

Queen's University, Department of Sociology
SOCY122 Introduction to Sociology, Fall-Winter 2020-2021

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Abridged Course Outline

(you will receive access to the detailed course outline in onQ on September 8, 2020)

All times in this document are exclusively in Eastern Standard Time (EST)

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This course is designed with thanks to:
Sylvia Andrychuk, Christina Salavantis, the Centre for Teaching and Learning and Student Academic Success Services.

Course Description

This two-term course introduces students to the concepts, theories and methods of sociological enquiry, as well as to a range of sociological topics that provide a sense of the breadth of the discipline. Assignments in this course augment the lectures, thereby inviting students to apply their learnings.

An overarching approach in both terms is to transition from ‘everyday thinking’ to ‘critical sociological thinking’. This transition invites students to examine their everyday lives through a new lens of sensitivity to and awareness of social and cultural contexts. In an effort to ‘decolonize the syllabus’, students will consider what is meant by an “introduction to *sociology*” and the extent to which this differs from an “introduction to *western sociology*”. This critical examination enables students to consider the influence of gender, location and race on which figures are included in the mainstream sociological canon.

The Fall term is foundational and introduces students to key concepts and classical theory. The Winter term is exploratory and introduces students to a range of topics in sociology that can be studied beyond first year. By examining some of the possibilities in the discipline, students will not only develop significant skills in critical thinking and writing, but will be able to make informed decisions about enrolling in sociology courses beyond SOCY122.

This is an extraordinary year, but your Teaching Team in SOCY122 is here to help you succeed!

Textbook and Other Required Resources

- Anderson, Karen. 2016. *Thinking about Sociology*. 2nd ed. Don Mills: Oxford University Press. You may either buy an [e-book](#) (\$100.75 for 1 year access) or a [physical copy](#) (new: \$119.95; used: \$100.46).
- [Additional course readings](#) are available for download on the course homepage.
- [ASA Style Manual](#): The Sociology Department has developed a style manual to assist students in the preparation of their essay assignments for this course and subsequent courses in sociology. The presentation and reference style indicated in the manual must be used for all assignment submissions in this course.
- A stable internet connection and a Word Processor. All Queen’s students have free access to Office365 [from ITS](#). This provides you with the latest versions of Microsoft Office for use on your PCs, Macs, tablets, and phones.
- [Microsoft Teams](#) for appointments with your Teaching Team. This software is included in the Office 365 suite of cloud-based services that is available to all current students with an active Queen’s NetID@queensu.ca email account.

Intended Learning Outcomes

1. Transcend ‘everyday thinking’ of the world to develop ‘critical sociological thinking’.
2. Identify social problems and engage in critical sociological thinking to make sense of them.
3. Develop analytical writing skills in order to construct sociologically relevant arguments and reflections built on foundations of clear writing, summary, paraphrase, and critical thinking.
4. Identify and define key sociological arguments and concepts using course resources (lectures, slides, course textbook and additional required readings).
5. Recognize the importance of information literacy principles that are needed for locating scholarly sociological sources.
6. Apply and implement principles of academic integrity and online etiquette (netiquette) in your research and writing.
7. Engage collaboratively with peers to develop argumentative skills for and against different sociological positions.

Lectures

Lectures are pre-recorded and uploaded weekly to onQ [onq.queensu.ca]. Each lecture consists of multiple modules. You are encouraged to ask questions about the modules in the course [discussion forum](#) for Dr. Singh to address.

Course Evaluation

Fall Term

<u>Required work</u>	<u>Due Date/Scheduled Date</u>	<u>Grade Breakdown</u>	<u>Learning Outcome Alignment</u>
Online Forum Discussions	Post I due at 11.55pm on Oct 3 Post II due at 11.55pm on Oct 17	15%	1-4, 6-7
Fall Essay	11.55pm on Nov 14	20%	1-6
Tutorial Work (Fall Term)	Mandatory weekly/bi-weekly activities	15%	1-4, 6-7
GRADES SO FAR		50%	

Winter Term

<u>Required work</u>	<u>Due Date/Scheduled Date</u>	<u>Grade Breakdown</u>	<u>Learning Outcome Alignment</u>
Library Research Tutorial and Library Quiz	Tutorial and Library Quiz: <u>Opens</u> on Jan 10 at 9.55am <u>Closes</u> on Jan 15 at 11.55pm	5%	5, 6
Annotated Bibliography components	Research Essay Worksheet due at 10am on Jan 18	2%	1-6
	Annotated Bibliography due at 11.55pm on Feb 6	8%	
Winter Essay	11.55pm on Mar 20	20%	1-6
Tutorial Work (Winter Term)	Mandatory weekly/bi-weekly activities	15%	1-4, 6-7
GRADES SO FAR		100%	

Which members make up the ‘Teaching Team’?

Course Professor (Sachil Singh) + Program Associate (Christina Salavantis) + Teaching Assistants

Are there tutorials?

We will not run regular (synchronous, in class) tutorials this year due to the remote offering. However, you will still interact with your Teaching Assistant and tutorial group in mandatory asynchronous activities in onQ. You will be placed in a pre-assigned tutorial group for this purpose.

Who do I contact if I need help during the course?

If you are unsure of whom to contact, it is best to email Christina Salavantis [salavant@queensu.ca] who will direct your email accordingly. You may request a ‘face-to-face’ meeting with any member of your Teaching Team (we use Microsoft Teams). Simply email the relevant individual to make arrangements. Your assigned Teaching Assistant will not hold regular office hours but is available via email (or video call by request).

