?
- What concepts/words are bolded? Make a list! Describe or define.
- What is the Reading (Green) about? Who is the author? Write up or think about the Critical Reading Questions assigned with the Reading (Green).
- Review the Highlights (Blue) and think about how the content connects with the themes and Reading (Green);
- Review the Activity (Yellow) and work through the questions
- Bring any questions you have to class!

2. QUIZES (10% Fall / Winter Terms)

Quiz 1 - October 17 - covers material from Chapters 1 and 2 of the text (Weeks 1-5)

Quiz 2 - February 15 - covers material from Weeks 1-5 Winter Term

Quizzes are "open book" and incorporate all learning from lectures, readings, films and class discussions. They are written online through our D2L course site. Further details will be provided in class.

3. MEDIA REVIEW (10% Fall Term)

Due Nov 21

This assignment requires that you read the news — not just your Instagram or Twitter feed, but a real newspaper — or newspaper web site. These should be national newspapers — I recommend free news sites such as: *CBC* (cbc.ca), *The Guardian* (theguardian.com), *Aljazeera* (aljazeera.com), or there are subscription sites such as *The Globe & Mail* (globeandmail.com), *The New York Times* (newyorktimes.com), *The Washington Post* (washingtonpost.com) or the weekly news magazine *The Walrus* (thewalrus.ca), or *The Economist* (economist.com),

subscription required). As a sociology student, it's really important that you are aware of the events of the day.

Begin by selecting 2-3 articles on the same issue/topic (i.e. climate change, changing demographics, healthcare, education) from different news media sources. Undertake a close reading of the articles, thinking about how the issue connects to sociology using your "sociological imagination". Think about how the issue connects to you or people you know. Think about how the issue has been constructed over time. Has it changed? Why and how?

Then, in a short paper (1200 words or about 4-5 pages) build a description of the issue as told from the different news sources selected and undertake a critical analysis using your "sociological imagination". Connect *your* reading of the news articles to concepts covered in our course materials and to your own experiences. Be sure to provide a References page using ASA that lists each news article selected with the title of the article, the date it was published, the author and its weblink. Also, don't forget to reference any sociological concepts from our text. More details will follow in class.

4. PAPER PROPOSAL AND ANNOTATED BIBLIOGRAPHY - (15% Winter Term)

Due March 12

This is a two-part assignment, in which you will (1) develop a paper proposal for the research paper due in April, and (2) prepare an annotated bibliography (a list of potential sources, with a short description of the relevancy of each source). Support will be provided in class to help you complete this assignment. First, pick a topic of interest related to the field of Sociology: this might be a topic we've covered in class, or one not discussed in class (note: if you go with the second option here, it's a good idea to make an appointment with the instructor or GA to discuss your topic and ideas). This topic can be global or local in orientation, and either historical or contemporary – but do ensure the scope is narrow enough that you can write research paper about it in depth.

Paper Proposal: Develop a detailed 1-2 page outline of your paper including: (a) an introductory statement/short description of the chosen topic, (b) your research question, (c) a preliminary thesis statement, and (d) the key points you intend to use to prove your thesis. A good paper will have 3-4 key points used to prove the thesis. Together, these four components of your proposal will form the preliminary "skeleton" for your research essay.

Annotated Bibliography: In addition to the paper proposal, provide an annotated bibliography of potential sources to be used in your research essay. Using the library, you will find a variety of sources (including, but not limited to, books, journal articles, and internet sites) that could be useful in writing your paper. This requires that you critically think about the sources you find in order to evaluate whether or not they will be useful for your paper. The sources you identify should be provided in proper ASA citation style. Your annotation should include 4-5 sentences briefly describing the source and indicating how you think it works to prove your thesis.

You are encouraged to search broadly for potential sources. You need to ensure that all of your sources have a connection to your topic and that they are scholarly, academic sources.

Each bibliography must include at least six (6) sources, based on the following breakdown:

- 2 books
- 2-4 journal articles from peer-reviewed academic journals
- 0-2 online sites (specific, educational sites related to your topic – not Wikipedia or the like. Look for websites ending in .edu and .org or containing .gov OR reputable newspaper and magazine articles relevant to your topic)

Note: Course materials (i.e., readings from our text) cannot be used for this assignment.

5. RESEARCH PAPER - (15% Winter Term)

Due April 4

Your final research paper builds upon the previous assignment (the Paper Proposal and Annotated Bibliography) submitted in March. Be sure to pay close attention to the feedback that you received on that assignment to ensure that you are able to produce your best work. (Note: changing your research paper topic after the proposal and bibliography are submitted is HIGHLY DISCOURAGED.)

