

Course ID:	Course Title:	Fall 2019
SO 121	Principles of Sociology	Prerequisite: N/A
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Tuesday/Thursday	Instructor:	Joel Thiessen, PhD	First day of classes:	Wed, Sept 4
Time:	2:30-3:45pm	Email:	jathiessen@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept 15
Room:	A2133	Phone:	403-410-2000 ext.2979	Last day to request revised final exam:	Fri, Nov 1
Lab/ Tutorial:	N/A	Office:	L2105	Last day to withdraw from course:	Mon, Nov 18
		Office Hours:	Tuesday 12-2pm Thursday 9:45-11am	Last day to apply for coursework extension:	Mon, Nov 25
Final Exam:	Tuesday, December 17 @ 9am, A2131			Last day of classes:	Wed, Dec 11

Course Description

This course examines the foundations of sociology, social inequality, social institutions, and social change. It introduces students to the major concepts, theories and procedures of sociological inquiry.

Expected Learning Outcomes

1. To define sociology and understand the basic components of the sociological perspective.
2. To identify, understand, and apply the three major theoretical paradigms used by sociologists to examine society.
3. To gain a more holistic understanding of the world in which we live, particularly in areas of social interaction, social institutions, social inequality, and social change.
4. To apply critical thinking skills, and where applicable a Christian worldview, when examining issues such as sexuality, gender, race and ethnicity, poverty, family, and education.
5. To apply sociological thinking and analysis to current events and everyday life.

Textbooks

Berger, Peter. 1963. *Invitation to Sociology: A Humanistic Perspective*. New York, NY: Knopf Doubleday Publishing Group.

Macionis, John J., Jakub Burkowicz, S. Mikael Jansson, and Cecilia M. Benoit. 2020. *Society: The Basics. 7th Canadian Edition*. North York, ON: Pearson Education.

Course Schedule

Date	Topic & Assigned Reading
September 5	Course Introduction
September 10	The Sociological Perspective (Ch.1 – p.2-16 & Berger Ch.1-3)
September 12	Sociological Theory (Ch.1 – p.16-23 & Berger Ch.1-3)
September 17	Sociological Method (Ch.1 – p.24-47 & Berger Ch.1-3)
September 19	Sociology, Christianity, and the Academy (“Sociological Foundations of Christian Morality” – article available on Moodle)
September 24	Culture (Ch.2)
September 26	<i>NO CLASS (Spiritual Emphasis Days)</i>
October 1	Socialization: From Infancy to Old Age (Ch.3)
October 3	Social Interaction in Everyday Life (Ch.4 & Berger Ch.4-6)
October 8	Exam #1
October 10	Groups and Organizations (Ch.5 & Berger Ch.4-6)
October 15	*Sexuality and Society (Ch.6)
October 17	*Deviance (Ch.7 & Berger Ch.4-6)
October 22	Social Stratification (Chapter 8)
October 24	Guest Speaker – Derek Cook (Canadian Poverty Institute)
October 29	Global Stratification (Chapter 9)
October 31	Gender Stratification (Chapter 10)
November 5	*Family (Ch.13: p.458-486)
November 7	Exam #2
November 12	<i>NO CLASS (Reading Week)</i>
November 14	<i>NO CLASS (Reading Week)</i>
November 19	Documentary – “Indecently Exposed”
November 21	Race and Ethnicity (Ch.11) – Dr. Monetta Bailey Lecture
November 26	Religion (Ch.13: p.486-509)
November 28	Religion (Ch.13: p.486-509)
December 3	*Education (Ch.14: p.510-537)
December 5	*Health and Medicine (Ch.14: p.538-565)
December 10	Course Conclusion (Berger Ch.7-8)

Requirements:

*Failure to submit all assignments will result in an automatic failing final grade.

1) Writing Assignments (12%) – Ongoing

Strong thinking and writing skills go hand in hand. The following formative writing assignments are designed to help you think and write better, and together to build the foundation for your final project in this course. Answer the following questions in half to three-quarters of a page (double spaced, 12-size font). No title page or bibliography are warranted – just your name and the course title in the header is sufficient. Assignments are due as a hard copy at the beginning of class on the dates noted below. Each assignment is worth 2% of your final grade. Late assignments will receive a zero.

