



School of Liberal Arts  
SOCI 100  
INTRODUCTION TO SOCIOLOGY  
FALL 2023  
3 Credits  
Course Outline

INSTRUCTOR	Dr. Shawkat Shareef	OFFICE HOURS	MOODLE OR OFFICE: THURSDAYS 1-3 PM
OFFICE	A 2017	CLASSROOM	ONLINE DELIVERY
E-MAIL	sshareef@yukonu.ca	CLASS TIME	SELF-PACED ONLINE
TELEPHONE	867 456 8604	CRN	10188
		DATES	Sep 6-Dec. 14, 2023
Liberal Arts office: Ayamdigut Campus A2501, liberalarts@yukonu.ca, 867-668-8770			

## COURSE DESCRIPTION

This course provides a general introduction to the field of Sociology. The course examines historical and contemporary theoretical perspectives on society and the various methods of conducting social research. Topics such as society, culture, socialization, groups and organizations, sexuality, and deviance are examined. Major social institutions including the family, education, and the political economy are also discussed.

## COURSE REQUIREMENTS

Prerequisites: NONE

Online access to Moodle required.

## EQUIVALENCY OR TRANSFERABILITY

Find course transfer at <https://www.bctransferguide.ca/>

Students are reminded that it is always the receiving institution that determines whether a course is acceptable as an applicable, equivalent course or if it may be transferred to their program for credit. Find further information at: <https://www.yukonu.ca/admissions/transfer-credit>

## LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- a) understand Sociology based on classical and (mostly) contemporary research
- b) critically analyze those societal issues in the context of daily and social lives, and
- c) discuss critically and write methodically about those issues
- d) see the connection between daily living experiences and the broader society

## **COURSE FORMAT**

### **Delivery format**

There are no in-person meetings scheduled for this course and you will work on your own schedule. While there may be no set meetings times, video- or audio-conferencing may be used for office hour tutorials, teaching sessions, seminars and class meetings. Although this is a self-paced course, the class will proceed on a timetable with predetermined assignments and due dates.

## **STUDYING & LEARNING STRATEGY**

Textbook aside, the on-line course environment containing several tools that would help you to get used to using the course material and enhance your learning experience. Please practice the following as your everyday guide to studying and learning.

### **The Beginning**

At the very beginning, you should be able to familiarize yourself with the course syllabus, the Moodle course website, and the course textbook. Also, you should start reading the Week 1 readings and begin to address the concept of Reflexive Commentary based on the readings. Reflexive Commentary will be a big part of your learning throughout the course and it will certainly help you to do well in that.

### **Weekly Reading Strategy**

As part of weekly readings, you should start by reading through Chapter Power Point slides and Learning Objectives on the Moodle for each chapter. You can follow your own individual reading habit in order to address those sections mentioned above but please do note that if you go through the Power Point slides and Learning Objectives first before you start with the actual textbook chapter, it will only help you to understand what to expect in the textbook chapter itself and how to focus on different topics. Upon finishing reading the chapter, you can address the Questions for Critical Thought and try to answer them in rudimentary fashion (this will help you to do reflexive commentary later on. Do not forget to mention the question that you are addressing in reflexive commentary exercise).

### **Problem solving**

It is very natural that you may run into difficulties to understand the textbook material. Do not worry when it happens because there are several tools to solve these problems: Discussion Forum and Email. Besides the textbook chapter summary and key terms that will direct you to many broader online materials to understand the relevant topics at hand, Discussion Forum is to support you to clarify confusions regarding course materials. Don't understand a topic? Simply start a thread with your question to your classmates and try to generate a very cooperative and congenial discussion.

However, do this only after you have really invested some time and energy to understand the material because your classmates will not give you full answers to any topic/issue in question and if anybody attempts to do that, it will be considered unethical. As said before, Discussion Forum is an online-substitute for in-class lecture and discussions here should be regarded as discussions, not answers to questions (but definitely discussions will most likely lead you to the correct answers). Post your general course questions on the Forum. I will monitor the Discussion Forum and if necessary, will post comments to your inquiries/comments. If you are still struggling, send an Email to me through Moodle emailing environment and please be very specific topic/issue based in your emails. Personal problem related emails will be automatically ignored.

### **Reflexive Commentary**

You have done your homework so far (reading textbook chapter, critical thinking questions and learning objectives for each chapter) and now it is time for you to proceed with Reflexive Commentary. Reflexive Commentary is a proof that you understand the course material and that you can engage with it through your critical reflection skills. It's basically your self-assessment tool to understand your own comprehension capacity of the course materials to develop your own reflective questions (other than the ones mentioned in the Questions for Critical Thought section at the end of every chapter). Reflexive Commentary will strengthen your skill and capacity that you need to write exams.

