

Camosun College
School of Arts & Science
Social Sciences Department

Sociology 100
Social Structure & Organisation

Section 2: Tuesdays, Thursdays 1:00 p.m. to 4:00 p.m.

Room: Fisher 268, Lansdowne Campus.

Summer, 2004

The updated course description is available here.

Instructor: Phil Bartle, PhD
Office hours: Tuesdays, Wednesdays, Thursdays, 12 noon +
or by appointment. ... See: [Time Table](#)
Location: Fisher 324A
Phone: 370 3934 (no voicemail, please)
E-mail:
Web Site: <http://www.scn.org/cmp/> (Click on "Camosun")

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.

Bartle, P. *The Sociology of Communities, An Introduction*. 2004. Victoria: Camosun Imaging.

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

Students are required to obtain internet access and an email address to receive electronic copies of course handouts, notices 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 and seminar-type discussions in which the students are expected to participate. All students must obtain email accounts and Internet access, and course discussion will continue through email and through the course web site.

Look at and thoroughly become familiar with the document, "[Course Conduct](#)" (*available on the course web site*) and be sure your approach to the class is within its parameters.

In such a short time, the covering of all topics is at a rapid pace. Do not get behind. Read each topic before coming to class.

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*) by drawing cards out of a hat 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, your answers on the exam paper must:

1. show a full understanding of the thesis and include 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, structured well, as a logical argument;
5. communicate ideas effectively;
6. focus on the topic
7. avoid unrelated material from other topics or elsewhere;
8. avoid "fillers", padding, repetitions, and vague generalities; *and*
9. *illustrate the theory by giving appropriate examples, thus "applying" the theory to society.*

Examination Procedures

The dates of the first and second in-class examinations are chosen to minimise the chances of your having to write several examinations in the same week. The third and final 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.

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;
- disrupting classes or interfering with their presentation;
- 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 because of 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, and vice versa.

Because this is a summer course, there are approximately four substantive topics per week. That is two per three hour lecture. A normal session would have three one hour lectures per week, covering two substantive topics. In the schedule below, each substantive topic is presented in Bold Font. Required reading is immediately after in normal font. Recommended reading follows in smaller font. Students who opt for not buying the text book, Henslin, should find much of their material in the recommended

readings below. Also See [Web References for the course](#), and [Web References for the Book](#).

Week 1

The Sociological Perspective

Three Classical Perspectives

Bartle, Chapter One; What is Society?

Henslin, Chapter 1: The Sociological Perspective;

Bartle, Chapter Five; The Eye of the Beholder.

Recommended for The Sociological Perspective

Bartle, [Sociological Perspective](#);

Bartle, [Everyday Things](#)

Bartle, [Poker Game](#);

The [Dead Sociologists Society](#): Meander through this comprehensive site;

Trinity University, Texas; [A Tour Through Sociological Cyber Space](#);

The [Free Dictionary](#): Sociology;

Bartle, Key Words, [Anthropomorphise](#);

Bartle, Key Words, [Applied Sociology](#);

Bartle, Key Words, [Clinical Sociology](#);

Connect Online, [Top 20 Sociology](#);

The Canadian Encyclopedia, [Comte](#);

Dead Sociologists Society: [Social Structure](#).

The Canadian Encyclopedia, [Sociology](#).

Henslin; [Web Companion to Text Book](#).

John Macionis, [The Sociology Page](#).

Recommended for Three Classical Perspectives

Dead Sociologists Society: [Sociological Perspectives](#);

Father of the Conflict Perspective: [Karl Marx](#);

Father of the Structural Functional Perspective: [Emile Durkheim](#);

Father of the Symbolic Interaction Perspective: [Max Weber](#);

Bartle, Key Words, [Conflict](#);

Bartle, Key Words, [Functionalism](#);

Itgo; Murray State University, Joe Dunman, The [Durkheim Archives](#);

Dead Sociologists Society: [Marx](#);

Dead Sociologists Society: [Weber](#);

Dead Sociologists Society: [Durkheim](#);

♦ **A:** List and briefly describe the three classical perspectives in sociology. Take one common everyday occurrence (*eg in your class, your home life, a club, or in sports*) and show how the three perspectives would be used differently to describe it.