Due Date	Question/Topic
<i>September 10</i>	Select one of the following social traits – gender, race, social class, religion, sexual orientation, or family status – and explain how that social trait informs your view on the world? What biases do you hold?
<i>September 17</i>	Explain the top two features that you would say set the sociological perspective apart.
<i>September 24</i>	Identify and explain one strength and one weakness for the sociological theory that you think you <u>least</u> understand.
<i>October 10</i>	Language, symbols, rituals, and material objects hold different meanings for different social groups. Explain.
<i>November 26</i>	How does sociology help us to understand the concept of power?
<i>December 3</i>	Explain how sociological thinking, data, and analysis could help one social institution that you are connected to.

2) Exams (60%) – October 8, November 7, and December 17.

There are three exams in this course, each worth 20% of your final grade. Answer 60 multiple choice questions or 3 of 6 essay questions (each question worth 20 marks) based on class readings and lectures. Exams are not cumulative. Students must declare in advance which exam format they choose, on the sign-up sheet circulated in class prior to the exam. If nothing is selected beside your name, it is assumed that you will write the multiple choice exam.

3) Current Event Discussions (5%) – Ongoing

Sociology is premised on real people in real situations. As such, it is important to pay attention to what is going on in the world. In this assignment:

- Students will work in assigned groups (to be assigned following the September 15 add/drop date). Groups will self-appoint a leader who is responsible to liaise with the professor on behalf of the group concerning any questions or concerns related to your group's activities; to take the group's attendance in each discussion; to document who facilitated the conversation; and to submit the attendance and facilitator summary to the professor at the end of the course, no later than December 10.
- Groups will meet for the first 10 minutes of the five classes marked with an asterisk in the course schedule above.

- Every member of the group must sign-up to facilitate one group conversation about a current event related to the topic for that day (e.g. Deviance on October 17).
- The group facilitator must: briefly summarize a current event in the news related to that day's topic (2 minutes), offer a few reflections on that current event (3 minutes), and facilitate group discussion on that current event and topic (5 minutes). For example, do you agree or disagree with the guiding premise of the article? Why? How does sociology help you to think carefully and critically about the topic at hand?
- Students receive 5% for the conversation that they lead.
- Students are expected to attend all five group conversations. Arriving late will result in a 1% deduction, and not showing up at all will result in a 2% deduction, for the individual per missed/late group discussion.

4) Term Project (23%) – December 5 @ 2:30pm

This paper builds on the shorter writing assignments throughout the semester. You are encouraged to build on, re-think, and incorporate feedback on those assignments when developing this project.

Write a 4-5 page paper, answering this question: What does it mean to think like a good sociologist? In answering this question, explain how and why sociology can transform the way that individuals or groups see the world. Responses should incorporate a minimum of five peer-reviewed sources (i.e. academic books and articles) outside of assigned readings in the course.

There are two components to this assignment. The first is to complete this assignment and exchange it with one other member from your current event group (see below) no later than November 25. In turn, students will read and provide typed feedback for the other group member no later than November 30. Feedback should center on areas in the grading rubric at the end of the syllabus, in the context of addressing the guiding research questions. What did your peer do well? Where is more attention needed? What suggestions would you recommend to strengthen the paper? A “peer feedback” document is provided for you on Moodle, to fill out when offering feedback to your peers. Students are then encouraged to take this feedback into account in the revision process before a final submission to the professor. Assignment submissions should include the written feedback from your peer at the end, following the bibliography.

A title page and bibliography (in addition to the 4-5 pages) are expected, correctly formatted to ASA guidelines (see links provided on Moodle and Johnson book on reserve). Papers should be double spaced, with 1” (2.54cm) margins on all sides, and 12 point font. Evaluation of this assignment is based on the Grading Rubric later in the syllabus: (a) theory, method, and data (25 marks); (b) analysis and application (25 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); (e) formatting (10 marks).