**Practice Reflexive commentaries** are written reflections of weekly readings. These practice reflexive commentaries will lead to **TWO** commentaries in total throughout the span of the course which are regarded as formal assignments (see Reading List for the due dates). The commentaries will be submitted to the Discussion Forum when asked by me to do so using Moodle course website and in Word or PDF files. Submission of the commentaries are time sensitive and no late submissions will be accepted. There will be no make-up commentaries for missed opportunity. However, under extenuating circumstances (for which documentations are required), you can arrange for early submissions of the commentaries.

The purpose of the reflexive commentary is to enable you to develop critical analytical thought process. Therefore, the commentaries should not be just descriptive, rather they will be your own thoughts about different theories and concepts in textbook readings. Also, another aspect of the commentaries will focus on the Critical Thinking Questions at the end of the chapters where you will choose one question from each chapter to specifically critically analyze and explain. In other words, the latter aspect of commentaries (critical thinking questions) are to enable you to think about the issue in more in-depth fashion. If your analysis and/or explanations can generate some debate/discussion among your peers, then you know that you have done a good job.

### **Exam preparations**

On exam days, reviewing all study notes and Reflexive Commentaries will get you ready for the exam. When the exam is available online, first, read the question thoroughly to know what has been specifically asked in the question to address. It is up to you in which order you will answer the questions as long as the numbers of the questions are clearly specified. Always try to answer the questions that are easier and more familiar to you and save the challenging ones for the last. Exam time is limited and so, you have to do all the preparations beforehand so that you are not struggling for time. Topics will be provided before each exam for your preparations. You will not be allowed to hand in the exam after the deadline: you fail to submit the exam on time, you miss the exam altogether.

## EVALUATION

<b>Discussion participation</b>	10%
<b>1<sup>st</sup> Midterm Exam</b>	25% ( <b>October 7</b> , 7-9 pm, Moodle)
<b>2<sup>nd</sup> Midterm Exam</b>	25% ( <b>November 11</b> , 7-9 PM, Moodle)
<b>Final Exam</b>	30% ( <b>December 9</b> , 7-9 PM)
<b>Assignments: (Reflexive Commentaries), 2 in total</b>	10%, (5% for each assignment): due October 18 and November 25
<b>Total</b>	100%

### Discussion and Participation: 10 %

Participation in class is essential to the development of class unity and the learning process for everyone. Discussion forums offer students a forum in which to express ideas and be educated through the ideas of others. We will create together a respectful environment where everyone will feel safe and encouraged to speak. This means that students and instructor must monitor their speech so as not to give more than their fair share. Discussion and participation worth 10% of final grade and is graded based on the number and frequency of a student's participation in the class and Moodle discussion. However given the nature of sociological theories and other topics that will be covered in the lectures and in the discussion forum, a student's performance in participation will be judged by:

1. **QUALITY OF THE DISCUSSION** (to ensure quality, student's attendance in class lectures and following of reading materials are pivotal)
2. **FREQUENCY OF THE DISCUSSION** (responding to discussion forum question by posting one's own post is not enough to ensure high participation points, rather reading others' posts and responding to them is very important)
3. **CONSISTENCY IN CONTRIBUTION** (regular contributions in the discussion forums by chapters are important, sporadic contributions will fetch low participation scores).

Students will also write a number of short assignments through practicing reflexive commentaries, demonstrating their understanding of theories about different aspects of human society. There are no points assigned to these practice reflexive commentaries, but performance on these short practice assignments (both completion and quality) will be added to the overall participation grade as a percentage. Also, practice reflexive commentaries will help stimulate the discussions the forums. For more details, see below.

**Midterm Exams: 50%**

There are two midterm exams total worth of which is 50% of the final grade. The midterms will be based on multiple choice questions, true/false questions and/or long and short essay topics from the course text book. Students will have 120 minutes (2 hours) to work on and submit the responses on the Moodle. The second midterm will not use the materials that were covered in the first midterm.

**Final Exam: 30%**

Final exam is worth 30% of the total weight of the final grade. Final exam is based on the course materials that are covered in the course (including URL link-based information, extra articles posted on the Moodle, text book) and will use multiple choice questions and/or long and short essays. The final exam will be non-cumulative.

**NOTE:** All exams submission are strictly time sensitive and late submissions will not be granted except for extenuating circumstances for which the student has to provide proof.

**Assignments: 10%**

There will be **TWO** reflexive commentary assignments and they worth 10% of the final grade. The topics for the assignments are chosen by the professor based on the text, and/or discussion forum issues. See below for details about assignments. More to follow in the Discussion Forum.