♦ **2:** Two key concepts in sociology: "*Verstehen*" and "*Social Facts*" appear to be radically different. What two classical sociologists are associated with them? How do they differ, yet how can they both be applicable (*at the same time*) in understanding society?

Social Research

Culture

Henslin, Chapter 2. What Do Sociologists Do?

Bartle, Chapter Twelve; Search and Research

Henslin, Chapter 3. Culture

Bartle, Chapter Three Re Viewing Culture

Mobius: It is not always what you expect; do not assume.

Recommended for Research:

Bartle, [Knowing](#);
Bartle, [Kinds of Research Methods](#);
Bartle, [Participant Observation and Unobtrusive measures](#);
Bartle, [Preliminary Family and Community Data](#);
Bartle, [Problems of Prediction and Cause](#)
Bartle, [Social Organization of Family or Community](#);
Bartle, [Using the Six Dimensions in Family Research](#);
Bartle, [Participant Observation and Unobtrusive measures](#)
Bartle, Key Words, [Causal](#);
Bartle, [Community Research](#);
Bartle, [Kinds of Research Methods](#);
Trinity, Texas, [Guide to Writing a Research Paper](#);
Dead Sociologists Society: [Sociological Research](#);
The [Web Centre for Social Research Methods](#);
American Statistical Association: [Knowledge](#);;
Adam Barnhart: [Validity.Knowledge](#);
NCSU: [Knowledge](#);
Cornell: [Unobtrusive Measures: Tutorial](#); [Tutorial2](#)::
CFMC: [Validity](#).

Recommended for Culture:

Bartle, [Is Culture Inside Us or Outside Us?](#)
Bartle, [Culture, Symbols and Dimensions](#)
Bartle, [So You Want to Preserve Your Culture](#)
Trinity University, Texas; [A Tour Through Sociological Cyber Space](#);
Dead Sociologists Society: [Culture](#).
Bartle, Key Words, [Culture](#);
Bartle, [Cultural Dimensions](#),
Bartle, [Dimensions](#), [Six Dimensions](#);
Bartle, [Is Culture Inside Us or Outside Us?](#)
Horace Miner, [Body Ritual Among The Nacirema](#);
UPENN: [Cultural Hegemony](#);
Bartle, Key Words, [Aesthetics](#);

◆ 3: When Elton Mayo conducted his research in the 1920s, he discovered the "*Hawthorne Effect*" What was the effect, and how would it be of importance in research today?

OR (*individual student's choice*)

List and briefly describe (*one sentence each*) seven methods of research used by sociologists. Identify a research topic that you might like to study, and explain why you would use a particular research method to do it.

◆ 4: How does the every day notion of culture differ from how we use it in sociology? Identify both. How is one of them considered universal?

OR (*individual student's choice*)

What can we expect when core values contradict each other? Give an example and explain why we would expect what we do.

Week 2

Socialisation

Social Structure and Social Interaction

Henslin Chapter 4. Socialisation;

Bartle, Chapter Four; Family Community Society;

Henslin Chapter 5. Social Structure and Social Organisation.

