DURHAM COLLEGE
SUCCESS MATTERS

Faculty of Liberal Studies

Introduction to Sociology

2023-24 Academic Year

Program Title	Ministry Title	Major	Year	Semester
LS-General Education elective to be delivered across all programs	--	--	N/A	N/A

Course Code: GNED 1407		**Course Equiv. Code(s):** N/A	
Course Hours: 42		**Course GPA Weighting:** 3	
Prerequisite: N/A			
Corequisite: N/A			
Laptop Course: Yes ☐ No ☒			
Delivery Mode(s): In class ☐ Online ☒ Hybrid ☒ Flexible ☐ HyFlex ☐			
Remote proctoring required Yes ☐ No ☒			
Authorized by (Dean or Director): Jean Choi	**Date:** September 2023		

Prepared by		
First Name	**Last Name**	**Email**
Patrick	Dwyer	patrick.dwyer@durhamcollege.ca

Course Description:

Sociology is the study of people and how they interact with each other and various social groups. This course deals with the study of people's lives, their relationship to society as a whole, and how people are affected by the society in which they live. The concepts, theories and methods of the discipline will be introduced and discussed with particular emphasis on the dynamics of Canadian society and Canadian social problems.

Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities.

In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in http://www.durhamcollege.ca/plar. Full-time and part-time students must adhere to all deadline dates. Please email: PLAR@durhamcollege.ca for details.

PLAR Eligibility

Yes [ ]   **No** [X]

PLAR Assessment (if eligible):

[ ] Assignment

[ ] Exam

[ ] Portfolio

[ ] Other

Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

CLO1   Apply the sociological imagination to current events and everyday situations that demonstrate the relationship between individual and society.

CLO2   Describe, compare, and contrast sociological theories (functionalism, conflict, feminist, symbolic interactionism) in relation to diverse social issues.

CLO3   Evaluate the credibility of various types of information sources relating to sociology for personal and/or for academic use.

CLO4   Practice unbiased and respectful discourse with all course topics.

CLO5   Recognize the key principles relating to culture, family, race & ethnicity, and deviance.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- [X] EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.

- [X] EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.

- [ ] EES 3. Execute mathematical operations accurately.

- [ ] EES 4. Apply a systematic approach to solve problems.

- [ ] EES 5. Use a variety of thinking skills to anticipate and solve problems.

- [ ] EES 6. Locate, select, organize, and document information using appropriate technology and information systems.

- [X] EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.

- [X] EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.

- [X] EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

- [X] EES 10. Manage the use of time and other resources to complete projects.

- [ ] EES 11. Take responsibility for one's own actions, decisions, and consequences.

Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Assignment: Assignment #1: Due Week 6	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES7, EES8, EES10	15
Assignment: Assignment #2: Due Week 10	CLO1, CLO2, CLO4, CLO5	EES1, EES2, EES7, EES8, EES10	15
Assignment: Assignment #3: Due Week 13	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES7, EES8, EES10	25
Online Activity: Weekly Activities: Ongoing throughout semester	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES7, EES8, EES9, EES10	20
Quiz: Quizzes - Weeks, 5, 7, 9, 11, and 14	CLO1, CLO2, CLO5	EES1, EES2, EES7	25
Total			**100%**

Notes:

1. The Weekly Activities grade (20%) consists of scheduled and random participation both in-class and online discussions/assignments, depending on the course format (HYBRID: online and in-class. ONLINE: all online). These activities will consist of a mix of both individual and collaborative tasks. This grade category will be divided into two parts: 10% for Weeks 1-7 and 10% for Weeks 8-14. Because these activities are worth a small percentage, occur regularly throughout the term, and are available to complete at any time until the due date, there are no late submissions, make-ups, or extensions available for missed Weekly Activities unless arranged in advance.

2. Assignment #1 will total 15%. This assignment will involve demonstrating course learning and related personal reflection. Assessment information including outlines with the purpose, criteria, mark breakdown, rubric and due date are available on DC Connect.

3. Assignment #2 will total 15%. This assignment will involve demonstrating course learning and related personal reflection. Assessment information including outlines with the purpose, criteria, mark breakdown, rubric and due date are available on DC Connect.