Your research paper will be approximately 2,000 words (6-8 pages, double-spaced), plus a References page. Please follow the assignment guidelines above for formatting. Don't forget to give your paper a title and create a title page, and format your entire assignment in ASA style.

Your research paper should follow a similar format as identified in your paper proposal. The introductory section should include an introductory hook, a clearly stated research question, a thesis statement (what your main argument will be) and an indication of the key points or subtopics that will be addressed in the paper. In the main body of the paper, you should sequentially develop your key points, providing evidence throughout from the books and academic articles you have read on your topic. Each major topic should be a separate paragraph and all information in that paragraph should clearly link to the topic. Your paper should end with a conclusion that restates your main points and ties up your argument.

Proper referencing is mandatory for academic research papers. References must be given for all information you have taken from other sources, whether you are directly quoting or paraphrasing in your own words. Carefully check that all of your sources are fully cited in the body of the paper (author, year of publication and page number) and also that all of your sources are listed alphabetically and with full citation information in the References.

6. DECEMBER EXAM - 20%

Date TBA

The Winter Exam will be an “open book” exam that incorporates/encompasses all learning from lectures, readings, films and discussions. The exam will be written online, and you will write it in a three-hour block. Further details, and an exam review, will be provided in class.

OTHER IMPORTANT COURSE INFORMATION – Please read completely

Academic Dishonesty and Plagiarism: Plagiarism is a serious academic offence. Presenting an idea, words, or an exact phrase of another author as your own work constitutes plagiarism. Other instances of Academic Dishonesty, including but not limited to double submission (submitting your own work across courses, or within the same course), purchasing of assignments (either online or from another student on campus), or copying of assignments will be dealt with in accordance to the University regulations on Academic Dishonesty. All students are required to know what constitutes plagiarism and how to avoid it. To review the Student Code of Conduct-Academic Integrity, see [this link](#) to review the policy on Academic Dishonesty.

Other Regulations: In taking this course, you are agreeing to the following:

(1) GenAI Use Permitted

Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variant Bing (built by OpenAI) and Bard (built by Google) among several others. Other generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E.

GenAI tools can provide valuable assistance and support in academic work. However, it is essential to use them responsibly and ethically. The following information and guidelines apply to the use of AI-based tools in this course:

(a) Student Responsibility – It is the responsibility of the student to understand the limitations of AI-based tools. While these tools can provide suggestions and insights, final decisions and critical thinking should come from the student's own understanding and effort. Before submitting, review your work with this in mind. If you don't understand what type of GenAI usage is appropriate, ask the course instructor for clarification.

(b) Formative Usage – In this class, you may use GenAI for formative, but not summative, work. That means it can be used as a “possibility engine” (brainstorm tool), a “study buddy,” a “collaboration coach,” a “guide on the side,” a “personal tutor,” a “co-designer,” etc. to help you learn course content, but it cannot be used as the primary vehicle for any work that is submitted for marks or evaluation. (See UNESCO's [“ChatGPT and Artificial Intelligence in Higher Education Quick Start Guide,”](#) page 9, for explanations and examples of these and other roles GenAI can productively serve in a formative capacity.)

(c) Error & Bias – AI content is created by computer algorithms that have been trained using large amounts of data. The AI learns from patterns and examples in the data to generate new content that resembles what it has been trained on. If the training data used to train the AI model is biased or limited in scope, the AI may reproduce content that is inaccurate, incomplete, offensive, and/or biased. Students should weigh this as they consider material produced by AI.

(d) Trustworthiness – Generative AI can be vulnerable to manipulation and misuse. It can be used to generate fake news, misinformation, or deepfake content, which can have harmful consequences. Students should check AI generated content against reputable sources.

(e) Plagiarism – Since [writing and critical thinking ability] are learning outcomes of this course, all work submitted for evaluation must be the student's original work. Using the work of others (including content curated/generated by AI) without proper citation is considered plagiarism. See [“Citing Artificial Intelligence”](#) for assistance with correct documentation.

(f) Citation of Sources – If you use material generated by an AI program for an assignment in this course, it must be cited like any other source (with due consideration for the quality of the source, which may be judged as poor). Failure to do so will be considered a violation of academic integrity. [See Student Code of Conduct – Academic Integrity.](#)

(2) Exam/Assignment Integrity: “I understand and agree that:

(a) Unless otherwise allowed by the course instructor, I must complete the assignments in this course without the assistance of anyone else.

