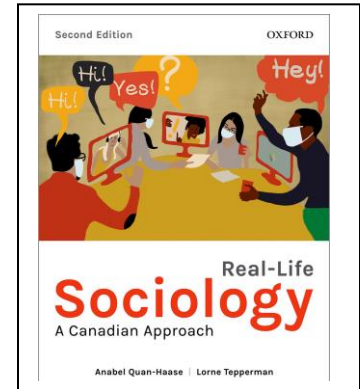


LAKEHEAD UNIVERSITY

Department of Sociology

SOCI 1100 YDG INTRODUCTION TO SOCIOLOGY

September 2021 to April 2022



Course Facilitator: **Kevin D. Willison**, B.A. (Hon.), M.A., Ph.D.

Instructor's e-mail: kdwillis@lakeheadu.ca

Course Credit Weight = 1.0

IN CLASS [Room: OA 1033] ORILLIA CAMPUS (Building: Simcoe Hall)

500 University Avenue Classes: **Mondays & Wednesdays: 1 to 2:20 PM (EST)**

As an in-class course during this time of COVID-19 (and due to such related variants as Delta), LU students, staff and faculty, as well as visitors, must follow LU COVID-19 risk reduction related policies and procedures. Thank you in advance for doing so! Maintain social distancing and wear a mask.

* **How to contact the course instructor** → I am email accessible Monday to Friday 9 am to 5 pm (EST). When sending an email, please indicate the course you are in and use your LU e-mail account only (to verify registration with Lakehead University). Thank you.

Background

Are you interested in knowing more about the world we live in? How does culture shape our ideas and orientations to *meaning*? What are possible causes and possible solutions to societal problems? How does group membership affect individual behavior? How do microsociology and macrosociology differ as approaches towards studying the social world? This course will consider such questions. Overall, this course explores social behavior and how such often impacts human societies.

Course Description (from calendar):

A sociological exploration of society, culture, social interaction and power relations. Topics may include (but are not limited to): crime, economy, education, environment, gender, globalization, research methods, health and society, racial plus class inequality, and urbanization.

Course Format:

Using a module / sections format, this course will introduce fellow learners to a broad range of issues / topics relevant to the broad field of sociology. In doing so, students will also be introduced to a range of other disciplines, which are thought to also contribute towards an improved understanding of societies in which we visit and/or live.

Course Learning Objectives:

By the end of this course the goals are that we as fellow learners will know how to:

- (i) **Compare and contrast** the potential impact that macro, meso and micro forces may have on humans and the societies in which we live;
- (ii) **Explain** how a society is socially constructed, by comparing and contrasting ways in which different cultures address varied concerns;
- (iii) **Articulate** what type of occupations exist that an individual with a background in sociology could pursue;
- (iv) **Identify** different sociological related theories and theorists;
- (v) **Discuss** in detail how such topics as: social inequality, social institutions, aging, education, work, ethics, and religion may be viewed/discussed from a sociological lens / sociological perspective.

Required Textbook:

Quan-Haase, A., and Tepperman, L. (Editors). Real-Life Sociology: A Canadian Approach. Oxford University Press, 2021. Second Edition

ISBN: 9780199037308 (EPUB)

ISBN: 9780199037223 (Soft Cover / Print Version)

- Please see picture of required text on first page of this outline.
- Available via the Lakehead University bookstore (located near cafeteria).
- Additional required readings will be provided throughout the year. Such will be posted on the D2L course site, throughout the year. Please check for updates.

Added Readings: Public domain and other copyright approved educational material will be made available as found in D2L. Such material posted please is to be used for educational purposes only. Unless indicated, please consider such added postings in D2L as testable material.

Sociology 1100 YDG Course Requirements:

Description:	Scheduled Date / Due Date:	Course % Value
AIM Certificate	September 25 (SAT) (please post under Assignments in D2L by 5 PM on due date)	5 Percent
Term One – Quiz 1 (2021)	October 6 (WED)	10 Percent
Term One – Quiz 2 (2021)	November 17 (WED)	10 Percent

December 2021 EXAM	Scheduled by Registrar	25 Percent
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Term Two – Quiz 3 (2022)	January 26 (WED)	10 Percent
Term Two – Quiz 4 (2022)	February 16 (WED)	10 Percent
Term Two – Quiz 5 (2022)	March 16 (WED)	10 Percent
April 2022 EXAM	Scheduled by Registrar	20 Percent

- **Please note:** the above is subject to modification by the course instructor pending number of students enrolled. If changes in evaluation are made such will be made known to students within the first week of studies (September).

* **TIPS:** * best to attend classes regularly, and please often check your course D2L site for new announcements and/or posted material.

* best to study course material regularly, not just before a quiz and exam.