Submit an electronic copy of your assignment on Moodle. Note that your paper submission goes through a plagiarism software – Turnitin – that compares your paper against other books, articles, online sources, and papers submitted to other universities and Ambrose. It is your responsibility to be aware of what constitutes plagiarism (see “Policies” section of the syllabus).

Attendance:

I have a high regard for our times together in class – this time is sacred. You are free to attend class or not, but should you decide to do so, I expect the following without exception:

- Read the assigned materials in advance of class
- Arrive on time
- Actively participate in class activities and do not disturb those around you

If you cannot uphold all three of these expectations, you are discouraged from attending class. Should honoring these class boundaries become a problem, the professor reserves the right to ask you to leave class or possibly withdraw from the course.

Student Success

We at Ambrose want students to succeed as whole persons throughout the educational experience. Students have a responsibility to take the lead in their own well-being. Ambrose offers a range of supports to help students, and students are encouraged to make use of these resources if or when helpful to do so.

Student Success Workshops

Want to learn more about how to budget your money or your time? Trying to find your way amidst academic jargon, or you want to learn to take better notes or develop helpful study strategies? Not sure where to begin your research project or how to communicate your research when it is complete? Aiming to take care of your mental health? Check out workshops on these and many other great topics throughout the semester at <https://ambrose.edu/academics/student-academic-success/student-success-workshops>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Grade Summary:

The available letter grades and percentages for course grades are as follows. A detailed chart of what constitutes an 'A,' 'B,' or 'C,' etc. is also included below:

A	96% and above	(GPA – 4.0)	C	63 - 67%	(GPA – 2.0)
A	91 - 95%	(GPA – 4.0)	C-	60 - 62%	(GPA – 1.7)
A-	86 - 90%	(GPA – 3.7)	D+	56 - 59%	(GPA – 1.3)
B+	82 - 85%	(GPA – 3.3)	D	50 - 55%	(GPA – 1.0)
B	75 - 81%	(GPA – 3.0)	F	Below 50%	
B-	72 - 74%	(GPA – 2.7)			
C+	68 - 71%	(GPA – 2.3)			

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Grading Rubric

	Theory, Method, Data: Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	Analysis and Application: Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end.	Grammar and Spelling: Writing is clear and effective communicating central ideas	Formatting: Use of appropriate writing style (i.e., ASA) and other formatting particulars (i.e., page length, font size, margins)	Oral Presentations: Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
A 86-100	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application	Clearly states central thesis and purpose of paper Each sentence/paragraph logically leads to the next	Few to no spelling, grammar, or other writing errors. Words, sentences, and paragraphs flow smoothly	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation. Establishes order to ideas and

	in relevant ways		Carefully selected details which support general statements and central thesis			points out relationships between them. Number and quality of main points are sufficient Presentation of ideas develops to a logical conclusion and/or summary Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.
B 72-85	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.	Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research)	Clear central thesis Appropriate details/synthesis most of the time. Sentences/paragraph generally flow logically together	Some spelling, grammar, and writing errors Some awkward transitions between words, sentences, and paragraphs	Mostly achieved	Communicates to some degree the main theme, thesis, or primary focus of presentation. Ideas follow a general logical flow with presenter providing some synthesis between points Number and quality of main

						<p>points are sufficient</p> <p>Logical conclusion and/or summary provided that develops from the presenters points</p> <p>Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact</p>
C 60-71	Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research	<p>Adequately limited central thesis</p> <p>Details/synthesis may be repetitious or absent altogether.</p> <p>Sentences/paragraphs rarely, if ever, flow logically together</p>	<p>Several spelling, grammar, and writing errors</p> <p>Several awkward transitions between words, sentences, and paragraphs</p>	Inconsistently achieved	<p>Unclear presentation of main theme, thesis or focus of presentation</p> <p>Little order to ideas and relationships between points not clarified clearly</p> <p>Number and quality of main points are lacking in sufficiency</p> <p>Weak conclusion and/or summary</p> <p>Presentation style lacking as</p>

						<i>And so on....</i>	demonstrated through non-verbal communication, body language, voice, and eye contact
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Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.