



Camosun College
School of Arts & Science
Social Sciences Department

Sociology 100
Social Structure & Organization

Summer, 2003

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

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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

John Macionis, et al *Society: The Basics* Second Canadian Edition
Prentice-Hall Canada, 2002

Method of Instruction

The course will be based on a series of lectures, followed, at times, by seminar-type discussions in which the students are urged to participate.

Basis of Student Assessment

Since the summer session is compressed to just 5 weeks of classes, opportunities to assess the student's grasp of the course material are somewhat limited. Yet, in order to be as fair as possible, students will have a choice, at least to some extent, with respect to how grades will be assessed in this class. In effect, students will need to decide between two options with respect to how their grades will be computed; these options are listed below.

- 1) **No Essay Option:** if the student decides to select this option, his/her final grade will be based on the following criteria:
 - In Class Test (35%)
 - Assignment (25%)
 - Final Exam (40%)

- 2) **Essay Option:** if the student opts to select this option, then he/she will be required to do an essay in addition to what is listed in the previous option. The two benefits associated with selecting this option is that the weight of the assignment will be reduced to 15% of the final and the weight of the final exam will be reduced to 30% of the final as listed below:
 - In Class Test (35%)
 - Assignment (15%)
 - Essay (20%)
 - Final Exam (30%)

Specific details of the required elements associated with each option are discussed below.

In Class Test (35%)

The test will consist of 80 multiple-choice questions and students will have two hours to answer all eighty questions. **It should be noted that the test will have 10 bonus questions – also multiple choice – in addition to the 80 test questions.** The purpose of having the bonus questions is to give students an opportunity to score 100% or higher on the test. **It should be emphasized that students do not need to do the bonus questions if they do not want to.** However, it is strongly encouraged that students at least attempt the bonus questions since they will not be penalized for answering a bonus question

incorrectly. **The test will take place during the last week of July; a more precise date will be announced in class.**

Assignment (25% or 15%)

The assignment will require students to answer four (4) critical thinking questions found at the end of the designated chapter. The answers must be typed and will be assessed according to the quality of the response and how well that response is defended and articulated by the writer. This assignment can be done in groups of up to four (4) if the student so desires. In terms of length, this assignment should not be less than 1 page and not greater than 5 pages; the assignment should be double-spaced and written in a standard sized font. **This assignment is due the third week of July, 2003.**

Essay (20%)

This essay can be done alone or in groups of 4. The essay requires you to watch the movie “**Titanic**” and the movie, “**Harry Potter and the Chamber of Secrets**”, observing for gender, social class and ethnic representations. Analyze your observations by looking for ethnic, gender or social class patterns as depicted in the two movies; the essay should focus upon any patterns that emerge from your observations and your interpretation of these patterns drawing upon the concepts and theories discussed in class.

The essay is designed to be a comparison of the way gender, ethnicity and social class is represented in the two movies. Since “**Titanic**” is a movie that recreates the social reality of the 1910s, one would expect that the way the movie portrays gender, ethnic and social class roles would be very different from a movie whose main focus is with the modern era. The goal is to assess whether this expectation is or is not supported by your observations. **It should be noted that you can decide to focus upon either gender, ethnic or social class patterns or just focus on any one, two or three of the aforementioned concepts.**

The essay must have an adequate title and the following headings:

- **Introduction:** tell the reader what your essay will be about; what is it that you will be trying to argue; what is your paper’s main focus and why is this important?
- **Methodology:** tell the reader how you went about collecting your data (observations); how did you record your observations and from where did you make your observations?
- **Observations:** in this section tell the reader what you observed; be as detailed and as specific as possible with respect to any patterns that you observed while watching the two movies.
- **Interpretation:** in this section, explain or interpret the patterns you observed by drawing on sociological concepts and/or sociological theories. This section should tie in closely with the argument you outlined in your introduction section.
- **Conclusion:** in this section, you summarize what you did and the findings of your research. Discuss the importance of your study and how you, or another researcher, could improve on your project in a future study.

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- **Bibliography:** your essay should have a detailed bibliography. Academic research is cumulative, that is it is built upon the works of other scholars and as such, any fact or piece information that was published by someone else must be cited in the body of your paper and in the bibliography. **Any essay that is submitted without a bibliography will automatically lose ten marks.** When citing information, follow the ASA (American Sociological Association) documentation style. The following are examples of the ASA style:

- (1) “Researchers who focus on causal relations usually begin with an effect, then search for its causes” (Neuman,1997:107) [**Author’s last name, year book was published, page number of cited material**].
- (2) To cite a journal article: (e.g. **Kent, Susan**
1995 “Unstable Households in a Stable Kalahari Community in Botswana.” American Anthropologist 97 (2): 292-312).
- (3) To cite something from the internet, the website and the date the cite was visited should be included. For example:

United States Department of Energy
1996 *Impact of the Human Genome Project*. March 3
[<http://www.gdb.org/Dan/DOE/prim5.html>]

For more information on citation styles, please consult the *Style Manual for the Social Sciences* available at the bookstore or at the Camosun Library.

In evaluating the examination papers and essays the emphasis will be on understanding and analysis, rather than the recitation. Avoid memorizing sentences, in particular when it is not clear to you what the sentences mean. Papers indicating memorization will receive a grade zero. As for analysis, your learning strategy should be to understand the relationships among facts, not the facts alone. Another important point 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.

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

Examination Procedures

All examinations must be written in the section of the course in which the student is officially registered.

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 - 84%	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 Content and Readings

Week

Topics and Readings

July

1	Chapter 1 (<i>Introduction</i>)
2	Chapter 1 & 2 (<i>Research Methodology & Culture</i>)
3	Chapter 3 & 4 (<i>Socialization & Social Interaction</i>)
4	Chapter 5 (<i>Groups and Organizations</i>)

August

1	Chapter 6 (<i>Sociology of Deviance</i>).
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**** It should be noted that the above schedule is tentative and is listed here only as an approximate guide for the student.****

Recommended Materials or Services to Assist Students to Succeed Throughout the Course

Students are encouraged to utilize support services available at the Writing Centre to prepare for their essay exams.

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