

Department of Sociology
Sociology 111.3 (96) – St. Peter’s College
CRN: 82488 – September to December 2023 – Term 1 – Room 106
Wednesdays from 4:30 pm to 7:20 pm
Start Date is September 6 (End Date is December 31 /2023)
Instructor: Dr. Elaine Hulse

e-mail: elaine.hulse@usask.ca
phones: 306-253-4416 (home) or cell 306-291-9719 (texting me is fine!!)
Textbook: *Real-Life Sociology: A Canadian Approach* (2nd Edition) by Anabel Quan-Haase & Lorne Tepperman (2021) for \$115.00 or the e-text for \$75.00 (I think!!). You will need this textbook for this class and below is the link the U of S library sent. Office hours are posted at St. Peter’s.

[https://shop.usask.ca/CourseSearch/?course\[\]=UOFS,202309,SOC,SOC111,97&](https://shop.usask.ca/CourseSearch/?course[]=UOFS,202309,SOC,SOC111,97&)

Land Acknowledgement:

As we engage in this **face to face teaching and learning class**, I would like to acknowledge that the Saskatoon campus of the University of Saskatchewan is on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. I would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

Major Sociological Themes include:

- (1) Social Structure & Social Interaction
- (2) Social Institutions
- (3) Social Change
- (4) Social Order & Disorder

This course is one part of a two-part introduction to the discipline of sociology. It examines theories and methods for studying changes to the **nature** and **organization** of society from pre-modern, to modern and post-modern. Students will be introduced to core sociological concepts used to understand social inequality, social order, social change, and globalization.

Finally, please remember to look out for yourselves and for one another. Don’t forget to take a break for coffee or spend time with friends. If someone at the College seems withdrawn or isolated, introduce yourself and have a coffee together. As Durkheim noted, all those years ago, social bonds are important to **EVERYONE!!** It is up to us to foster them.

Grading Scheme:

- 1. Learning Activities 15% weekly
- 2. AQCI Assignment 20% Due **November 29 or December 6 with Extension Ticket**
- 3. 1 midterm exam 30% **October 25**
- 4. 1 final exam 35% scheduled sometime in December

Have the necessary readings already read for the date they are assigned on. This course outline may be altered if I find it necessary to do so, but the grading scheme will not change. All hand-outs will be posted to Canvas. During the final exam period students should avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of their own for

medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Both the midterm and final exam have multiple choice, true-false, match-ups and short answer. The midterm and the final are both open book. You have three hours for both the midterm and the final exam.

September 6:

Read: chapter 1 – Inspiring the Sociological Imagination
Activity: A Brief 1st “kwiz”
Notes: Sociological Theories (standpoints) / The Sociological Imagination

September 13:

Read: chapter 2 – Measuring the World Sociologically / **Designing A Research Project** hand-out
Activity: Designing A Research Project
Notes: Quantitative & Qualitative Methods

September 20:

Read: chapter 3 – Cultures as Ways of Seeing Reality
Activity: quiz for chapter 1 and 2 / The Nature of Culture (youtube – 26 min)
Notes: Culture – nature / nurture

September 27:

Read: chapter 4 – Making Infants into Social Beings through Socialization
Activity: Child of Rage plus a “kwestun” / [Status Anxiety - YouTube](#)
Notes: Socialization, Developing one’s Status, Self and Identity

October 4:

Read: chapter 5 – The Social Construction of Crime & Deviance
Activity: Case Studies
Notes: Crime and Deviance

October 11:

Read: The Stick-up Kid hand-out
Activity: Order or Chaos?
Notes: Deviance continued

October 18:

Read: Power & Culture hand-out
Activity: Kwizz ‘n Kwestuns ‘n Krossword
Notes: Power, Culture & Ideologies

October 25:

Activity: Midterm -- covers **chapters 1 to 5 and any hand-outs** -- (there will be multiple choice true-false, match-ups and short answer. The midterm and the final are both open book). You have three hours for both the midterm and the final exam.

November 1:

Read: chapter 6 – Economic Inequality

Activity: Resource Mobilization
Notes: Societal changes and inequality – nature vs. nurture

November 8: No Class – Fall Break!!

November 15:

Read: **chapter 7** – Gender Inequality – the “ism” prism
Activity: “kwizz” 4 Chapter 6
Notes: Inequality and the “ism’s” / positionality / Oppression & Dominance

November 22:

Read: **chapter 9** – Understanding Global Inequality
Activity: graphing data / Dharavi
Notes: Theories of Development and Underdevelopment

November 29:

Read: **chapter 8** – Racialization
Activity “kwizz” – general review
Notes: yaysayers and naysayers / Critical Race Theories / “Kwestun” - Do tech companies encourage narcissistic and sociopathic behavior in order to turn the world into a living hell purely for increased revenues?
AQCI DUE!!