(b) Unless otherwise allowed by the course instructor, I must not access any sources or materials (in print, online, or in any other way) to complete any course exam. I further understand and agree that, if I violate either of these two rules, or if I provide any false or misleading information about my completion of course assignments or exams, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University’s academic values.”

(3) Copyright Compliance: “I understand and agree that all instructional, reference, and administrative materials to which I am given access in this course (the “course materials”), whether they consist of text, still or kinetic images, or sound, whether they are in digital or hard copy formats, and in whatever media they are offered, are protected in their entirety by copyright, and that to comply with this copyright and the law.

(a) I may access and download the course materials only for my own personal and non-commercial use for this course; and

(b) I am not permitted to download, copy, store (in any medium), forward or share, transmit, broadcast, show, post or play in public, adapt, or change in any way any text, image, or sound component of the course materials for any other purpose whatsoever except as expressly authorized, and only to the extent authorized, in writing, by the course instructor. I further understand and agree that, if I infringe the copyright of the course materials in any way, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University’s academic values.”

If you have any questions, please do not hesitate to ask!

FALL READING SCHEDULE BY WEEK

*Please note that all readings are in the textbook unless otherwise noted and subject to change at the discretion of the professor

Dates	Topic	Readings
Week 1 Sept 5 & 7	Welcome to SOC 1100 YA	Review Syllabus *D2L - "College is not a commodity so stop treating it like one" *D2L - "Opportunities in Sociology" pdf
Week 2 Sept 12 & 14	What is Sociology? C. Wright Mills "Sociological Imagination" 3 Core Foci of Sociology	Ch 1 - Read 3-18
Week 3 Sept 19 & 21	3 Core Aims of Sociology Durkheim's Study of Suicide Research Approaches in Sociology Reading: Toward a Sociology of the Reconciliation of Conflicting Desires	Ch 1 - Read 18-33 *D2L - "Indigenous community research partnerships can help address health inequities"
Week 4 Sept 26 & 28	Individual and Society Core Social Theory: Structural Functionalism, Conflict Theory, Symbolic Interactionism, Feminist Theory Stages of Socialization, Aging & Socialization	Ch 2 - Read 35-52 * D2L - "Breaking Gender Stereotypes in the Toy Box" * D2L - "Native children didn't 'lose' their lives at residential schools. Their lives were stolen"
Week 5 Oct 3 & 5	Performance of Social Roles Goffman "Presentation of Self" *Thursday Class – Quiz Review	Ch 2 - Read 52- 60 * D2L - "Heard of code switching? Here's why these Western students do it" * D2L - "Does Code-Switching Put Authenticity At Risk?" * D2L - "Gen Z is ready to break up with Tinder, and these new dating apps are here for the rebound"

Oct 10 & 12 READING WEEK - No Classes

Week 6 Oct 17 & 19	**Tuesday Class - online quiz Deviance Social Constructivism Why are People Deviant? Social Explanations for Deviance and Crime Theories of Crime Reading: On Being Sane in Insane	D2L - Quiz #1 (Ch 1 & 2) Ch 3 - Read 62-78 * D2L - "How Tattoos became middle class" * D2L - "'It makes me enjoy playing with the kids': is microdosing mushrooms going
------------------------------	--	---

	Places The Power of the Situation	mainstream?"
Week 7 Oct 24 & 26	Crime Rates Reading: Race, Policing and Social Unrest During the COVID 19 Pandemic Punishment Criminal Justice System	Ch 3 - Read 79-95 * D2L – “To reduce rising crime rates, Canada needs to invest more in social services”
Week 8 Oct 31 & Nov 2	Social Inequality Karl Marx and Social Class Max Weber and Social Status Income Inequality in Canada	Ch 4 - Read 98-126 * D2L - "How the slow-burning housing crisis is driving hunger in Canada”
Week 9 Nov 7 & 9	What is Globalization Modernization Theory World Systems Theory World Society Theory Global Inequality Reading; The Problem with Fair Trade Coffee	Ch 5 – Read 128-152 *D2L – “We're welcoming record numbers of international students. Here's how they got caught up in the housing crisis” *D2L – “Globalisation of food production has left millions hungry”
Week 10 Nov 14 & 16	Race, Ethnicity and Indigenous Peoples Reading: From “Re-envisioning Resurgence: Indigenous Pathways to Decolonization and Sustainable Self-Determination” Prejudice and Discrimination Immigration Multiculturalism	Ch 6 - Read 154-189 * D2L - "When I Write about Race, This Is What I'm Told" * D2L – “My six nation Haudenosaunee passport is not a 'fantasy document’” * D2L - "Decolonizing post-secondary institutions takes a community"
Week 11 Nov 21 & 23	Gender at the Intersections Sex, Gender, Sexuality Gender and Institutions Feminism Feminist Theory	Ch 7 - Read 192-206 * D2L - "Closing the gender wage gap has been 'glacial' in some provinces, says researcher" (podcast) *Media Review Due Nov 21
Week 12 Nov 28 & 30	Intersectionality Gender and Institutions Sexuality Exam Review	Ch 7 - Read 206-223 * D2L - "Intersectional feminism: what it means and why it matters right now" * D2L - "Intersectional Environmentalism Is the Urgent Way Forward"