4. Assignment #3 will total 25%. This assignment will allow students to showcase their learning from throughout the semester. In alignment with universal design for learning (UDL) principles, students can choose their preferred assessment option to represent what they know. Assessments options could include the choice between different assignments or a test. Assessment information including outlines with the purpose, criteria, mark breakdown, rubric and due date are available on DC Connect.

5. Quizzes: Students will complete 5 quizzes throughout the term worth 5% each for a total of 25%. Each quiz will cover 1 major topic. Quizzes will be completed online via the DC Connect "Quizzes" tool, consisting of multiple choice and true/false questions. Time limits, due dates, and number of attempts will be flexible; exact details will be provided by the professor.

6. In alignment with Universal Design for Learning (UDL) principles, students have agency regarding the format to submit their assignments: written, recorded video/audio, presentation, etc. Students should discuss other, preferred alternatives with their professor before completing the assignment.

7. Late assignments (not including Weekly Activities) have a penalty of 10% per day up to five days. Students must submit extension requests to their professor prior to the due date. No make-up assignments are available, and there are no extra assignments to "raise a student's grade" at the end of the term.

8. It is the students' responsibility to check DC Connect and DC Mail daily. Emails and notices on DC Connect will be the primary form of communication and professors may require a student's response to grade submissions appropriately and/or to serve Academic Alerts to students. The professor will answer all emails within 48 business hours.

9. A midterm grade is available to provide students with a report on their progress up to and including Week 7. The specific submissions/grades contributing to the midterm grade are accessible in the Grades tool on DC Connect.

Required Text(s) and Supplies:

1. The professor will supply required readings.

Recommended Resources (purchase is optional):

1. Please review daily news sources for current events.

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

General College policies related to	General policies related to
+ Acceptable Use of Information Technology **+** Academic Policies **+** Academic Integrity **+** Standards for Student Conduct for all Learning Environments can be found at https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf **+** Information about academic policies and procedures can be found on-line at https://durhamcollege.ca/about/governance/policies	**+** attendance **+** absence related to tests or assignment due dates **+** excused absences **+** writing tests and assignments **+** classroom management can be found in the Program Guide (full time programs only) in MyDC https://durhamcollege.ca/mydc/

All students at Durham College have the responsibility to familiarize themselves with and abide by the college's Academic Integrity Policy. Students are expected to complete and submit their own work in an honest manner, in accordance with the policy. Durham College has zero tolerance for breaches of academic integrity. All suspected breaches of academic integrity will be investigated and documented following procedures outlined in the policy, and should a breach be confirmed, appropriate penalties will be levied. Breaches of academic integrity refer to a variety of practices including, but not limited to:

• copying another person's work;
• using unauthorized materials or resources during an evaluation;
• obtaining unauthorized copies of evaluations in advance;
• collaborating without permission;
• colluding or providing unauthorized assistance;
• falsifying academic documents or records;
• misrepresenting academic credentials;
• buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain;
• bribing or attempting to bribe personnel;
• impersonation;
• submitting the same work in more than one course without authorization;
• improper use of computer technology and the internet;
• depriving others of academic resources;
• misrepresenting reasons for special consideration of academic work;
• plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement;
• any unauthorized use of generative or other artificial intelligence.

If you have questions or concerns about what constitutes appropriate academic conduct or research and citation methods, and what your responsibilities are towards academic integrity, please visit the Academic Integrity website on MyDC, reach out to Student Academic Learning Services (SALS), or speak with your professor or Student Advisor.

Course Specific Policies and Expectations:

POLICIES AND EXPECTATIONS FOR THE LEARNING ENVIRONMENT - To ensure a quality learning environment for all students, the following policies have been established. Any behaviour that disrupts the learning environment will be dealt with according to the Durham College Academic Policies and Procedures.

1. Learning Expectations: Course concepts are explained through the use of presentation materials and examples. Some or all of the following will supplement and support this: in class exercises, homework readings, questions, tutorial exercises, self and collaborative study and assignments to complete during class and outside of class time.

2. DC Connect: Students are expected to check MyCampus/DC Connect daily for both college-wide and program specific information. Communication between students and faculty via e-mail is limited to the DC Mail system. Should a student have a login and/or performance issue with their MyCampus, it is their responsibility to report the issue(s) to the IT Help Desk by calling 905-721-3333 or visiting the Computer Commons, Room SW100.

