



**COMMON COURSE FOR BACHELOR OF APPLIED SCIENCE  
PROGRAMS IN EARLY CHILDHOOD, FAMILY AND  
COMMUNITY SOCIAL SERVICES & JUSTICE STUDIES**

**Fall 2015**

**Section: 03**

***AHSS 1130***

---

<b>INSTRUCTOR NAME:</b>	Reza Rahbari
<b>PHONE NUMBER:</b>	416-798-1331 ext: 6326
<b>FAX NUMBER:</b>	416-798-2905
<b>INSTRUCTOR EMAIL:</b>	reza.rahbari@guelphhumber.ca
<b>OFFICE:</b>	GH 308
<b>OFFICE HOURS:</b>	5:00 - 6:00 PM
<b>PROGRAM HEAD:</b>	Common Course. Please contact appropriate Program Head within your program area
<b>ACADEMIC ADVISOR:</b>	Common Course. Please contact appropriate Academic Advisor within your program area
<b>GUELPH HUMBER WEBSITE:</b>	<a href="http://www.guelphhumber.ca">www.guelphhumber.ca</a>

---

<b>Course Title:</b>	Principles of Sociology
<b>Pre-requisites:</b>	None
<b>Co-requisites:</b>	None
<b>Restrictions:</b>	None
<b>Credits:</b>	0.50
<b>Course Website (If applicable):</b>	<a href="http://www.onlineguelphhumber.ca/">http://www.onlineguelphhumber.ca/</a>
<b>Method of Delivery:</b>	3-0 (Lecture)

---

***Calendar Description:***

Sociology is the systematic study of the groups, cultures and societies, which constitute collective human life. It examines patterns of social organization, and the resulting influences and constraints within which we all operate. This course introduces students to the major theories, perspectives and topics in sociology. Major sociological theories are explored and applied to the analysis of economic power, cultural values, family, religion, gender, ethnicity, class, age, and race.

## ***Course Learning Outcomes:***

On completion of this course the student will be able to:

1. Define sociology and explain the main elements of the sociological perspective.
2. Explain the theoretical contributions made by classical social theorists such as Durkheim, Marx, and Weber.
3. Discuss how sociological thinking can impact individuals both at the micro level (i.e., in daily life) and at the macro level (i.e., in social policy).
4. Discuss and analyze the relationship between knowledge and ideology.
5. Compare and contrast the major research methods used by sociologists and discuss the relative weaknesses and strengths of each.
6. Define the sociological meaning of culture and its relationship to society, nation and state.
7. Compare and contrast Canadian and American multiculturalism and their different value systems.
8. Explore Canada's relationship to other countries in a globalized world.
9. Define and explain ethnocentrism and cultural relativism.
10. Analyze the modes and forces of socialization (family, school, religion, etc.) and their impact in shaping an individual's social development and experience.
11. Define and discuss the main characteristics of social structure and the importance of roles and status in social interaction.
12. Explain and analyze the primary characteristics of bureaucracy and their impact on employees and workers.
13. Define and discuss the relationship between sex and gender, and explain how human sexuality is experienced and interpreted across the lifespan.
14. Define deviant and normal behaviour, and explain how these definitions impact on gender, race, and class.
15. Analyze the differences between the four theoretical paradigms (functionalism, conflict theory, symbolic interactionism, and feminist theory) used by sociologists to understand the nature of society.
16. Use the sociological perspective to explain and analyze how deviance is a product of society and analyze how age, class, gender, race and ethnicity are related (used and abused) to statistics on crime.
17. Analyze the relationship between ideology, culture, gender and social stratification.
18. Describe and discuss the relationship between patriarchy, sexism, inequality and discrimination.
19. Define and discuss the differences between prejudice, discrimination, stereotyping and racism.
20. Explain the relationship between biology and culture in shaping the experience of growing old, and in the characterization of the elderly.
21. Define and explain family, kinship, family unit and marriage from a cross-cultural perspective.
22. Analyze the impact of class, ethnicity, race and gender in the formation and socialization of the family.
23. Discuss the problems facing family life (divorce, remarriage, spousal and child abuse) and how different societies have responded to these challenges.
24. Describe alternative family units (one-parent families, gay and lesbian couples, and cohabitation) and the challenges and pressures that they face in different societies.

25. Discuss and analyze how occupations and social patterns of modernity and post-modernity have changed due to the impact of industrial and information technologies.
26. Explain the ongoing changes taking place within the Canadian labour force and explain how deskilling, the polarization of jobs, and worker empowerment have impacted the workplace.
27. Analyze the impact of technology (computers and robotics) in the work place.