Here is a breakdown of how you should direct your specific queries to help you get your questions answered most efficiently:

	Professor	Program Associate	Teaching Assistant	Course Forum (handled by the Professor and Program Associate)
General questions about the course		X		X
Specific questions about assignment instructions		X		X
Assignment extensions		X		
Accommodations		X		
Academic considerations for students in extenuating circumstances		X		
Questions about lecture/module material	X			X
Course administration (eg: enrolment, tutorial scheduling)		X		
Questions about the course readings	X			X
Assignment appeals			X	
Any concern about the course or a member of the Teaching Team that you want to discuss in confidence	X	X		
Questions about navigating onQ				X
Help with assignments		X	X	

In this course, some components will be graded using numerical percentage marks, while other components will receive letter grades. Letter grades are converted to numerical values on the basis of the Faculty of Arts and Science's approved scale:

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

Your final grade will then be converted to, and submitted as, a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical course average
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Late Policy

In the absence of an approved extension, assignments will be penalized 2% for every day (including weekends and holidays) that they are late. The first 2% is applied 2 hours after a submission deadline, and is applied every 24 hours thereafter.

Appeals

Your Teaching Assistant will endeavor to comment on your graded work in detail. This is for your benefit and not every comment indicates that marks were 'taken off'. Grading criteria are clearly laid out in the assignment outline, and the Course Professor will provide the Teaching Assistants with a grading rubric.

Should you want to appeal the grade you must write a one page appeal indicating what you consider to be misunderstood or overlooked. Be sure to account for the comments provided. Submit this appeal to your Teaching Assistant for comment. If you remain dissatisfied with your Teaching Assistant's additional explanations, you may submit your appeal and the Teaching Assistant's response to the Program Associate, for evaluation. Should you still not be satisfied with the response you may ask the Program Associate to forward all the documentation to the course professor for final evaluation.

Please note that appeals will not be entertained more than 5 working days after you receive your grade on a given assignment.

All failed essays will be reviewed by the Program Associate. It is **highly recommended** that if you fail an essay that you make an appointment to discuss this problem with your Teaching Assistant as soon as possible.

Who do I contact if I need help with the written English language?

If you have difficulty with the written English language, or if your writing ability is not up to first year university standards, you will be asked to visit [Student Academic Success Services](#) for assistance. Poorly written papers will not receive a passing grade.

Practice Quizzes

Practice quizzes are made available in onQ at the start of each week. Over the duration of this course, you will have access to over 250 practice quiz questions that provide you with the opportunity to revise what you have learned in each week. These quizzes are not graded and we will not monitor whether or not you do these quizzes. You may do them as many times as you like, but are encouraged to at least do each quiz at the start *and* end of a given week.

Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with, and adhering to, the regulations concerning academic integrity. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#).

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Accessibility and Accommodations

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Considerations for Students in Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where they submit a request at [<http://www.queensu.ca/artsci/accommodations>]. Students in other Faculties and Schools should refer to the protocol for their home Faculty.

Netiquette Guidelines

Please read these netiquette guidelines carefully and use them to inform your communication in this course and beyond:

1. Typing to others and clicking 'send' or 'post' might lead one to overlook the 'human' aspect of communication. Remember that the recipient of your message is not a robot but a person!
2. Make a personal commitment to learn about, understand, and support your peers.
3. Assume the best of others and expect the best of them. Always seek clarification before casting judgment.
4. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
5. Recognize and value the experiences, abilities, and knowledge each person brings.
6. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
7. It is okay to disagree with ideas, but do not make personal attacks.
8. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
9. Encourage others to develop and share their ideas.

Course Snapshot

Week	Theme
1 Sep 6-12	Lecture 1: The Sociological Perspective
2 Sep 13-19	Lecture 2: What is the Role of the Sociologist?
3 Sep 20-26	Lecture 3: Critical Sociological Thinking
4 Sep 27-Oct 3	Lecture 4: Early Sociological Theorists I
5 Oct 4-10	Lecture 5: Early Sociological Theorists II (Marx)
6 Oct 11-17	Lecture 6: Early Sociological Theorists III (Weber)
7 Oct 18-24	Lecture 7: Early Sociological Theorists IV (Durkheim)
	Fall Mid-term Break Oct 26-30
8 Nov 1-7	Lecture 8: Social Interactionist Perspective
9 Nov 8-14	Lecture 9: Socialization and the Young Child
10 Nov 15-21	Lecture 10: Social Performance and Interaction Rituals
11 Nov 22-28	Lecture 11: Culture
12 Nov 29-Dec 5	Lecture 12: Popular, Mass and Elite Cultures and Mass Media
13 Jan 10-16	Lecture 13: Social Structure and Social Agency
14 Jan 17-23	Lecture 14: Research Design, Methods and Strategies
15 Jan 24-30	Lecture 15: Social Inequality, Stratification and Class
16 Jan 31-Feb 6	Lecture 16: Gender and Sex
17 Feb 7-13	Lecture 17: Race and Ethnicity
	Winter Mid-term Reading Week Feb 16-19
18 Feb 21-27	Lecture 18: Deviance and Crime
19 Feb 28-Mar 6	Lecture 19: Religion
20 Mar 7-13	Lecture 20: Globalization
21 Mar 14-20	Lecture 21: Digital Sociology

22 Mar 21-27	Lecture 22: Surveillance, Society and Big Data
23 Mar 28-Apr 3	Lecture 23: Medical Sociology
24 Apr 4-10	Lecture 24: The Internet and Social Activism