***December Exam Scheduled by the Registrar – Check Exam Schedule**

WINTER READING SCHEDULE BY WEEK

*Please note that all readings are in the textbook unless otherwise noted and subject to change at the discretion of the professor

Dates	Topic	Readings
Week 1 Jan 9 & 11	The Media Corporate Concentration Cultural Schemas	Ch 8 - Read 226 – 237 *D2L – “Feeling crambazzled? A linguist shares words from the past that are fitting for 2023” *Watch – “The Medium is the Message”
Week 2 Jan 16 & 18	New Media Social Media Media Literacy	Ch 8 - Read 237 – 256 *D2L – “How COVID-19 worsens Canada's digital divide” *D2L – “The impact of social media on body image for teens” Film: TBA
Week 3 Jan 23 & 25	The Family Deinstitutionalization of marriage Love	Ch 9- Read 258 - 277 *D2L – “Number of singles, common-law relationships and roommates rises as Canada's households evolve”
Week 4 Jan 30 & Feb 1	Education Credentialism *Jan 30 - Library Tutorial	Ch 10 - Read 277-285 *D2L – “Explainer: what is credentialism and is a degree more than just a piece of paper?”
Week 5 Feb 6 & 8	Education & Social Inequality Reading: Covid-19 School Closures and Educational Achievement Gaps in Canada Gender & Education Education around the World	Ch. 10 – Read 286-311 *D2L – “Addressing anti- Black racism in post- secondary institutions can transform Canada after the COVID-19 pandemic”
Week 6 Feb 13 & 15	*Tuesday Class - Quiz Review *Thursday Class - online quiz	* Quiz 2 Feb 15 (Ch 7-10)

Feb 20 & 22 READING WEEK – NO CLASSES

Week 7 Feb 27 & 29	Work Weber - Rationalization Ritzer - McDonaldization Durkheim - Division of Labour Marx - Alienation	Ch 11 - Read 313 – 337 *D2L – “You're Wrong about Gen Z” *D2L – “Move over, quiet quitting. 'Rage applying' is the latest form of worker revenge” *D2L – “Alone and Exploited, Migrant Children Work Brutal Jobs Across the U.S.”
------------------------------	---	---

Week 8 March 5 & 7	Health Social Determinants of Health Intersectionality & Health Inequality Health Care Systems Health Policy Disability	Ch 12 - Read 338 - 373 *D2L – “Social Determinants” *D2L – “Food Prices in the North on Tiktok” *D2L – “3 years in: Health-care experts reflect on the pandemic”
Week 9 March 12 & 14	Social Change through Policy & the Law Routes to Social Change Welfare State	Ch 13 - Read 376 – 384 *D2L – “Neoliberalism – the ideology at the root of all our problems” *D2L – “Participation income: the social welfare model that could help communities fight climate change” *Paper Proposal & Annotated Bibliography Due March 12
Week 10 March 19 & 21	Reparations Truth & Reconciliation Commission of Canada Idle No More Challenges to the Modern State	Ch 13 - Read 385 - 406 *D2L – “UNDRIP Implementing the United Nations Declaration on the Rights of Indigenous Peoples Act” Film: TBA
Week 11 March 26 & 28	Social Movements Reading: Facebook Feminism: Social Media, Blogs, and New Technologies of Contemporary US Feminism The Collective Action Problem Participation	Ch 14 - Read 408-429 *D2L – “Occupy Wall Street Did More Than You Think” *D2L – Watch “Voices from the Black Lives Matter Protests (A Short Film)” *D2L – Watch “#MeToo 5 years later: What’s changed and what hasn’t”
Week 12 April 2 & 4	Success in Social Movements Wrap Up!	Ch 14 – Read 409-436 * Research Paper Due April 4

Have a great summer!