



**Sociology 1020 (580)**  
**Introduction to Sociology**  
**Fall/ Winter 2025-2026**

**Instructor: Anne-Marie Bresee**

**Email: [abresee@uwo.ca](mailto:abresee@uwo.ca)**

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## **Course Information**

### **Calendar Description:**

An examination of the major theoretical perspectives in the field of Sociology, methods of empirical investigation of social phenomena, socialization, group structure, principles of social organization, community structure, population and social change.

**Antirequisite(s):** [Sociology 1020W/X](#), [Sociology 1021E](#), [Sociology 1025A/B](#), [Sociology 1026F/G](#), [Sociology 1027A/B](#).

**Extra Information:** 2 lecture hours, 1 tutorial hour.

**Course Weight:** 1.00

**Breadth:** Category A

**Subject Code:** SOCIOLOG

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**Sociology 1020 (580)**  
**SOC1020 - Introduction to Sociology**  
**Fall/Winter 2025-2026**

Instructor: Anne Bresee

Email: abresee@uwo.ca

Office Hours (Zoom): Tuesday 10:30–11:30 am on Zoom or by appointment

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**Course description:**

The sociological imagination is a way to critically explore how personal experiences reflect broader societal concerns. Is this experience unique to you and, thus, simply a personal matter or is it symptomatic of a greater social issue? What forces are at play—political, social, economic, educational, and religious—that shape your everyday? This course will teach you to think like a sociologist by examining how social reality is constructed. Topics to be covered include social inequality, social change, identity, deviance and globalization, as well as the role of institutions like family, education, and the economy.

You will be introduced to four main sociological frameworks: symbolic interactionism, functionalism, conflict and feminism. These theoretical paradigms offer different insights into how societal structures influence people and how, in turn, people can influence society. Within these frameworks, you will “do” sociology by conducting critical analysis of both academic and non-academic writing in order to make sense of the social forces that shape our lives. Readings will include such topics as family dynamics, class inequalities, deviance, gender, work and social movements.

This course provides a broad overview of the subject area. It is designed to be an introduction of fundamental sociological principles to enable you to develop your own social imagination. If you discover an area of particular interest, it may be possible to take a more in-depth course on that topic at a later date.

**Learning Objectives:**

- Develop a strong understanding of theoretical paradigms and their key concepts
- Recognize there are multiple ways of understanding a single issue, understanding that different frameworks provide distinct insights
- Learn key methodological tools commonly used in sociology
- Engage in the social imagination to critically examine the social forces that shape everyday experiences
- Inspire students to practice self-reflection, open communication, and active listening
- Strengthen and apply verbal and written communication skills through course work

**Mode of Delivery:**

- 2 lecture hours: in-person lecture Monday, 11:30 am to 1:30 pm
- In-person tutorials

**Course textbooks/materials:**

Brym, R. (2024). *Sociology: Compass for a new social world* (8<sup>th</sup> Ed.). Cengage. The E-Textbook costs \$77.95. <https://www.cengage.ca/c/sociology-compass-for-a-new-social-world-8e-brym-strohschein-kampen/9781778412790/?filterBy=Higher-Education>

- Students are welcome to purchase second-hand or earlier editions of this textbook.
- All other required material will be shared on our course website on King's College Bright Space.

**Methods of Evaluation:****Tutorials:**

Attendance and Engagement: 10%

**Examinations:**

There are two examinations which will consist of multiple choice, true and false, and short written answers. The exams cover lecture material, readings and class discussions. The fall mid-term is scheduled during class time. The final exam is during the April exam period with exact date to be announced.

**Fall mid-term (Nov. 10): 20%**

**Final Exam (April exam period): 30%**

**Photovoice:**

Photovoice is a participatory research method. It offers a platform for self-expression and reflection while fostering the sharing of knowledge as students connect their personal experiences to broader societal issues. By extending learning beyond the classroom, photovoice empowers students to observe, document, and interpret their social realities through photography. This assignment encourages students to explore their understanding of core sociological themes, such as race, gender, class, identity, power, and inequality.

**Photovoice Components:**

Students will take digital photographs that reflect key sociological concepts as they encounter them in real life. Images may highlight themes such as racial dynamics, gender roles and social inequality, or resistance and activism as well as other concepts discussed in class.

