



Camosun College
School of Arts & Science
Social Sciences Department

Sociology 100
Social Structure & Organization

Winter, 2003

The Approved Course Description is available at www.camosun.bc.ca

Instructor:	Dr. Francis Adu-Febiri
Office hours:	
Location:	Ewing 242
Phone:	370-3105

Intended Learning Outcomes

To introduce a sociological perspective, and to give the students an opportunity to become familiar with the basic concepts of sociology. The course will focus on the “classic” tradition in sociological thinking. There will be an emphasis upon examining this thought in terms of its influence upon the current major paradigms of sociology and its relevance to our lives and society. The course is not intended as a survey of sociological theory, but rather utilizes theory as a means to introduce the students to a sociological perspective. The intended learning outcomes of the course are twofold:

- (a) the students will be able to view and analyze social phenomena with greater insight, which will enable them to better understand themselves, their society, and the times in which they live; and
- (b) the course will also prepare the students for further study in the social sciences through their grasp of the historical roots and the contemporary directions of the discipline of sociology.

REQUIRED TEXT:

Macionis, John J, S. Mikael Jansson and Cecilia M. Benoit
2002: **Society: The Basics**. Second Canadian Edition. Scarborough:
Prentice Hall Canada Inc.

REQUIRED READINGS:

The readings for the course will comprise a) the topics in the text specified in the course schedule, and b) additional materials and illustrations introduced during interactive lectures.

METHOD OF INSTRUCTION:

The course will be based on a series of interactive lectures, critical reviews and group/class discussions in which the students are urged to participate.

Interactive Lectures:

The interactive lectures are the instructor's presentations on selected topics indicated in the course schedule. Students are encouraged to ask questions, make comments, and respond to questions during the presentation process.

- **You are expected to attend all of the interactive lecture sections. If you are unable to attend any of the lecture sections, please inform the instructor before that particular section.**

Critical Reviews (10%):

One-page typed critical reviews of the chapters in Macionis et al (2002) designated for Group/Class Discussions in the course schedule are required. There are two critical review sessions. Every group/class discussion session will require one critical review of the designated chapter. The instructor will collect a copy of your review before the session's discussion begins. Without submitting a copy of your critical review to the instructor you will not be allowed to attend that particular session. The following suggestions may guide you in doing the critical reviews: ***1) summarize the chapters' discussions by identifying its main theme in terms of central question and thesis; 2) provide an assessment of the chapter; and 3) suggest improvements based on the weakness(es) you identify.***

Group/Class Discussions (10%):

The intention of this aspect of the course is to engage the class in constructive discussions of pertinent theoretical, empirical and practical sociological issues neglected by the selected chapters.

GROUP DISCUSSIONS

The group discussions focus on a) critical reviews and b) the "CRITICAL THINKING QUESTIONS" provided at the end of those chapters designated for group/class discussions in the course schedule.

- a) In groups of five or six discuss your copies of the critical reviews submitted and select one of them that best reflects the critical review criteria provided above, list your names on it and submit to instructor for grade.
- b) In groups of five or six come up with one question that is different from all the "Content Questions", but a relevant issue reflecting the main theme of the chapters that the "CRITICAL THINKING QUESTIONS" fail to address. Write this question on a piece of paper with the list of names and signatures of your group members, state why this question is important, and submit it to the instructor.

CLASS DISCUSSIONS

The questions that the various groups generate will constitute the core of class discussions. In the class discussions each group is required to provide an oral rationale for, and orally defend, the questions it creates.

- ***Evaluation of group/class discussions will be based on the quality of your created questions and their written justifications as well as how effectively they are orally defended.***

Midterm Examination (20%):

The instructor will give specific sociological concepts and theories discussed in the course to study for at least five days before the examination date. You are required to study these concepts and theories thoroughly. Thirty (20) multiple-choice questions will be set for the midterm examination for you to answer within 60 minutes. **Midterm Exam date: Friday February 28.**

Final Examination (30%)

The final examination will be held during the official examination week (April 14-25). The instructor will give you five long essay questions based on the readings and interactive lectures after the midterm exam for you to study at least five days before the examination date. Two of the five essay questions will be selected for the final examination, and you will be required to answer any one of them within 60 minutes.

Research Essay (30%):

Form a group with four or five other students in the class, research one of the following topics and submit a research essay/report on Friday, APRIL 11, 2003. The report must have a relevant title and sections on

- Introduction
 - Discussion of data collection and analysis
 - Findings or Main pattern discovered
 - Interpretation/Explanation of your findings
 - Conclusion
 - References
- **The length of this report must not be more than six double-spaced typewritten pages in a standard font. Use APA or ASA or MLA style. The report is due on Friday, April 11, 2003. You lose marks on late submission--5 marks a day.**

TOPIC #1

- Watch the Titanic movie (parts 1&2) and the movie version of Harry Potter and Philosopher's Stone observing for racial, gender, and social class representation. Analyze your observations for racial, gender, and class patterns. Write a research report focusing on the patterns that emerge from your analysis, your interpretation of the patterns, and how your interpretation relates to the four sociological paradigms introduced in this course.

TOPIC #2

- Examine the current MLAs of British Columbia or the MPs of Canada for the patterns of racial, gender, and social class representations. Discuss the pattern you discover within the contexts of demographic representation of British Columbia or Canada (whichever is applicable) and macro sociological perspectives

Bases of Student Assessment

Evaluation will be based on two critical reviews (10%), two group/class discussions (10%), one research essay (30%) and two in-class examinations—Midterm (20%) and Final Exam (30%). Examinations will cover material from the readings, lectures, and discussions. All examinations will be graded anonymously and on the basis of their sociological quality and English proficiency.