3. Participation: Attendance has been shown to be the best predictor of student success. Students are expected to attend classes (if applicable), tests and other forms of evaluation. It is also expected that students will actively participate in class activities and discussions. A student missing topics will be less able to complete subsequent assignments. Students are responsible for knowing all course requirements and instructions given in class. It is the student's responsibility to arrive to class on time, review notes, readings, and other requirements to prepare for class.

4. Plagiarism: Plagiarism is a serious breach of the College's Academic Integrity policy. That policy, defined in ACAD-101 and the accompanying procedure, defined in ACAD-101-1 will be enforced on any students involved in incidents of plagiarism, of any type. This could include: a mark of zero on an evaluation, a mark of zero in the course, non-admittance to a course or program, withdrawal from a course, or dismissal from the college. In all cases, a formal Academic Alert will be issued that will document the infraction that has taken place, notification will be given to the Dean/Associate Dean and a record will be placed in the student's file. Professors may request electronic files of written submissions. Plagiarism detection software may be used during the marking process. Any work that has been plagiarized will receive a mark of zero. If it is determined that a student has shared any work with or copied from another student, ALL STUDENTS INVOLVED will receive a mark of zero for the entire assignment or test. This includes sending files to other students for a review of concepts. A first breach of academic integrity shall result in one or more of the following penalties, at the discretion of the appropriate dean or designate:
- A referral to Student Academic Learning Services (SALS) to complete
the Academic Integrity modules;
- Repeat the original assessment or alternative assessment;
- A deduction of the assessment by a portion of the grade;
- A zero on the assessment;
- An academic performance contract;
- Removal from a course with a grade of "0" or F;
- Removal from a program.
A second breach of academic integrity shall be referred to the Associate Dean and will result in one or more of the following penalties:
- A referral to Student Academic Learning Services (SALS) to complete
the Academic Integrity modules;
- Repeat the original assessment or alternative assessment;
- A deduction of the assessment by a portion of the grade;
- A zero on the assessment;
- An academic performance contract;
- Removal from a course with a grade of "0" or F;
- Removal from a program.
A third breach of academic integrity will be referred to the Vice-President, Academic and may result in dismissal from the college for two academic years. If the student is dismissed from the college the Office of the President will be notified.

5. Respect for the Learning Environment: At all times, students are expected to respect that other students have the right to a distraction-free learning environment. Any conduct as outlined, but not limited to the items below, will not be tolerated and could result in disciplinary action. It is expected that all members of the learning environment conduct themselves in a professional manner at all times.
- Habitual lateness for class: arrive on time and be prepared for class
- cheating (or suspicion of)
- laptops and other digital devices (tablets, smart phones, etc.) are to be used for educational purposes only during class time
- inappropriate behaviour will not be tolerated (swearing, vulgarity and disrespect toward professor or students)
It is expected that all members of the class, including the faculty, will treat one another with courtesy and respect. If individual behaviours interfere with the rights of others to teach or to learn, the faculty has the right to ask the disruptive student(s) to leave the class and apply the necessary consequences in accordance with Durham College's Academic Policies and Procedures. Students are expected to read the college's Student Rights and Responsibilities

policy to ensure they understand the guiding principles of expected student behaviour while a student at Durham College.

6. Student Success: It is the student's responsibility to keep the faculty informed about any circumstances which may be interfering with the student's success in that course. The faculty cannot provide support and assistance if they are not aware that a problem exists. Students can leave messages on the faculty's voicemail or e-mail to make arrangements for the faculty and the student to meet and work together to resolve any issues or challenges. If a student has a concern about an individual course, the first line of solution should be a discussion with their faculty. If the issue cannot be solved through collaboration, the student is advised to make an appointment with the Student Advisor in the Faculty of Liberal Studies.

7. Returning Assessments: Faculty shall return assessments to students within an appropriate time-frame for the assessment type, with exceptions negotiated between the faculty and the class. Students shall consult their course outlines for specific information on evaluation protocols. Evaluations shall be assigned a grade and, where appropriate, faculty may provide feedback to assist students in improving academic performance. Students may request an interview with a faculty member for further clarification of evaluation results.