December 6:

Read: OK Boomers (for final exam)
Activity: brown bag lunch
Notes: Where Have We Come From?

TBA **Final Exam!!**

“The Care and Feeding of the Instructor”

1. If a student is absent from a class, the **student is responsible** for any information he or she missed regarding class material, reviews, examination format and content, and important dates.
2. Students are expected to **complete their midterm and final examination at the scheduled times**. You do not need to complete all coursework in order to pass the class, however, **writing the midterm and final IS mandatory. For missed in-class coursework a grade of 0 will be assigned.**
3. Missing the mid-term **requires documentation that can be verified by me.**
4. Keep **EVERYTHING** I grade and hand back. Your assignments, weekly, midterm and AQCI must be submitted on the date that is noted in your course outline. Coursework is due at the **END** of each class.
5. “Class-work” means work **DONE IN THE CLASSROOM on a specific day**...not work done the following week that you have copied from someone!!
6. I do not accept e-mailed assignments, so make sure yours is **dated by someone at the front desk** who will then put the late assignment in my mailbox.

7. You have my permission to record the class, but I will not be doing so. I expect my students to write down the powerpoint notes during the Topic as I often add additional information that is not on the slides. I do not intend on posting power-less point notes; I will see how the class goes as it is a much smaller class than usual.

AQCI Assignment – worth 20% and due November 29, 2022.

1. must be 6 pages or longer, and I do mean 6 full, typed, double-spaced pages
2. pages must be numbered or you **lose 4 marks.**
3. citation must be the way I want it or you **lose 3 marks** (author last name, date of publication, p. XX)
Also note that you have a quotation, followed by your citation and **THEN the period!!**
4. I do not require a cover page, nor a works cited page.
5. do not begin your assignment with 3 inches of white space, I need only your name typed in the left or right hand margin.
6. headings are ‘lovely.’
7. must have an introductory paragraph outlining the hand-out AND a thesis.
8. supporting paragraphs must have **signal phrases** to begin/end a direct quotation or you **lose 2 marks.** (use of signal phrases are noted at the end of this course outline)
9. assignment must end with a brief conclusion that I can find!!
10. you **lose 3%/day**, weekends included, if the AQCI is later than the week in which it is due and no extension ticket was submitted. You must submit your AQCI by the end of class which is December 6...after the end of class I will not be accepting any assignments.
11. I DO NOT accept emailed papers...they clog up my “machinery!!”

AQCI Assignments: Arguments, questions, connections & implications – due November 29 and worth 20%

1. **Introduction**—I want a brief overview of what the article is about, including a **thesis** statement that tells the reader what they can expect to read about. I will be putting **four** hand-outs on Canvas and you must choose **ONE** only for your AQCI. I will also have hard copies available if you tell me which article you are using.
2. **Arguments**—outline what you feel are four of the main arguments made in the hand-out.
3. **Questions**—use quotations from the text to provide ‘evidence’ for your line of reasoning. Raise **three** questions that came to your mind, while you were reading the article, that you think were not satisfactorily dealt with in the text, but likely should have been. Your questions should indicate thoughtful inquiry, or a question about the author’s interpretation of something. A question like “should the authors have included gender in their analysis?” is a question of fact and can be answered in one word so make sure your “thoughtful” questions cannot be answered in one word!! Indicate **HOW** you arrived at each of your three questions as well.
4. **Connections**—connect the text to any **four** concepts/ideas about Sociology that we have covered in class or that are in your textbook. Again—provide me with **WHY** concept or idea A, B, C and D are relevant to our class.
5. **Implications**—the “thinking” part!! Lay out what the author’s arguments **imply** for “improving” society, or improving relations between groups, or just people in general. A bit of a “sociological imagination” will help.

6. I also want a **conclusion** that “wraps-up” your key ideas. It should be 6 to 8 sentences.

Percentage Range	Descriptor
90–100 Exceptional	A superior performance with consistent strong evidence of: a comprehensive, incisive grasp of the subject matter; an ability to make insightful critical evaluation of the material given; an exceptional capacity for original, creative and/or logical thinking; an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.
80–89 Excellent	An excellent performance with strong evidence of: a comprehensive grasp of the subject matter; an ability to make sound critical evaluation of the material given; a very good capacity for original, creative and/or logical thinking; an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.
70–79 Good	A good performance with evidence of: a substantial knowledge of the subject matter; a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques; some capacity for original, creative and/or logical thinking; a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.
60–69 Satisfactory	A generally satisfactory and intellectually adequate performance with evidence of: an acceptable basic grasp of the subject material; a fair understanding of the relevant issues; a general familiarity with the relevant literature and techniques; an ability to develop solutions to moderately difficult problems related to the subject material; a moderate ability to examine the material in a critical and analytical manner.
50–59 Minimal Pass	A barely acceptable performance with evidence of: a familiarity with the subject material; some evidence that analytical skills have been developed; some understanding of relevant issues; some familiarity with the relevant literature and techniques; attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Using “signal phrases” to integrate quotations into your writing