Required AIM Certificate Details: [<https://mycourselink.lakeheadu.ca>]

[*] Academic Integrity Matters (AIM) Course [an initiative of the LU Learning Commons] [Steps on how to access and complete is posted in the CONTENT section of your D2L course site.](#) [Already completed this recently? – post in this course anyway.](#)

The Academic Integrity Matters (AIM) course is a self-guided, professional-development course designed to help students develop an understanding of what academic integrity is, why it matters, how to avoid academic misconduct, and the key components of the LU Student Code of Conduct - Academic Integrity policy.

The course / certificate has 8 brief modules, each consisting of a short video and a text-based summary of the same material from the video. Students have the option to either watch the video, read the text, or do both, and then complete a short, 5-question quiz to test their acquired knowledge. Students must score 100% on the related quizzes to pass each of the 8 modules. Once students have successfully completed all 8 short quizzes, they will be awarded a final Certificate of Completion - Academic Integrity Matters (Certificate).

Note	Date
First day of Lakehead University classes	Tuesday, September 7, 2021
Final day of Lakehead University classes	Friday, April 8, 2022
Final date to register (to add)	Monday, September 20, 2021
Thanksgiving (no classes)	Monday, October 11, 2021
Fall (2021) Break (no classes)	Monday, October 11, 2021 - Friday, October 15, 2021
December 2021 Exam Period	Thursday, December 9, 2021 - Sunday, December 19, 2021

Holiday Season	Saturday, December 25, 2021 - Saturday, January 1, 2022
Winter (2022) Break (no classes)	Monday, February 21, 2022 - Friday, February 25, 2022
April 2022 Exam Period	Monday April 11, 2022 - Sunday, April 24, 2022 (10 Days)

As an online student, you should:

- Please be actively involved in your own learning. Often, the more we put into something the more derived satisfaction. Please do the best you can.
- Please read and re-read this course outline carefully.
- Please check your Lakehead institutional email and D2L course site frequently to access material and for any new course notices or announcements.
- Please notify your instructor immediately with any concerns or issues you may have; please do not leave it until too late.
- Suggestions? Your Instructor is very open to your thoughts and ideas (I am a life-long learner as well). Please feel free to email me.

Regarding Mental Health:

As a university student, you may sometimes experience mental health concerns or stressful events that interfere with your academic performance and/or negatively impact your daily activities.

All of us can benefit from support during times of struggle. If you or anyone you know experiences academic stress, difficult life events or feelings of anxiety or depression, Student Health and Wellness is here 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 lakeheadu.ca/shw.

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.

Accommodations / Special Needs:

Lakehead University is also committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. Let the Instructor know

within the first week of the course if you are registered with SAS (thank you in advance).

For more information, please visit <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

Your course instructor - Dr. Kevin Willison - has received specialized and on-going training in AODA (the Accessibility for Ontarians with Disabilities Training Act).

IT Issues – LU E-mail Accounts and Accessing “Desire2Learn” – D2L

Information Technology (IT) (at Lakehead is referred to as TSC) can be reached through any campus phone by pushing the Helpdesk button. Should TSC related problems arise you may also contact “Help Desk” at **ext. 7777** (on campus) – or tel. 705-330-4008 (then the extension). Only **Help Desk** can assist you with your specific TSC issues and concerns. *Please note 1:* your course instructor(s) have/has no control over encountered IT/computer problems. *Please note 2:* no computer system or software is perfect.

General E-mail and Classroom Conduct Guidelines:

[1] Within all e-mail correspondence (not just for this course) it is advisable to follow “the ten commandments of **e-mail netiquette**.”

Please review: <http://www.studygs.net/netiquette.htm>

[2] All e-mail communication sent from students to the instructor for this class **must** originate from the student’s own Lakehead University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a Lakehead University account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply, at his or her discretion.

[3] Please be sure to identify yourself in your e-mail (not only your name but also what course you are in, as your Instructor teaches more than one course, and has many students). This may help speed up a response. Thank you in advance.

[4] The course instructor may best be reached at: kdwillis@lakeheadu.ca. I will do my best to respond to your e-mail within 8 hours (or less) of receipt (based on e-mails received between 9am – 5 pm EST, Monday to Friday). Due to curriculum development, meetings and other academic / research related activities please do not expect your instructor to provide an instant / immediate response.

[5] Please be advised that you may *not* get a response e-mailing the Instructor the night before a test or exam. Please plan ahead.

[6] Please do not expect a quick e-mail response if sending an e-mail to an Instructor on a Saturday or Sunday. On weekends your Instructor does have family obligations.

[7] As per LU policy, your specific grades/marks will **not** be discussed over the internet / e-mail. Please talk to your instructor directly on such matters. Individual course marks (when ready) can be accessed using your unique course D2L account.

[8] Due in part to the volume of students (more than 35), there are NO make-up tests or exams, nor any added assignments available for purposes of boosting up grades.