8. Diversity: This course acknowledges pluralism and that through distinctions in race, ethnicity, place of origin, creed, ability, gender identity and/or sexual orientation, there are many ways of making meaning in this world. This course specifically endorses, where possible, the use of readings, discussions and case studies that enable students to expand their current perspectives and challenge biases.

9. Campus Closure: In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted online where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities. In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.

2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.

3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.

4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)

5. A full description of the Academic Appeals Process can be found at https://durhamcollege.ca/about/governance/policies/academic-policies .

6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.

7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Week/ Module	Hours:	3	Delivery:	In Class

Week/ Module	
1	**Course Learning Outcomes** CLO1, CLO3, CLO4
	Essential Employability Skills
	Taught: **Practiced:**
	Intended Learning Objectives/Topics Course Introduction, Sociological Imagination 1. Identify the goals of General Education and the connection to course learning outcomes to relevant careers 2. Defining sociology and the major theoretical perspectives 3. Developing a sociological imagination 4. Apply sociological thinking to various contemporary social problems
	Intended Learning Activities Icebreaker Guided discussion Active learning strategies Lecture Presentation
	Resources and References Belanger, M. & Carl, J.D. (2015). Think Sociology: Second Canadian edition. Toronto: Pearson. Course Outline DC Connect
	Evaluation

Week/ Module	Hours:	3	Delivery:	In Class	

Week/ Module					
2	**Course Learning Outcomes**				
	CLO1, CLO2, CLO3, CLO4				
	Essential Employability Skills				
	Taught:	EES1, EES2, EES7, EES8, EES9, EES10	**Practiced:**	EES1, EES2, EES7, EES8, EES9, EES10	
	Intended Learning Objectives/Topics				
	Functionalism Perspective				
	1. Define the functionalist theory				
	2. Summarize the important historical developments that shaped this theory				
	3. Name key theorists and their social contributions				
	4. Apply functionalist theory to modern social problems and perspectives				
	Intended Learning Activities				
	Guided discussion				
	Active learning strategies				
	Lecture Presentation				
	Resources and References				
	Belanger, M. & Carl, J.D. (2015). Think Sociology: Second Canadian edition. Toronto: Pearson.				
	Evaluation			**Weighting**	
	Online Activity: Weekly Activities: Ongoing throughout semester			20	

Week/ Module	Hours:	3	Delivery:	In Class

3	**Course Learning Outcomes**
	CLO1, CLO2, CLO3, CLO4

Essential Employability Skills

Taught:	EES1, EES2, EES7, EES8, EES9, EES10	Practiced:	EES1, EES2, EES7, EES8, EES9, EES10

Intended Learning Objectives/Topics

Conflict and Feminist Perspectives

1. Define conflict theories, including race-conflict and feminist theories

2. Summarize the important historical developments that shaped this theory

3. Name key theorists and their social contributions

4. Apply conflict theory to modern social problems and perspectives

Intended Learning Activities

Guided discussion

Active learning strategies

Lecture Presentation

Resources and References

Belanger, M. & Carl, J.D. (2015). Think Sociology: Second Canadian edition. Toronto: Pearson.

Evaluation

Week/ Module	Hours:	3	Delivery:	In Class		
4	**Course Learning Outcomes**					
	CLO1, CLO2, CLO3, CLO4					
	Essential Employability Skills					
	Taught:	EES1, EES2, EES7, EES8, EES9, EES10		**Practiced:**	EES1, EES2, EES7, EES8, EES9, EES10	
	Intended Learning Objectives/Topics					
	Symbolic Interactionism Perspective					
	1. Define symbolic interactionism					
	2. Summarize the important historical developments that shaped this theory					
	3. Name key theorists and their social contributions					
	4. Apply SI theory to modern social problems and perspectives					
	Intended Learning Activities					
	Guided discussion					
	Active learning strategies					
	Lecture Presentation					
	Resources and References					
	Belanger, M. & Carl, J.D. (2015). Think Sociology: Second Canadian edition. Toronto: Pearson.					
	Evaluation					

