

SOCI 100B

Introduction to Sociology: Institutions and
Social Change

Fall 2014

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Course Description

Overview of the course

Introduction to the study of social systems and the processes of stratification, regulation, and social change. Topics include social movements, families, religion, ethnicity, education, health and medicine, the environment, and the militarization of society. Throughout the course you will be challenged to think about your own lives and experiences from a sociological perspective.

Course Goals

- Ability to explain and describe (using students' own examples) the meaning and relevance of the sociological imagination.
- Ability to define and articulate the key elements of theory and how it differs from opinion, supposition, and intuition.
- Ability to discuss some of the primary areas of sociological interest as reviewed by the lecture, text and lab materials.

Evaluation

Mid-term #1	10%
Mid-term #2	20%
Final Exam	35%
MySocLab	15%
Tutorial Assignments	20%

Textbook

Ravelli, Bruce., Webber, Michelle.
(2013). *Exploring Sociology: A Canadian
Perspective (2nd Edition)*. Toronto:
Pearson Education Canada (text is used
for both SOCI 100A and 100B)

Options for purchasing the textbook:

- Purchase the textbook with MySocLab at the UVic Bookstore for \$159.50)
- Purchase the e-textbook with MySocLab from www.mypearsonstore.ca for one year for \$75.00.

Web-site

All course materials, as well as course grades, will be available through the website www.ravelli.ca

Tutorials information

Participation in tutorials is mandatory for SOCI 100B. The purpose of the tutorials will be to foster more in-depth treatment of the topics that we will discuss in class, through discussion, films, and assignments.

You must attend the tutorial that you are registered in, in order to receive credit for your work.

More information about tutorials, including contact information for the tutorial leaders and the tutorial coordinator will be posted before the beginning of the term.

Course Evaluation

Midterms & Final

In order to help you assess your exam writing abilities and your level of preparation, you will write two midterms: midterm 1 is worth 10% and midterm 2 is worth 20%. This approach will allow you to learn the ropes on a 10% test instead of the usual 30% midterm.

All in-class exams are based on questions that I circulate in advance of the test. For the first midterm four (4) questions will be circulated and you will be required to answer *the* question I ask. For the second midterm I will circulate five (5) questions and you will be required to write on the *two (2) that I ask*. For the final I will circulate six (6) questions and you will be required to write on the *three (3) that I choose*. All answers are limited to one single-spaced page.

The midterms are NOT cumulative, however, the final exam is (i.e., covers material from the entire course). Essay questions for all tests will focus on lectures, however, there may be a few over the term highlighting material from your text. Be aware that since I will be circulating questions in advance as well as how they will be graded – the grading standard for your answers is very high. If you want to do well on these exams, please, do NOT have a question (or two) you hope that I don't ask - history suggests that I have a unique gift in choosing the question(s) you really don't want me to.

MySocLab Text Questions

Your textbook includes a diverse set of online resources designed to help you learn more about sociology and to let you explore the discipline at your own pace. In order to give you credit for reading your text, you will be required to answer a series of multiple-choice questions on the assigned chapters as we progress through the course. You will answer questions for 10 chapters however, when I calculate your final grade, I will take your top 8 scores to calculate your mark out of 15. In order to complete these tests you need to have a unique password that is included with all new textbooks (or can be purchased separately online). How to access the online tests will be demonstrated in class.

Tutorials

Tutorials are intended to help you appreciate the diversity of sociology in ways that are not possible in a large lecture format. Tutorial assignments will be fully described by your Teaching Assistant and will account for 20% of your overall grade.

Student Assessment (option 2)

Any student who wishes to offer an alternative assessment strategy may submit a two-page (typed and single spaced) proposal to me on or before September 26, 2014. Your proposal must include a discussion of the following:

1. Why you want me to consider an alternative assessment strategy for you;
2. Description of the alternative assessment strategy and how it allows you to demonstrate command of the material covered in the course; and,
3. Your suggestions on what criteria I should use when grading your assignment.

Note: all students must complete all course/tutorial assignments until I have accepted their proposal for option 2. The alternative assessment strategy must be of equal difficulty (in my opinion) than those outlined in Option 1. My evaluation and decision regarding the proposal is final and not open to appeal.

Course Schedule

Date	Topic	Readings	Tutorials
Week 1	Introduction to the course. What is Sociology?	The Promise of Sociology	No tutorial this week
Week 2	Understanding the Sociological Imagination	Chp. 1	TBA
Week 3	Gender	Chp. 8	TBA
Week 4	Continued	Chp. 8	TBA
Week 5	Race and Racialization Midterm #1	Chp. 10	TBA
Week 6	Families	Chp. 11	TBA
Week 7	Education	Chp. 12	TBA
Week 8	Religion	Chp. 13	TBA
Week 9	Health, Aging, and Disabilities	Chp. 15	TBA
Week 10	Work and the Political Economy Midterm #2	Chp. 16	TBA
Week 11	Reading Break Make up exam	N/A	TBA
Week 12	Social Change, Collective Behaviour, and Social Movements	Chp. 18	TBA
Week 13	Challenges to the Global Environment	Chp. 20	TBA

Department of Sociology Evaluation and Writing Expectations

*Effective September 2012

100-level courses

Minimum writing requirement	In-class or take-home assignment spanning at least 5 pages in length.
Evaluation	Primarily multiple-choice exams, short assignment, possibly written component on exams.
Format	Lectures and tutorials. Primarily textbook readings. Students also read original sociological research.