Students are expected to:

- Build and curate a digital portfolio that evolves over the course.
  - ❖ Photographs must obscure the identity of subjects in order to protect their anonymity. This includes “selfies”.
  - ❖ Students have the legal right to take photographs in a public space. However, they are asked to respect a person's privacy while in a public space. A general guideline is ask yourself if you would want to be photographed doing this.
  - ❖ Subjects are to be treated with respect. The onus is on students to not misrepresent a subject's thoughts or feelings.
- Photographic images do not have to be candid. Participants may choose to include props as well as direct a subject to look or act a certain way. It is also possible that images may have no people as subjects.
- Students may edit the images in any way they wish.
- Students are expected to contextualize the images using sociological concepts.

- Students are encouraged to view and engage with classmates' photographs for comparative reflection.

**First Sociological Reflection (10%):** Students will submit a written reflection (approx. 500 words) that links one image in their portfolio to theories, themes, or readings discussed in class.

- Reflection 1 due: October 27

First Reflection is worth **10%** of the course final grade.

**Second Sociological Reflections (10%):** Students will submit a second written reflection (approx. 500 words) linking one image in their portfolio to theories, themes, or readings discussed in class.

- Reflection 2 due: February 9

Second Reflection is worth **10%** of the course final grade.

**Final portfolio and critical analysis (20%):** The final portfolio must include a minimum of 8 images and a critical analysis (approx. 1,000 words) of the student's curated photographs. Students are expected to incorporate academic sources to support their analysis, extending their personal reflections into a broader discussion that includes relevant theoretical frameworks and empirical insights.

- Complete portfolio due: March 16

Portfolio and critical analysis paper worth **20%** of the course final grade.

**Academic consideration for absences, missed in-semester assessments**

Portfolio and critical analysis paper (due Monday, March 23 at 11:55 pm) may be submitted without late penalty or academic accommodation until Tuesday, March 24 at 11:55 pm.

**Grade Descriptors**

- A+ 90–100 One could scarcely expect better from a student at this level
- A 80–89 Superior work which is clearly above average
- B 70–79 Good work, meeting all requirements, and eminently satisfactory
- C 60–69 Competent work, meeting requirements
- D 50–59 Fair work, minimally acceptable
- F below 50 Fail

**Academic Integrity:**

- Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

- **AI tools:** Within this course, it is expected that students have conceptualized and created their own assignments. Assignments produced by generative AI tools such as ChatGPT are not permitted to be submitted as part of work for evaluation. Grammar checking and translation tools are permitted. Coursework submitted with the unauthorized use of AI will be subject to academic discipline. As with all aspects of the course, students are encouraged to reach out to me if you have any questions or concerns at all.

- **Turnitin:** All required assignments will be submitted for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism.

• **Late Assignment Submissions:** There is a 5% per day (including weekends) deduction for late submissions of written assignments. Late assignments will not be accepted after five days. A grade of zero will be assigned.

## **Course content and Reading Schedule**

### **September 8: Week 1**

- Introduction to course
- Sociological Imagination
  - No assigned readings

### **September 15: Week 2**

- Paradigms and theories (Chapter 1)

### **September 22: Week 3**

- How do sociologists do research (Chapter 2)

### **September 29, Week 4**

- Let's talk about it . . . Orange Shirt Day

Readings:

Durand-Moreau, Q., Lafontaine, J., & Ward, J. (2022). Work and health challenges of Indigenous people in Canada. *The Lancet Global Health*, 10(8), e1189-e1197.

Gray, R. R. (2011). Visualizing pedagogy and power with urban native youth: Exposing the legacy of the Indian residential school system. *Canadian Journal of Native Education*, 34(1), 9-27.

Vanner, C., Goyeau, J., Logan, M., Ryan, K., Weenie, A., & Mitchell, C. (2024). Teaching about missing and murdered Indigenous women, girls, and 2SLGBTQQIA+ People: Implications for Canadian educators. *Canadian Journal of Education / Revue canadienne de l'éducation*, 47(1), 1–26. <https://doi.org/10.53967/cje-rce.5883>

### **October 6: Week 5:**

- Culture (Chapter 3)

*Thanksgiving – October 13*

### **October 20: Week 6**

- Socialization of self (Chapter 4)

### **October 27, Week 7**

- Agents of socialization (Chapter 4)
  - ❖ First reflection due

*Reading Week – November 3*

November 10, Week 8

- Social interaction (Ch.5)

### **November 17, Week 9**

- ❖ Mid-term

**November 24, Week 10**

- Deviance and crime (Chapter 7)

**December 1, Week 11**

- Social stratification (Chapter 8)

**December 8, Week 12**

- Music and society

Readings:

Haenfler, R. (2004). Rethinking subcultural resistance: Core values of the straight edge movement. *Journal of Contemporary Ethnography*, 33(4), 406-436.

