



Camosun College
School of Arts & Science
Social Sciences Department

Sociology 100
Social Structure & Organization

Winter, 2004

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

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

- 1) In class test (20%) (Chapters: 1,2)**
- 2) Group Discussion (10%)**
- 3) In class test (20%) (Chapters: 3,4)**
- 4) Essay (30%)**
- 5) Final Exam (20%) (Chapters: 5,6)**

****Specific Details of each of the above listed components are listed below****

In Class Test #1 and #2 (20%)

The test will consist of 40 multiple-choice questions and students will have 80 minutes to answer all forty questions. **It should be noted that the test may have 4 bonus questions – also multiple choice – in addition to the 40 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 mid-February; a more precise date will be announced in class.**

Group Discussion (10%)

In talking about social phenomena, it is inevitable that we will discuss issues or topics that some may deem to be controversial. While an effort will be made to get students to participate in class discussions on many of these issues, it has been the experience of this Instructor that most students feel intimidated by the prospect of speaking up in class; this is very understandable; making one's opinions heard in a class of 40 or so students can be a daunting experience.

In order to alleviate this concern, the class will be broken up into small groups where students can more comfortably express their opinions on a given topic. During the course of the term, two such discussion groups will be held, one in early February and one in late March; these discussions will require the student to read a specific chapter and prepare a critical review of that chapter by assessing the main weaknesses of that chapter and suggesting improvements. *(Please Note: these reviews will also incorporate material from videos that will be shown in class; these videos are directly related to the specified chapters).*

Then, students should bring their review and discuss them with others in their group. Afterwards, the group should pick the criticisms and suggestions for improvement they feel are the best defined and write them on a single sheet of paper. Lastly, the group

should come up with one question that is different from all the “Critical Thinking Questions” listed in the book and state why this question is important and submit them to the instructor at the end of class.

Each review session is worth 5%. Evaluation of the critical review will be based on the quality of the review and the created questions.

Essay (30%)

The essay can be done alone or in groups of up to 5.

There are 2 essay topics to choose from.

The length of the essay should not exceed ten (10) double-spaced typewritten pages in a standard font. The essay is due the first week of April.

TOPIC#1

This essay topic requires you to watch the movie “**Titanic**” and the movie, “**Harry Potter and the Chamber of Secrets**”, or “**Harry Potter and the Philosopher’s Stone**”, observing for gender, social class and ethnic representations¹. 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 how your interpretation of these patterns relates to 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 decision is up to you.

TOPIC#2

In class, sometime in February, we will be discussing the work of socio-linguist, Deborah Tanner. Tanner (1990) argues that males are more comfortable talking in public, whereas females are more comfortable speaking in a more private setting. This essay topic requires you to study Tannen’s book: ***You Just Don’t Understand: Women and Men in Conversation(1990)***, especially the section where she talks about male/female conversational styles. Afterwards, the student is required to test Tannen’s argument by making observations in at least two classes he/she is registered in to see if male students are indeed more comfortable asking questions relative to female students.

Regardless of the essay topic chosen, 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? What specifically were you looking for and why? This is directly tied into the argument you list in the introduction.
- **Observations/Interpretation:** 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. Then explain or interpret the patterns you observed and discuss how your interpretation relates to the sociological concepts and/or sociological theories discussed in class. 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, the problems encountered and how you, or another researcher, could improve on your project in a future study.
- **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.

IT SHOULD BE NOTED THAT THE DUE DATES FOR THE ESSAY AND ASSIGNMENT WILL BE STRICTLY ENFORCED. TWO MARKS A DAY WILL BE DEDUCTED FOR EVERY DAY AN ASSIGNMENT OR ESSAY IS LATE.

Final Exam (20%)

There is a final exam for this course. The date and time for the final exam is scheduled by the College. The structure of this test will be identical to the previous class tests.

NOTE: 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 certificate 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.
- (v) Disruptive Behavior/Disorderly Conduct. This includes any behavior that interferes with the provision of college services or of instruction or interferes with any member of the Camosun College community by students and any others accompanying them.

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

January

Week 1
Week 2
Week 3
Week 4

Topics and Readings

Introduction (Chapter 1)
Research Methods (Chapter 1)
Research Methods (Chapter 1)
Culture (Chapter 2)

February

Week 1
Week 2
Week 3
Week 4

Socialization (Chapter 3)
Socialization (Chapter 3)
Social Structure (Chapter 4)
Social Structure (Chapter 4)

March

Week 1	Groups & Organizations (Chapter 5)
Week 2	Groups and Organizations (Chapter 5)
Week 3	Deviance (Chapter 6)
Week 4	Deviance (Chapter 6)

April

Week 1	Deviance (Chapter 6)
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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 and 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