Week/ Module	Hours:	3	Delivery:	In Class		
5	**Course Learning Outcomes**					
	CLO1, CLO2, CLO3, CLO4					
	Essential Employability Skills					
	Taught:	EES1, EES2, EES7, EES8, EES9, EES10		**Practiced:**	EES1, EES2, EES7, EES8, EES9, EES10	
	Intended Learning Objectives/Topics					
	Review of the sociological perspectives					
	Intended Learning Activities					
	Work period - Assignment #1					
	Resources and References					
	N/A					
	Evaluation			**Weighting**		
	Quiz: Quizzes - Weeks, 5, 7, 9, 11, and 14			5		

Week/ Module	Hours:	3	Delivery:	In Class	

6	**Course Learning Outcomes**
	CLO1, CLO2, CLO3, CLO4, CLO5

Essential Employability Skills

Taught:	EES1, EES2, EES7, EES8, EES9, EES10	**Practiced:**	EES1, EES2, EES7, EES8, EES9, EES10

Intended Learning Objectives/Topics

Culture

1. Define culture and its main components

2. Explain how culture enables and constrains

3. Appreciate that assessing other cultures from the standpoint of your own culture impairs sociological understanding

4. Apply the major theoretical perspectives to the topic of culture

Intended Learning Activities

Guided discussion

Active learning strategies

Lecture Presentation

Resources and References

Brym, Robert (2018). SOC+: Fourth Canadian edition. Toronto: Nelson.

Evaluation	**Weighting**
Assignment: Assignment #1: Due Week 6	15

Week/ Module	Hours:	3	Delivery:	In Class	

Week/ Module	
7	**Course Learning Outcomes**
	CLO1, CLO2, CLO3, CLO4, CLO5

Essential Employability Skills

Taught:	EES1, EES2, EES7, EES8, EES9, EES10	**Practiced:**	EES1, EES2, EES7, EES8, EES9, EES10

Intended Learning Objectives/Topics

Culture

1. Define culture and its main components

2. Explain how culture enables and constrains

3. Appreciate that assessing other cultures from the standpoint of your own culture impairs sociological understanding

4. Apply the major theoretical perspectives to the topic of culture

Intended Learning Activities

Guided discussion

Active learning strategies

Lecture Presentation

Resources and References

Brym, Robert (2018). SOC+: Fourth Canadian edition. Toronto: Nelson.

Evaluation	**Weighting**
Quiz: Quizzes - Weeks, 5, 7, 9, 11, and 14	5

Week/ Module	Hours:		3	Delivery:	In Class	

8	**Course Learning Outcomes**
	CLO1, CLO2, CLO3, CLO4, CLO5

Essential Employability Skills			
Taught:	EES1, EES2, EES7, EES8, EES9, EES10	**Practiced:**	EES1, EES2, EES7, EES8, EES9, EES10

Intended Learning Objectives/Topics

Family

1. Contrast the "nuclear" family and the diverse family forms that are more common today

2. Describe courtship, couple formation, and divorce in contemporary society

3. Apply sociological theories to family life

Intended Learning Activities

Guided discussion

Active learning strategies

Lecture Presentation

Resources and References

Brym, R., Roberts L.W., & Strohschein, L (2013). Sociology: Compass for a New Social World. Fifth Edition.Toronto: Nelson.

DC Connect

Evaluation

Week/ Module	Hours:	3	Delivery:	In Class		
9	**Course Learning Outcomes** CLO1, CLO2, CLO3, CLO4, CLO5					
	Essential Employability Skills					
	Taught:	EES1, EES2, EES7, EES8, EES9, EES10		**Practiced:**	EES1, EES2, EES7, EES8, EES9, EES10	
	Intended Learning Objectives/Topics Family 1. Contrast the "nuclear" family and the diverse family forms that are more common today 2. Describe courtship, couple formation, and divorce in contemporary society 3. Apply sociological theories to family life					
	Intended Learning Activities Guided discussion Active learning strategies Lecture Presentation					
	Resources and References Brym, R., Roberts L.W., & Strohschein, L (2013). Sociology: Compass for a New Social World. Fifth Edition.Toronto: Nelson. DC Connect					
	Evaluation Quiz: Quizzes - Weeks, 5, 7, 9, 11, and 14			**Weighting** 5		

