

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DEPARTMENT: SOCIAL SCIENCES

DATE: June 1994

Sociology 102
NAME & NUMBER OF COURSE

Introductory Sociology - Part 2
DESCRIPTIVE TITLE

3
UCFV CREDIT

CATALOGUE DESCRIPTION:

This course applies many of the concepts and theories of Sociology to a study of specific institutions and social processes in Canadian society. In particular, the course will look sociologically at the structures of power, economy and inequality in Canadian society.

COURSE PREREQUISITES: None

COURSE COREQUISITES: None

HOURS PER TERM FOR EACH STUDENT	Lecture	30 hrs	Student Directed	
	Laboratory	hrs	Learning	hrs
	Seminar	30 hrs	Other - specify:	
	Field Experience	hrs		hrs
			<u>TOTAL</u>	60 HRS

UCFV CREDIT ₁
TRANSFER

UCFV CREDIT ₂
NON-TRANSFER

NON-CREDIT ₃

TRANSFER STATUS (Equivalent, Unassigned, Other Details)

UBC credits SOCI 100 (6) with UCFV SOC 101

SFU credits SA 250 (3)

UVIC units SOCI 103 (1.5)

OLA SOCI 102 (3)

Colin Ridgewell
COURSE DESIGNER

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DEAN OF ACADEMIC STUDIES

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COURSES FOR WHICH THIS IS A PREREQUISITE:	RELATED COURSES
Sociology 101	Soc 101; Soc 210; Soc 220; Soc 230 Anth 102; Soc 220; Anth 112; Soc 250

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

TEXTS:Pat Bird: Of Dust, and Time, and Dreams and Agonies
 Dennis Forcece: The Canadian Class Structure

Additional material may be mae available as the course progresses.

OBJECTIVES:

- 1.to acquaint students with an understanding of sociology through an examination of the inter-relationships between the individual and the structure and history of Canadian society.
- 2.to encourage students to become familiar with sociological concepts by their employment in the Canadian context.
- 3.to encourage students to gain knowledge and understanding of the major institutions in Canadian society, and to develop an appreciation of the inter-relationships between these institutions.
- 4.to further the development of those logical thinking skills essential to full participation in a rapidly changing society and work environment.
- 5.to assist in the improvement of the students' literacy skills in general and writing skills in particular.

METHODS:

Lectures, discussions, film, audio tapes and video tapes will be employed. However budget restraint measures may limit severely the use of audio-visual materials that require payment of rental fees.

STUDENT EVALUATION PROCEDURE:

- | | |
|---------------------------------------|-------------------------|
| 2 quizzes | each 20% of final grade |
| 2 discussion papers
(short essays) | each 30% of final grade |

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ESSAYS

Essays should be handed in at the beginning of your class; essays will be considered to be one day late if not ready at this time. Essays that are handed in late will be marked, but the final grade for that work will be reduced by 10% per day of lateness. Exceptions will be made for students who have valid reasons for lateness and who have discussed these reasons with the instructor prior to the due date.

Your essay will be based upon the following criteria:

- ability to employ a sociological approach and/or sociological models
- ability to identify and use relevant material
- ability to use sociological language and concepts correctly and logically, without becoming jargonistic
- ability to present a logical argument through a logical progression of ideas
- writing skills in general (e.g. correct use of sentences, paragraphs, footnoting, spelling and so forth).

LITERACY:

Students are expected to be able to read and write the English language to an extent that enables them to communicate their ideas clearly and concisely, without consistent grammatical or spelling errors. Students are graded on what they have communicated of their knowledge and understanding of course material. Poor communication skills inevitably mean poorer grades in this course as it does in any course requiring essay assignments. You are required to follow the generally accepted rules concerning essay writing, and your grade will suffer if such rules are not adhered to.

ATTENDANCE:

Non-attendance does not necessarily result in failure; however our experience is that invisible students tend to do poorly.

CONDUCT:

Students are expected to behave in ways that are appropriate to the College setting.

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COURSE CONTENT

The course is designed to provide an analysis of Canadian social structure by focusing on the general social issue of inequality. This focus required that we develop an understanding of a range of aspects of the Canadian social experience; thus, we shall consider phenomena as diverse as the military and the family, third world development and single-industry towns. However, there are three major institutional areas that we shall pay more attention to than others; the economy, power and social stratification.

The following general topic areas will be given most attention:

-Sociological perspectives on Canadian society; theoretical underpinnings of the course.

-the historical context

-the economy and inequality: domestic aspects

-stratification in perspective:

class, status, socio-economic status

gender stratification

regional inequality

ethnic stratification

racism

-opportunities: education and family

-class, life-style and behaviour

-the poor

-the powerful: models of power

-a Canadian democracy, ruling elite or ruling class?

-overview and conclusions