The **length of each assignment** should not exceed three pages of typed text, using 1.5 line spacing and 12 point Times New Roman font. No need to use a cover page for commentaries. Simply put student's name and Id on the top left corner of the submission. The assignments are submitted on the Moodle.

**TEXTBOOKS & LEARNING MATERIALS:**

Anabel Quan-Haase and Lorne Tepperman (2021): Real-Life Sociology: A Canadian Approach. Toronto: Oxford University Press.

**E-link for the textbook:**

[www.vitalsource.com/en-ca/products/real-life-sociology-anabel-quan-haase-lorne-v9780190162757](http://www.vitalsource.com/en-ca/products/real-life-sociology-anabel-quan-haase-lorne-v9780190162757)

**COURSE WITHDRAWAL INFORMATION**

Students may officially withdraw from a course or program without academic penalty up until two-thirds of the course contact hours have been completed. Specific withdrawal dates vary, and students should become familiar with the withdrawal dates of their program. See withdrawal information at [www.yukonu.ca/admissions/money-matters](http://www.yukonu.ca/admissions/money-matters)

Refer to the YukonU website for important dates: [www.yukonu.ca/admissions/important-dates](http://www.yukonu.ca/admissions/important-dates)

Refunds may be available. See the Refund policy and procedures at [www.yukonu.ca/admissions/money-matters](http://www.yukonu.ca/admissions/money-matters)

**ACADEMIC INTEGRITY**

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic

[www.yukonu.ca](http://www.yukonu.ca)

dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures (updated bi-annually) for further details about academic standing, and student rights and responsibilities: [www.yukonu.ca/policies/academic-regulations](http://www.yukonu.ca/policies/academic-regulations)

## ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact Accessibility Services for resources or to arrange academic accommodations: [access@yukonu.ca](mailto:access@yukonu.ca).

## TOPIC OUTLINE

Week 1 (September 6) Week 1 (Sep 6-8)	<i>COURSE INTRODUCTION AND KNOW-YOUR-SYLLABUS</i>  Readings  <ul style="list-style-type: none"> <li>Chapter 1: Thinking like a Sociologist</li> </ul>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 2 (Sep11-15)	Reading <ul style="list-style-type: none"> <li>Chapter 2: Research Methods</li> </ul>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 3 (Sep. 18-22)	Reading <ul style="list-style-type: none"> <li>Chapter3: Culture</li> </ul>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 4 (Sep. 25-29)	Reading <ul style="list-style-type: none"> <li>Chapter 4: Socialization</li> </ul>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 5 (October 7)	Reading <ul style="list-style-type: none"> <li>Chapter 5: Deviance and Crime</li> </ul>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 5 (October 9)	<ul style="list-style-type: none"> <li><b>FIRST MIDTERM, 7-9 PM ( MOODLE)</b></li> </ul>	
Week 6 (October 9-13)	Reading	Practice Reflexive Commentary: What do

	<ul style="list-style-type: none"> <li>Chapter 6: Class and Inequality</li> </ul>	you think about the issue (Discussion Forum)
Week 7 (October 17-21)	Reading <ul style="list-style-type: none"> <li>Chapter 7: Gender</li> </ul>	Assignment 1 due: October 18. Moodle submission
Week 8 (October 23-27)	Reading <ul style="list-style-type: none"> <li>Chapter 8: Ethnic and Racialized Groups</li> </ul>	
Week 9 (October 30)	Reading <ul style="list-style-type: none"> <li>Chapter 9: Globalization and Global Inequality</li> </ul>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 10 (Nov. 1-3)	Reading <ul style="list-style-type: none"> <li>Chapter 9: Globalization and Global Inequality</li> </ul>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 11 (Nov. 6-10)	Reading <ul style="list-style-type: none"> <li>Chapter 10: Families</li> </ul>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 11 (November 11)	<ul style="list-style-type: none"> <li>SECOND MIDTERM EXAM, MOODLE</li> </ul>	MOODLE: 7-9 PM
Week 12 (Nov. 14-17)	Reading Reading <ul style="list-style-type: none"> <li>Chapter 12: Work</li> </ul>	
Week 13 (Nov. 20-24)	Reading <ul style="list-style-type: none"> <li>Chapter 13: Religion</li> </ul>	Assignment 2 due: Nov 25. Moodle submission
Week 14 (Nov. 27-30)	Reading <ul style="list-style-type: none"> <li>Chapter 15: Populations and the Environment</li> </ul>	

Week 15 (Dec 1-2)	Reading <ul style="list-style-type: none"><li>Chapter 15: Population, Urbanization and Environment</li></ul>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 15 (Dec 1-4)	Summary of the course	
<b>FINAL EXAM</b>	<b>December 9, Moodle</b>	<b>MOODLE: 7-9 PM</b>