Effective use of quotations requires that you include quotations in your paper in a way that allows the reader to understand the relevance of the quoted material to your own argument. Use a ‘signal phrase’ that incorporates the quotation smoothly into your writing.

acknowledges	comments	describes	maintains	reports
adds	compares	disputes	notes	responds
admits	concedes	emphasizes	observes	shows

agrees	confirms	endorses	points out	states
argues	contends	illustrates	reasons	suggests
asserts	declares	implies	refutes	summarizes
claims	denies	insists	rejects	writes

Examinations:

Both the midterm and final are open book, consisting of your evaluation/assessment of specific statements taken from the textbook/and or any in-class handouts. There will be match-ups, multiple choice and T/F questions as well as short answer questions. You will be expected to draw upon information from the textbook, class notes, the videos and articles handed out during class. The final examination will be on the material covered after the midterm.

Honesty and Integrity: Academic misconduct is dishonest behaviour or attempted dishonest behaviour which contravenes the general principle of academic honesty and which may include using books, notes, diagrams, electronic devices, or any other aids during a quiz, test, or examination without the explicit permission of the instructor; copying from the work of other students; communicating with others during the evaluation; commissioning or allowing another person to write a test on one’s behalf; communicating advance knowledge of an exam to others; and altering answers on a quiz, test, or examination that has been returned.

Examinations with Access and Equity Services (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates. In order to access AES programs and supports, students must follow AES policy and procedures. For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 or aes@usask.ca. See Jordan or Jayden first though!!

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES or see Kayla.

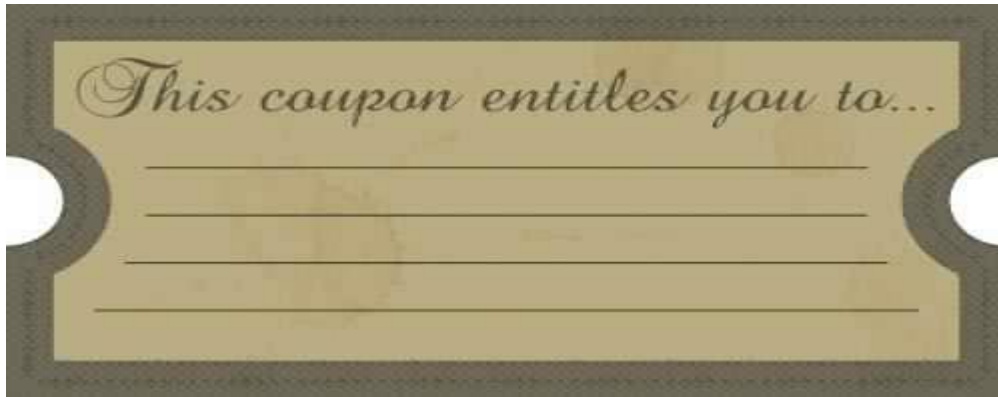
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Class Attendance: University Council guidelines indicate that regular and punctual attendance is expected of students in all their classes...this expectation is mine as well. Notify me if you are going to be absent so that I know you are OK. We will discuss what to do about poor weather conditions once class begins.

Extension "Ticket"

The bearer of this ticket entitles the individual to **one**, one week extension. Late marks of **3%/day**, including weekends, will be deducted from assignments in which no "ticket" was handed in. I do not accept emailed assignments so if your assignment is late, make sure someone at the front desk writes the date on it. They will place your late assignment in my mailbox. After the last day of class, if you do not have your AQC completed by the end of the last day of class then keep it...it's yours!! Write your **NAME** and **CLASS** and **DATE** on your Extension Ticket.



Whew...I think that's it. Enjoy the class and do text or email me with questions, comments, suggestions or if you are having difficulties!!

Population Growth

A small town with a high birth rate attracted the attention of a team of university sociologists. They wrote a grant proposal, got a chunk of money, hired aides and an anthropologist, found a family planning and birth control specialist, moved to town, rented offices, set up their computers, and designed questionnaires.

On the first full day of work, the project director went out for a cup of coffee. The waitress, knowing he was not a local, asked why he was in town.

He explained and then asked her if she had any idea why the birth rate was so high.

To his surprise, she replied, "Sure. Every morning the six o'clock train comes through here and blows for the crossing, waking everybody up. It's too late to go back to sleep and it's too early to get up!"