Gage, S., & Sumnall, H. (2018, January). *The link between drugs and music explained by science*. The Conversation. <https://news.liverpool.ac.uk/2018/01/30/link-drugs-music-explained-science/>

*Winter Break*

**January 5, Week 13**

- Networks, groups, bureaucracies and societies (Chapter 6)

**January 12, Week 14**

- Communication and mass media (Chapter 17)

**January 19, Week 15**

- Life on-line

Readings:

Quan-Haase, A., Mo, G.Y., Wellman, B. (2017). Connected seniors: How older adults in East York exchange social support online and offline. *Information, Communication & Society*, 20(7), 967-98.

Maeda, T., & Quan-Haase, A. (2024, June 5). When Human-AI interactions become parasocial: Agency and Anthropomorphism in affective design. FAccT '24: Proceedings of the 2024 ACM Conference on Fairness, Accountability, and Transparency, 1068-1077. <https://doi.org/10.1145/3630106.3658956>

Charlotte Nau. C., Zhang, J, Quan-Haase, A., Mendes, K. (2023). Vernacular practices in digital feminist activism on Twitter: Deconstructing affect and emotion in the #MeToo movement. *Feminist Media Studies*, 23(5), 2046-2062.

**January 26, Week 16**

- Globalization, inequality and development (Chapter 9)

**February 2, Week 17:**

- Race and ethnicity (Chapter 10)

**February 9, Week 18:**

- Sexualities and gender stratification (Chapter 11)
  - ❖ Second reflection due

*Spring Reading Week*

**February 23, Week 19**

- Emotional labour: The buying and selling of emotions

Readings:

Hochschild, A. R. (2012). *The managed heart: Commercialization of human feeling* (pp. 3-23). University of California Press.

Baines, D. (2004). Caring for nothing: Work organization and unwaged labour in social services. *Work, Employment and Society*, 18(2), 267-295.

**March 2, Week 20**

- Body and health: Disability, aging and death (Chapter 12)

**March 16, Week 21**

- Education (Chapter 16)

**March 9, Week 22**

- Higher Education

Readings:

Lehmann, W. (2012). Working-class students, habitus, and the development of student roles: A Canadian case study. *British Journal of Sociology of Education*, 33(4), 527–546.

Bresee, A. (2025). “Multiversity”: Place of learning, research and business. In *Workloads and well-being in the academic workplace* (pp. 9-32). (Publication No. 10848). [Doctoral dissertation, Western University]. Electronic Thesis and Dissertation Repository.

[https://ir.lib.uwo.ca/etd/10848?utm\\_source=ir.lib.uwo.ca%2Fetd%2F10848&utm\\_medium=PDF&utm\\_campaign=PDFCoverPages](https://ir.lib.uwo.ca/etd/10848?utm_source=ir.lib.uwo.ca%2Fetd%2F10848&utm_medium=PDF&utm_campaign=PDFCoverPages)

**March 16, Week 22**

- Families (Chapter 14)

**March 23, Week 23**

- Political economy (Chapter 13)
  - Portfolio and critical analysis paper due

**March 30, Week 24:**

- Collective Action and social movements (Chapter 18)

**April 6, Week 25**

Exam Review

# KING'S UNIVERSITY COLLEGE

## GENERAL COURSE POLICIES

### 2025-2026

#### **1. Academic Accommodations, Consideration for Absences**

##### **Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

##### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses\\_enrollment/exams\\_and\\_tests/SMC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf).

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf)

##### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

## **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## **2. Support Services**

Accessibility, Counselling and Student Development at King's University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

[https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/)

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

### **GBSV Support:**

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

### 3. Statement on Use of Electronic Devices

**Use of Electronic Devices:** Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

**Use of Laptops, Tablets, and Smartphones in the Classroom:** King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### 4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **5. Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

### **6. Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

### **7. Policy on Attendance**

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.