In evaluating the assignments and examinations the emphasis will be on understanding, analysis, and critical thinking rather than recitation of information. Avoid memorizing sentences, in particular when it is not clear to you what the sentences mean. Assignments and exams indicating memorization will receive a grade of Zero. As for analysis, your learning strategy should be to understand the relationships among facts, not the facts alone. Another important aspect of your paper is illustration. After discussion and analysis, give examples from current or historical developments in society. This will show that you understand the concepts and theories and are able to apply them to society as tools for analysis. More specifically, the assignments and exams must:

1. show a full understanding of the thesis and the main arguments of the topic;
2. cover all the major components of the topic;
3. be organized and cohesive;
4. be written in clear English and communicate ideas effectively;
5. focus on the topic and avoid unrelated material from other topics or elsewhere;
6. avoid “fillers”, padding, repetitions, and vague generalities which can be used for any exam topic; and
7. illustrate the theory by giving appropriate examples, thus “applying” the theory to society.

A grade of Zero will be granted for absence during examination, unless the student produces a medical certificate confirming serious illness and writes the substitute exam within one week of recovery.

Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 80 - 85%	C = 60 - 64%	AUD = Audit

W = Official withdrawal has taken place.

Academic Misconduct

Academic misconduct includes, but is not limited to, the following acts:

- (i) giving, receiving, or obtaining unauthorized information during any type of examination or test;
- (ii) obtaining or providing unauthorized questions or answers relating to any examination or test prior to the time of the examination or test;
- (iii) asking or arranging for another person to take any examination or test in one's place;
- (iv) plagiarizing, that is, appropriating the work of another or parts or passages of another's writing, or the ideas or language of the same, and passing them off as a product of one's own mind or manual skill.

Academic misconduct will result in a grade of "F" for the entire course. The students should note that in accordance with the college policy quoted above, mere access to unauthorized information (for example, texts or lecture notes) constitutes academic misconduct. It is not necessary for the instructor to prove that the information has been used by the student.

Tape-Recording in the Classroom

In order to ensure free and open discussion of controversial ideas by the students, tape-recording of the proceedings is not permitted in class. Exceptions, however, will be made for students who are visually impaired or are unable to write due to physical disability.

Procedure Changes

In order to deal with the day to day management of the course, new procedures or revisions to procedures may be implemented from time to time throughout the semester. Such procedures and revisions will be announced in class for two consecutive sessions before they are implemented. It is the responsibility of each student to keep informed of such developments.

All matters that are not covered by this course outline are governed by official college policies and procedures.

COURSE SCHEDULE AND READINGS:

<u>WEEK</u>	<u>DAY</u>	<u>DATE</u>	<u>TOPICS, READINGS & GUIDING QUESTIONS</u>
JANUARY			
1.	Wednesday Friday	08-Jan 10-Jan.	Introduction of the course Issues and Controversies in Sociology (pp. 2-9 of Required Text) <i>Is sociology a science, and can it make a difference in people's lives?</i>
2.	Wed/Friday	15/17-Jan	Sociological Paradigms/Perspective and Theories. (pp. 10-16 and 19-20) <i>Are they necessary? Can they sufficiently account for human behaviour and the social world?</i>
3.	Wed./Friday	22/24-Jan.	Sociological Research Methods (pp. 15-24 of Required Text) <i>Why does sociology adopt the research methods discussed in the chapter?</i>
4.	Wed/Friday	29/31-Jan.	Culture (pp. 28-53 of Required Text) <i>Does account for the immense similarities and differences in the ways people feel and behave?</i>
FEBRUARY			
5.	Wed./Friday	05/07-Feb.	Social Groups and Formal Organizations (pp. 100-125 of Required Text)
	<u>Group/Class Discussion #1</u> <u>Critical Review #1 Due</u>		
	Wednesday	12-Feb	Socialisation: (pp. 54-77 of Required Text) <i>Does society shape what a person can and will become, or are people prisoners of their genetic endowment?</i>
Friday	15-Feb.	<u>READING BREAK</u>	

6. Wed/Friday 19/21-Feb **Social Structure and Social Interaction in Everyday Life**
(pp. 78-99 of Required Text)
Do they adequately explain why human affairs do not usually dissolve into a “war of all against all”?

7 Wednesday 26--Feb. REVIEW FOR MIDTERM EXAMINATION

Friday 28-Feb MIDTERM EXAMINATION

MARCH

8. Wed./Friday 05/07--Mar. **Social Stratification and Social Class**
(pp. 176-205 of Required Text)
Opportunity for social mobility or inevitable process of oppression?

9 Wed./Friday 12/14—Mar **Gender and Race/Ethnic Relations:**
(pp. 230-275 of Required Text)
Do gender, race and ethnic inequality and oppression diminish in a post-modern society?

10. Wed/Friday 19/21-Mar. **Deviance and Crime**
Group/Class Discussion #2 (pp. 126-151 of Required Text)
Critical Review #2 Due

11. Wed./Friday 26/28—Mar. **Central Institutions of Society:
The Family and Religion**
(pp. 308-341 of Required Text)
How do they intersect to produce fruitful and futile individuals and societies?

APRIL

12 Wed./Friday 02/04—April **Central Institutions of Society:
Education, Economic & Politics**
(pp. 276-307 and 342-373 of Required Text)
What are their interrelationships, and what are their Impact on the individual, family, and country?

13. Wed./Friday 09/11--Apr. **Population and the Environment**
(pp. 347-382 and 390-399 of Required Text)
Poverty and Environmental Destruction: Rapid Population Growth or Social Structure and Organisation?

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-8