

Sociology 100
Social Structure & Organisation

Section 9: Saturdays 9:30 am — 12:20 p.m. Landsdowne Campus. **May Change**

Winter, 2004

The updated course description is available at: www.disted.camosun.bc.ca

Instructor:	Phil Bartle, PhD
Office hours:	Tuesdays, Fridays, 4:00-5 p.m. May Change or by appointment
Location:	TBA
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Calendar Description:

Basic principles and methods of sociology are introduced. Emphasis is placed upon society as institutionalised human behaviour, the various factors which control or alter it, and the effects upon the individual and the group. The major objective of the course is to develop a critical understanding of modern society.

Intended Learning Outcomes:

Students will be able to:

1. Demonstrate that the sociological perspective is a valid approach to studying, understanding, explaining, and predicting patterns of human behaviour, social structure and organisation.
2. Define the major concepts of sociology and use them to examine human behaviour and the social world.
3. Identify and describe the major sociological perspectives of functionalism, social conflict, interactionism and feminism.
4. Apply the major sociological perspectives to examine research, social interaction, culture, inequalities, social institutions, and social change.
5. Identify the historical roots and the current directions of sociology.
6. Describe the influences of social structure and organisation on their lives, the times in which they live, and their society.

Required Materials

Henslin, James M., Dan Glenday, Ann Duffy and Norene Pupo
2004. *Sociology: A Down – to – Earth Approach*, Third Canadian Edition.
Toronto: Pearson.

<http://www.scn.org/cmp/> (click on Camosun)

Students are required to obtain an email address to receive electronic copies of handouts and other material.

Additional appropriate material from credible sources to which the instructor will refer. Alternative readings on the internet will be sought.

Method of Instruction

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

Basis of Student Assessment

Evaluation will be based on two in-class examinations, each accounting for thirty percent of the final grade. A set of in-class assignments and participation will account for fifteen per cent of the final grade. A final exam during the examination period will account for twenty five percent of the final grade. Each examination will consist of two essay-type questions, selected by a student at the time of the exam, and 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 examination papers the emphasis will be on understanding and analysis, rather than recitation of facts. Avoid memorising sentences, in particular when it is not clear to you what the sentences mean. Papers indicating memorisation 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 exam paper 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 organised 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.

Examination Procedures

The dates of the first and second examinations will be chosen in consultation with students in order to minimise the chances of their having to write several examinations in the same week. The third examination will be held during the exam week. 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.

The examination papers for the first and second examinations must be claimed by the student in person during the class session in which the papers are returned or the following session.

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.

Tutorial Assistance

Since the pool of questions from which examination topics will be chosen are known in advance, students are strongly urged to prepare draft essays based on these questions and bring them over for review and tutorial assistance well before the exam date. This will ensure that the issues are understood and the papers are on the right track.

Academic Misconduct

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

- giving, receiving, or obtaining unauthorised information during any type of examination or test;
- obtaining or providing unauthorised questions or answers relating to any examination or test prior to the time of the examination or test;
- asking or arranging for another person to take any examination or test in one's place;
- plagiarising, 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 unauthorised 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 Study Guide

Lectures will focus on explaining and answering the following topics and questions. These topics and questions, in turn, will constitute the source from which the examination questions will be chosen through a random selection process (standard deck of cards) at the time of the exam. Lectures will not be a substitute for the reading assignments.

Week 1

The Sociological Perspective

Three Classical Perspectives

Henslin, Chapter 1: The Sociological Perspective

Bartle, The Sociological Perspective, www.scn.org/cmp/

Bartle, Marx, Durkheim, Weber, www.scn.org/cmp/

Dead Sociologists: <http://www2.pfeiffer.edu/%7Elridener/DSS/INDEX.HTML>

♥ A: "*Much of Sociology is looking at things about which we already know something, but in a different way.*"

Discuss in detail with examples.

♥ 2: List and describe the three classical perspectives in sociology. Take some common everyday occurrence (*your class, your home life, a club, sports*) and show how the three perspectives would be used to describe those differently.

Week 2

Social Research

Culture

Henslin, Chapter 2. What Do Sociologists Do?

Henslin, Chapter 3. Culture

Bartle, Cultural Dimensions, www.scn.org/cmp/

Bartle, Community Research, www.scn.org/cmp/

A tour through Sociological Cyber space: <http://www.trinity.edu/mkearl/>

♥ 3: Examine the nature of social science knowledge in relation to natural sciences, and explain the development of research design, experimental design, and surveys.

OR (*individual student's choice*)

Discuss the nature of participant observation and unobtrusive measures, and examine the techniques of sampling and their implications.

♥ 4: Discuss the meaning of culture, the relationship between culture and the individual, cultural conflict, subcultures, and the question of cultural hegemony.

OR (*individual student's choice*)

Using the six dimensions, explain how the sociological notion of culture includes everything that we learn. Include the role of symbols.