Week/ Module	Hours:	3	Delivery:	In Class

10

Course Learning Outcomes

CLO1, CLO2, CLO4, CLO5

Essential Employability Skills

Taught:	EES1, EES7, EES8, EES10	**Practiced:**	EES1, EES7, EES8, EES10

Intended Learning Objectives/Topics

Race and Ethnicity

1. Define race and ethnicity, and discuss their patterns and implications in Canada

2. Appreciate historical and contemporary effects of colonization on Indigenous communities in Canada

3. Outline the components of prejudice and discrimination

4. Apply sociological theories to race and ethnicity

Intended Learning Activities

Guided discussion

Active learning strategies

Lecture Presentation

Resources and References

Bereska, Tami M. & Symbaluk, Diane G (2016). Sociology In Action: A Canadian Perspective. Third edition. Toronto: Nelson.

DC Connect

Evaluation	**Weighting**
Assignment: Assignment #2: Due Week 10	15

Week/ Module	Hours:	3	Delivery:	In Class

11

Course Learning Outcomes

CLO1, CLO2, CLO3, CLO4, CLO5

Essential Employability Skills

Taught:	EES1, EES2, EES7, EES8, EES9, EES10	**Practiced:**	EES1, EES2, EES7, EES8, EES9, EES10

Intended Learning Objectives/Topics

Race and Ethnicity

1. Define race and ethnicity, and discuss their patterns and implications in Canada

2. Appreciate historical and contemporary effects of colonization on Indigenous communities in Canada

3. Outline the components of prejudice and discrimination

4. Apply sociological theories to race and ethnicity

Intended Learning Activities

Guided discussion

Active learning strategies

Lecture Presentation

Resources and References

Bereska, Tami M. & Symbaluk, Diane G (2016). Sociology In Action: A Canadian Perspective. Third edition. Toronto: Nelson.

DC Connect

Evaluation	**Weighting**
Quiz: Quizzes - Weeks, 5, 7, 9, 11, and 14	5

Week/ Module	Hours:	3	Delivery:	In Class	

Week/ Module	
12	**Course Learning Outcomes**
	CLO1, CLO2, CLO3, CLO4, CLO5

Essential Employability Skills

Taught:	EES1, EES2, EES7, EES8, EES9, EES10	**Practiced:**	EES1, EES2, EES7, EES8, EES9, EES10

Intended Learning Objectives/Topics

Deviance

1. Learn how deviance is socially constructed

2. Gain an understanding of formal and informal methods of social control

3. Explore the relationship of race, class, and gender to crime and deviance

4. Apply sociological theories to crime and deviance

Intended Learning Activities

Guided discussion

Active learning strategies

Lecture Presentation

Resources and References

Hermiston, Alana & Witt, Jon (2016). SOC: A Matter of Perspective. Third Canadian edition. Canada: McGraw Hill Education.

DC Connect

Evaluation

Week/ Module	Hours:	3	Delivery:	In Class	

13	**Course Learning Outcomes**
	CLO1, CLO2, CLO3, CLO4, CLO5

Essential Employability Skills

Taught:	EES1, EES2, EES7, EES8, EES9, EES10	**Practiced:**	EES1, EES2, EES7, EES8, EES9, EES10

Intended Learning Objectives/Topics

Deviance

1. Learn how deviance is socially constructed

2. Gain an understanding of formal and informal methods of social control

3. Explore the relationship of race, class, and gender to crime and deviance

4. Apply sociological theories to crime and deviance

Intended Learning Activities

Guided discussion

Active learning strategies

Lecture Presentation

Resources and References

Hermiston, Alana & Witt, Jon (2016). SOC: A Matter of Perspective. Third Canadian edition. Canada: McGraw Hill Education.

DC Connect

Evaluation	**Weighting**
Assignment: Assignment #3: Due Week 13	25

Week/ Module	Hours:	3	Delivery:	In Class
14	**Course Learning Outcomes**			
	CLO1, CLO2, CLO3, CLO4, CLO5			

	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8, EES9, EES10	**Practiced:**	EES1, EES2, EES7, EES8, EES9, EES10

Intended Learning Objectives/Topics

Review of the course learning objectives

Intended Learning Activities

Work/Study Period for Final Term Assessment

Resources and References

DC Connect

Evaluation	**Weighting**
Quiz: Quizzes - Weeks, 5, 7, 9, 11, and 14	5