What is provided to one student must be provided to all (to be fair). As such, no extra time is available to do added assignments.

Missed Quizzes and/or Exams:

Make-up examinations will only be given with written documentation from a healthcare practitioner using the official Student Health Certificate, available at: <http://registrar.lakeheadu.ca/uploads/docs/F.HealthCertificate.pdf>.

Religious Observance Policy: If you require religious accommodation(s), you must make your request to the instructor preferably within the first two weeks of class.

Course Suggestions or Concerns? Students are asked to speak with their Instructor should there be a suggestion, problem or concern regarding the course which you feel may benefit yourself and/or the class. Feel free at any time to speak to your class Instructor (as he or she may simply be unaware). Further, you are encouraged to ask questions and be engaged (as this often helps the learning process).

**** As a university-level course, regular class attendance is strongly recommended.**

- Within each section/module as described below, focus on key terms and their interconnections with other terms.
- For improved comprehension and memory, be sure to review your required text and/or assigned reading(s) prior to (and after) attending each class.
- Active participation will be encouraged, as is critical thinking.
- The course Instructor has the right to modify (add/subtract) module content. This may transpire as new/relevant content may arise as the course progresses.
- Not all modules (as denoted in this course outline) may be covered.

Section/ Module	<p><u>Topic(s):</u> this course section overview serves as an overall guide only. Specifics and relevant material to be provided over the course time period (as presented and/or posted within your D2L course site). It is best to attend all classes.</p> <ul style="list-style-type: none"> • <u>NOT ALL ORALLY PRESENTED MATERIAL PROVIDED IN CLASS MAY BE POSTED IN D2L. TAKE NOTES.</u>
<p>ONE [Text chapter 1 related]</p>	<ul style="list-style-type: none"> • Overview of Course Outline. • D2L essentials. <p><u>Thinking Like a Sociologist</u> * Ways of Thinking Sociologically / Intro to the “Sociological Imagination” (developed by C.W. Mills) - On-going and evolving careers related to Sociology</p>
<p>TWO [Text chapter 2 related]</p>	<p><u>Research Methods</u> - Defining Research Methods - Research Design</p>

<p>TWO (continued) [Text chapter 2 related]</p>	<ul style="list-style-type: none"> - Quantitative Methods - Qualitative Methods - Mixed Methods / Case Mixed Analysis (Triangulation) <p><u>Research Ethics</u></p> <ul style="list-style-type: none"> - TCPS-2 and other ethics guidelines used. - Research Ethics Committees / Research Ethics Boards <p><u>Key Theoretical Approaches</u></p> <ul style="list-style-type: none"> - Structural Functionalism - Conflict Theory - Symbolic Interactionist/Interpretive Theory - Feminist, Critical Anti-Racist, and Intersectionality Theories - Post-Structuralism <p><u>Future of Sociology / Social Sciences</u></p> <ul style="list-style-type: none"> - Big Data - Artificial Intelligence (A.I.) - Fuzzy Logic
<p>THREE [Text chapter 3 related]</p>	<p><u>Culture</u></p> <ul style="list-style-type: none"> - The breadth and importance of culture - How do sociology and anthropology differ / similarities - Cultural universals and cultural relativism - Importance of language - High culture / pop culture / subculture / counterculture - Cultural variation - Cultural capital and cultural literacy - Cultural values and economic activity - The culture of science
<p>FOUR [Text chapter 6 related]</p>	<p><u>Class and Inequality</u> [<i>Social Determinants of Health</i>]</p> <ul style="list-style-type: none"> - Social stratification - Theoretical approaches to class and inequality - Canadian society and social determinants of health - How does inequity and health relate / connect? - Susceptibility to COVID-19 (social class comparisons) - Poverty and Inequality (measuring poverty / using LICO) - Consideration of Indigenous populations and economic challenges - Homelessness - Food Security - The Physical and Social Environment - Safety, Security, and Stability - The Position of Women / Gender and Health Issues - Susceptibility to chronic illness and disease (social class comparisons)
<p>FIVE</p>	<p><u>Health Related Quality of Life – Sample Indicators</u></p> <ul style="list-style-type: none"> - Example factors associated with poverty and socioeconomic status - Consideration of the work of Dr. D. Rapheal (York University) - The Andersen-Newman Model – An Introduction - Poverty amongst the aged and youth