200-level courses

Minimum writing requirement	At least one assignment involving library research that spans at least 8 pages in length.
Evaluation	A combination of multiple choice and written exams, including short-answer and essay questions.
Format	Lectures. Primarily textbook readings. Students also read original sociological research.

300-level courses

Minimum writing requirement	An essay involving literature reviews and applications of concepts. A minimum of 10 pages in length.
Evaluation	Short-answer and primarily essay-type exams, written assignments.
Format	Lectures. Assigned readings include scholarly articles and/or primary sociological writing. Readings may also include textbook chapters.

400-level courses

Learning outcomes	One term paper, involving advanced literature reviews and the application of a sociological model, spanning at least 15 pages in length.
Evaluation	Major paper, short-answer and primarily essay-type exams.
Format	Lectures/seminars. Assigned readings include scholarly articles, original monographs, and primary sources. Textbooks are not used.

Official Grading Standards

Undergraduate Records, University of Victoria, 2012

Passing Grade	Grade Point Value	Percentage	Description
A+	9	90 –	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	100	
A-	7	85 – 89 80 – 84	
B+	6	77 – 79	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other areas.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60 – 64	
D	1	50 – 59	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
COM	Excluded Grade		Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
Failing Grades	Grade Point Value	Percentage	Description
E	0	TBD	Conditional supplemental.
F	0	0-49	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade		Did not complete course requirements by the end of the term; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade		Unsatisfactory performance. Completed course requirements; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.

University Course Policies

Examination and Assignment Policy

As per university policy, absence is only permitted in cases of illness, accident, family affliction, or religious obligations. Missing an exam for other reasons will result in an “F.” Students are responsible for providing official documentation to justify their absence, e.g. a doctor’s note. In cases of justified absences, the student has the right to request a make-up exam. Please note that exams will not be rescheduled to accommodate students’ personal circumstances, including travelling plans. There are no exceptions to this policy.

Grading

In accordance with Senate Regulations, grading on the curve is not permitted. The grades students receive in this course reflect their performance in relation to specified academic expectations. Students should retain a copy of all submitted assignments (in case of loss) and should retain all their marked assignments in case they wish to apply for a Review of Assigned Standings. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. All exams remain the property of the University of Victoria.

Attendance

As per university policy, attendance to all classes is mandatory. Students who are unavoidably absent because of illness, accident or family affliction should report to the instructor as soon as possible. Absences that cannot be justified in accordance with university policies will be subject to penalty at the discretion of the instructor. If you are absent for reasons other than those specified under university policies, then it is not the responsibility of the instructor or the TA to help you catch up with missed lecture material.

Academic Integrity

The Department of Sociology fully and rigorously enforces the Senate Policy on Academic integrity. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation. Students caught cheating in the course will be expelled and reported to the Chair of the Department of Sociology and the Dean of Social Sciences for disciplinary action.

Plagiarism and Cheating

Students must note the statement on “Plagiarism” in the UVic Calendar, and all regulations under the “Policy on Academic Integrity.” Quotes and citations must be used for any material longer than 5 words in succession that is not the student’s original work.

Accommodations

The University of Victoria accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. As per university policy, students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

Classroom Etiquette

Distractions can easily hinder the difficult process of conveying knowledge. Please observe standard classroom etiquette. Entering the classroom after the instructor's presentation has started can be distracting both to the instructor as well as to other students. While occasional lateness may be unavoidable, your dedication to being on time is greatly appreciated. The use of electronic communication devices is also a distraction to both the instructor and classmates. This includes texting and surfing the internet. Please turn off your electronic communication devices before entering the classroom and refrain from using them during class. If there is a justifiable reason for using your device during class (e.g., expecting an urgent call related to health or illness), please notify the instructor ahead of time, keep the device on vibrate, and exit the room if you must receive a message.

Harassment

The Department of Sociology supports the University's policies on harassment, and is committed to ensuring that all students, staff, and faculty are able to exercise fully their rights to participate in activities at the University without fear of harassment.

Commitment to Inclusiveness and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. The Department of Sociology is committed to inclusiveness and to a welcoming, friendly learning and working environment. We condemn sexism, ageism, racism, ethnocentrism, homophobia and inappropriate behaviour toward people with a disability.