## Learning Resources

---

### Required Textbook(s):

**Title:** Principles of Sociology: Canadian Perspectives  
**Author:** Lorne Tepperman  
**Edition:** 3rd  
**ISBN:** 9780195446661  
**Publisher:** Oxford University

**\*Weekly course readings will be available on the course website.**

### Supplementary Text/Other:

Course Reader

## Course Schedule

---

Lesson/ Week	Topic	Readings/Activities
1	Introduction to the course Introduction to Sociology	Principles: Introduction
2	Sociological Theory and Research Methods	Principles Ch. 1, Course Reader
3	Culture	Principles Ch. 2 Course Reader
4	Socialization	Principles Ch. 3 Course Reader
5	Deviance	Principles Ch. 5 Course Reader
6	Mid Term Exam	
7	Social Inequality	Principles Ch. 6 Course Reader
8	Gender and Sexuality	Principles Ch. 7 Course Reader
9	Education	Principles Ch. 10 Course Reader
10	Work and Economy	Principles Ch. 11 Course Reader
11	Globalization and Environment	Principles Ch. 15, 16, PP 308-316 and PP.332 - 339 Course Reader
12	Review (Term Paper Due)	
<b>Final Exam – (to be scheduled within final exam period)</b> <b>Please check <a href="http://www.guelphhumber.ca">www.guelphhumber.ca</a> for exam schedules</b>		

### **Evaluation and Due Dates**

Students will be evaluated in this course through:

Critical Reviews (Weekly)	10%
Class Activity (Weekly)	10%
Term Paper (Due November 26)	30%
Mid Term Examination (October 14)	25%
Final Exam (During the exam period)	25%
<b>Total</b>	<b>100%</b>

**TOTAL**

**100%**

**NOTE:** All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at <http://guelphhumber.ca/registrar/schedules>

### **Policy for Late Work**

**Late assignments will be deemed to have a mark of 0 (zero) unless otherwise indicated on the assignment, or in this course outline, but can be adjusted at the discretion of the faculty member after discussion with the student or as indicated on the specific assignment.**

**Pursuant to part VII. of The University of Guelph Humber Academic Regulations and Procedures the University will consider granting consideration for courses if there are sufficient extenuating medical, psychological or compassionate circumstances. Academic consideration may take the form of an extended deadline, a deferred privilege, a late drop of a course(s) with or without failure, withdrawal from a semester with or without academic failure, or permission to continue on probationary status. A deferred privilege could take the form of approval to write a missed final examination or the completion of a course requirement after the end of the semester. Academic consideration is granted when acceptable medical, psychological, or compassionate circumstances affect any portion of the semester work. Generally, work commitments will not constitute grounds for academic consideration. Depending upon the circumstances and whether the semester work is complete, consideration may be granted by the faculty member, the Academic Advisor, or the Admissions and Academic Review Sub-Committee.**

**Students will need to assess the extent of the difficulty they face and the possible implications on their course work. For instance, an illness which lasts one or two days and results in a missed deadline can usually be resolved between the faculty member and the student, often without documentation. Circumstances which affect the student's ability to attend classes, write term tests or meet assignment deadlines for an extended period of time may require more formal documentation and consideration. Students are encouraged to seek documentation if the situation extends for a significant length of time. The Academic Advisor should be contacted regarding appropriate procedures and documentation.**

### **Student's Responsibilities**

**If a student is late with an assignment the student is subject to the late submission penalties given on the specific assignment, or a mark of (0) if no late submission penalties are stated in the assignment or otherwise in this course outline. It is the student's responsibility to notify the faculty member if the assignment is late and request consideration to be marked as a late submission.**

### **In addition:**

**If due to medical, psychological or compassionate circumstances a student is unable to complete any portion of the semester's work the student should:**

**Inform the faculty-in-charge of the course in writing and in person if possible.**

**If the faculty member requests it, the student must supply documentation.**

**If documentation is unavailable, the student should consult their Academics Advisor. Complete and submit missed work by the new deadline established by the faculty member, before the last scheduled day of classes.**

**If the medical, psychological or compassionate circumstance is such that it could affect overall semester performance or the ability to meet the final class day deadline, the Academic Advisor should be consulted regarding an appropriate course of action.**

**If for any reason, a student is unable to complete a final examination or final assignment, the student should inform the faculty in charge of the course(s) AND should consult with their Academic Advisor about submitting an application for Academic Consideration.**

### **Drop Box Policy**

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

**NOTE: The University of Guelph-Humber Undergraduate Calendar states:**

*“Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.”*

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms to the university’s Academic Misconduct policy. The instructor will notify students of such a requirement in advance. More information on Academic Misconduct is included below in this outline.

# Academic Policies

---

## **Important University of Guelph-Humber Academic Regulations**

### *Academic Integrity / Academic Honesty*

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Academic Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy:

<http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

### *Grading Procedures*

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback

on their work. Instructors must provide meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

### ***Missed Final Exams / Deferred Privileges***

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical**, **psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

### ***Accommodation Procedures***

Students will identify themselves to Accessibility Learning Services and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing an "***Accommodation Letter***".

#### **When students require test accommodations, they will**

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodation.
- Book the test date and time in the Accessibility Learning Services office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Accessibility Learning Services. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: <http://www.humber.ca/student-life/swac/accessible-learning>

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at: <http://www.guelphhumber.ca/registrar/policies>