<p>FIVE (continued)</p>	<ul style="list-style-type: none"> - Example measuring instruments used to help measure health-related quality of life (review of Willison and Kopec article) - The state of oral health in Canada - Immigrant and refugee health status - Health status of Black communities in Canada - Farm labourers health issues - Indigenous health issues – Part two. - Mental health and mental health concerns in Canada
<p>SIX [Text chapter 4 related]</p>	<p><u>Socialization</u></p> <ul style="list-style-type: none"> - Agents / factors associated with socialization - Theoretical approaches to socialization - Home and the Family (intro to: sociology of the family) - Stages over the Life Course - Primary / Secondary Socialization - Impact of Work on socialization - Impact of Education on socialization - Mass Media and Social Media - Anticipatory socialization / resocialization. - Racialization, Ethnicity, and Minority Status - Residential schools: Resisting Total Institutions
	<p>↑ Term One: Modules/Sections One to Six for Exam One ↑ (or as far as we get – please stay tuned).</p>
<p>SEVEN [Text chapter 5 related]</p>	<p><u>Deviance and Crime</u></p> <ul style="list-style-type: none"> - Relationships between deviance and crime - Intro to the Silk Library (Orillia OPP Headquarters) - Violent and non-violent forms of crime - White collar crime - Varieties of deviance - Human trafficking and sexual exploitation in Canada - The penal system - Theoretical approaches to deviance - Crime and technology
<p>EIGHT [Text chapter 7 related]</p>	<p><u>Gender</u></p> <ul style="list-style-type: none"> - Theoretical approaches to help understand gender issues - Defining sex and gender - How gender shapes how we look at and experience the social world - Initiatives to promote STEM curriculum for girls - Famous females in society (art, science, medicine, social sciences) (see page 298 of text, for example) - Violence against Indigenous women - Victimization of Indigenous women
<p>NINE [Text chapter 8 related]</p>	<p><u>Ethnic and Racialized Groups</u></p> <ul style="list-style-type: none"> - Differences in racialization and ethnicity - Racialization practices - The formation and social reality of diasporas

<p>NINE (continued)</p>	<ul style="list-style-type: none"> - Influence(s) of digital technologies - Theoretical approaches used to help understand racialization and ethnicity - Institutionalized Racism and Immigration - Being Black in Canada & Black Joy
<p>TEN [Text chapter 9 related]</p>	<p><u>Global Inequality</u></p> <ul style="list-style-type: none"> - Processes of Globalization and their implications - Role of the state in global inequality - Fair Trade - Goals and Strategies of the antiglobalization movement
<p>ELEVEN [Text chapter 10 related]</p>	<p><u>Families</u></p> <ul style="list-style-type: none"> - Changing family structure(s) / demographics in Canada - Medicalization of the family / fertility / use of technology - Media portrayal of the family [<i>Modern Family</i> versus <i>the Waltons</i>] - Female caregivers - Issues of patriarchy - Families and Work / Genderfication (males entering dominate female jobs / women entering male dominate jobs)
<p>TWELVE [Text chapter 11 related]</p>	<p><u>Education</u></p> <ul style="list-style-type: none"> - Production of human capital (see figure 12.2 - page 304 of text) - Returning to school (changing demographics of learners) - Streaming as social inequality reproduction (figure 11.5 – page 284) - Segregation in Schools - Degrees by Gender and Indigenous Status (Figure 11.4, page 279) - Abuse and violence in schools - The legacy of residential schools in Canada - The commodification of education - Educational trends and inequalities - The hidden curriculum - The rise and continual rise of credentialism in Canada and around the world
<p>THIRTEEN [Text chapter 12 related]</p>	<p><u>Work</u></p> <ul style="list-style-type: none"> - Industrialization - The McDonaldization of Work - The Bureaucratization of Work (aka - Taylorization) - Professions and Professionalization - The “Peter Principal” - The Organization of Work in Canada (ready or not) - Modern Capitalism and Neoliberalism - The rise and continual fall of Unions - Did someone say <i>pension</i> ? - The Future of Work (Technology / Robotics / Home Work)
	<p>↑ Term Two: Modules/Sections Seven to Thirteen for Exam Two ↑ (or as far as we get – please stay tuned).</p>

- Your April (2022) exam will cover all sections/modules reviewed within term 2 only (since the start of January 2022). **NOTE: some questions from your December 2021 exam will also be on the April exam, so be sure to know the correct answers.**

Sample Lakehead University Regulations:

INCOMPLETE STANDING (Lakehead University Regulation, V Standing)

<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=25 &chapterid=7015&loaduserredits=False>

TIMELY FEEDBACK (Lakehead University Regulation XII)

<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=23 &chapterid=5698&loaduserredits=False>

ACADEMIC INTEGRITY IN YOUR COURSE(S)

<https://www.lakeheadu.ca/faculty-and-staff/departments/academic/idc>

Review the resources/guides to support academic integrity in your courses and excellence in teaching and learning.

Intellectual Property:

The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, assignments, and any materials posted to D2L, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights and the Canadian Copyright Act. Recording lectures / online sessions in any way (if used) is prohibited in this course unless specific permission has been granted by the instructor. Participation in this course constitutes an agreement by all parties to abide by the relevant university policies, and to respect the intellectual property of others during and after their association with Lakehead University. Thank you in advance.