Week 3

Socialization

Social Structure and Social Organisation

Henslin Chapter 4. Socialization

Henslin Chapter 5. Social Structure and Social Organisation

Bartle, Marx, Durkheim, Weber, Sapir-Whorf: www.scn.org/cmp/

The Presentation of Self: <http://ssr1.uchicago.edu/NEWPRE/CULT98/Goffman1.html>

And: <http://www.cfmc.com/adamb/writings/goffman.htm>

♥ 5: Examine the concept of socialization, the basic ingredients of socialization, and the sociological perspective on the socialization process.

OR (*individual student's choice*)

"Language determines our reality." Identify the origins of the concept. Discuss

♥ 6: Explain Charles Cooley's idea of looking-glass self, and George Herbert Mead's perspective on the genesis of the self and the concepts of the "I" and the "Me."

OR (*individual student's choice*)

Examine Erving Goffman's explanation of the presentation of the self in everyday life and Berger and Luckmann's idea of the social construction of reality.

Week 4

Social Inequality

Gender

Henslin Chapter 6: Social Inequality

Henslin Chapter 7: Inequalities of Gender

Bartle, Gender Strategies, www.scn.org/cmp/

Bartle, FGM, www.scn.org/cmp/

♥ 7: Explain the concepts of class structure and process and the traditional theories of Max Weber and Talcott Parsons and their critiques.

OR (*individual student's choice*)

Explain the critical (*Marxian*) theories of class structure and process, and contemporary class structures.

♥ 8: Why is female circumcision a special form of violence towards women?

Week 5

Race

Age

Henslin Chapter 8: Inequalities of Race and Ethnicity

Henslin Chapter 9: Inequalities of Age

Bartle, Marx, Durkheim, Weber, www.scn.org/cmp/

♥ 9: "There are no biological categories of race; they are only social." "A forensic scientist can examine a DNA sample and identify its race." Discuss

♥ 10: Making assumptions about a person's abilities and social status, based on biological characteristics, is a feature of racism, ageism and sexism. How do these differ, and what do they have in common.

Week 6

First Test

Bureaucracy

Henslin, Chapter 10: Bureaucracy and Formal Organisations

Bartle, Bureaucracy, www.scn.org/cmp/

♥ J: Examine Weber's idea of rationalisation, and discuss his views on bureaucracy and its characteristics. What makes bureaucracies strong in his view?

Week 7

Economy

Politics

Henslin, Chapter 11: The Economy, Money and Work

Henslin, Chapter 12: Politics, Power and Authority

Bartle, Economic Dimension, www.scn.org/cmp/

Bartle, Political Dimension, www.scn.org/cmp/

♥ Q: How does seeing economy as a dimension of culture go beyond the usual or Western study of economics? Use examples from your experience.

OR (*individual student's choice*)

How can a sociologist see politics as something more than political parties and democratic institutions?

Week 8

Family

Henslin Chapter 13, The Family; Initiation into Society

♥ **K:** How do the concepts of "*traditional*," "*normal*," "*standard*," or "*monolithic*" families hinder scientific research? What non-scientific purposes do they serve?

Week 9

Education

Religion

Henslin Chapter 14: Education and Religion

♠ **A:** How do sociologists differ in their analysis of education when they use the three classical perspectives?

OR (*individual student's choice*)

What is a "hidden curriculum" in schools? Identify several examples, including at least one not in the text book.

♠ **2:** Examine the classic theoretical perspectives on religion and its role in legitimating the social order and assuring social control: Marx — religion and ideology; Durkheim — religion and social solidarity; Weber — Protestant ethic and the spirit of capitalism.

Week 10

Second Test

Health

Henslin Chapter 15: Medicine, Health and Illness in Canada

♠ **3:** Distinguish between symbolic interactionist and functionalist approaches to health.

Week 11

Deviance and Social Control

Henslin Chapter 16: Social Deviance and Social Control

♠ **4:** "Any advancement, in science or any human endeavour, is, by definition, a deviation from whatever is current. Deviance is the price we pay for improvement." Discuss.

♠ **5:** What role does gossip play in maintaining social order, and how does it vary according to circumstance? Where is it strong and where is it weak? Why?

Week 12

Population

Urbanisation

Henslin Chapter 17: Population, Urbanisation and the Environment

♠ **6:** Explain and argue against the theories of Malthus.

♠ **7:** "Cities alienate." Discuss.

OR (*individual student's choice*)

"Farms and cities need each other." Discuss

Week 13

Environment

Social Movements

Henslin Chapter 17: Population, Urbanisation and the Environment

Henslin Chapter 18: Social Movements and Social Change

♠ 8: Identify at least six forms of "*collective behaviour*." What conditions can give rise to them?

Week 14

Social Change

Henslin Chapter 18: Social Movements and Social Change

Social Change Site: <http://gsociology.icaap.org/>

♠ 9: Critically examine Ogburn's theory

OR (*individual student's choice*)

Review five contemporary theories of social change.

Final exam

Time and location set by College.

Deck:



Recommended Materials or Services to Succeed in the Course:

Students are encouraged to utilise 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