Recommended for Socialization:

Bartle, [Sapir and Whorf](#);
Bartle, Key Words, [Enculturation](#);
Dead Sociologists Society, [Socialization](#);
Dead Sociologists Society: [Sexuality](#);
Henslin, [Homosexuality](#);
Dead Sociologists Society: [Education](#);
UMSL: [Socialization](#);
Canadian Government, [Ghana to Canada](#);

Recommended for Social Structure and Interaction

Goffman: The [Presentation of Self](#);;
University of Chicago: [Goffman](#);
Dead Sociologists Society: [Cooley](#); [CooleyW](#);
Dead Sociologists Society: [Mead](#); [Mead3](#), [Mead4](#);
The Homeport Collective: [Scott S Blake](#); Cultural Power and Discursive Effects;
Adam Barnhart; [Goffman](#);

University of Chicago: [Goffman](#);
University of Chicago: [Berger](#);
Bartle, Key Words, [Institutional Dimension](#);
Bartle, Key Words, [Interactional Dimension](#);
Bartle, Key Words, [Community](#);
Dead Sociologists Society: [Social Structure](#).

◆ **5:** How do we differentiate between the concept of socialisation from the point of view of an individual versus the point of view of culture?

OR (*individual student's choice*)

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

◆ **6:** Differentiate between gender socialisation and sex linked traits.

OR (*individual student's choice*)

What is the sociological difference between action and interaction?

Social Inequality

Gender

Henslin Chapter 6: Social Inequality

Bartle. Chapter Seven; not Equal

Henslin Chapter 7: Inequalities of Gender

Recommended for Social Inequality:

Dead Sociologists Society, [Social Stratification](#);
Bartle, [Inequality](#);
Bartle, [Marx and Weber on class](#);
Bartle, [Mosaic or Melting Pot?](#)

Recommended for Global Inequality:

Bartle, Key Words, [Factors of Poverty](#);
Dead Sociologists Society: [Global Stratification](#);
London School of Economics: [Giddens](#);
Global Policy Reform: [Albert](#);
Fordham; [Wallerstein](#);
University of Chicago: [Wallerstein](#);
IRNA: [Chomsky](#).

Recommended for Gender Inequality:
Bartle, [Gender Strategies](#),
Dead Sociologists Society, [Gender Stratification](#);
Dead Sociologists; [Harriet Martineau](#);
Dead Sociologists; [Jane Addams](#);
University of Chicago, Dorothy Smith; [The Everyday World As Problematic](#);
Arizona State University, Marie Campbell, [Dorothy Smith](#);
Bartle, [Female Genital Mutilation](#);
Bartle, Key Words, [Gender](#);
Bartle, [Gender and Language](#)
Bartle, Key Words, [Feminism](#);
Patricia Hill Collins; DSS; [Black Feminist Thought](#).

♦ 7: Compare Marx and Weber and how they explained class. How applicable are those differences today?

OR (*individual student's choice*)

Identify and briefly describe four theories of global stratification. Where does Canada fit in? Why?

♦ 8: "Gender is not about women." Then what is it about? How does it differ from sex? What importance is it to the understanding of social inequality?

Week 3

Race Inequality

Age Inequality

Henslin Chapter 8: Inequalities of Race and Ethnicity

Henslin Chapter 9: Inequalities of Age

Bartle. Chapter Seven; not Equal

Recommended for Race Stratification:
Dead Sociologists Society, [Racial and Ethnic Stratification](#);
Bartle, [Age, Race and Sex](#)
Bartle, [Home vs Work Conflict](#)
Bartle, [Mosaic or Melting Pot?](#)
Dead Sociologists Society: [duBois](#);
Dead Sociologists Society: [Racial and Ethnic Stratification](#);
Martin Jacques, [The Global Hierarchy of Race](#).
Bartle, [Mosaic or Melting Pot?](#)

Recommended for Age Stratification:
Bartle, [Age, Race and Sex](#)
Dead Sociologists Society: [Age Stratification](#);
Canadian Association for Retired Persons: <http://www.fifty-plus.net/>;
American Association of Retired Persons: <http://www.aarp.org/>.
US [AoA](#);
Ontario, [Aging Families Resource](#);

♦ 9: How is race both a reality and a myth?

OR (*individual student's choice*)

What is a vertical mosaic? Describe how the term might be used about Canada.

♦ 10: Infants, children adults and seniors have different characteristics and traits. What problems arise from dividing people into these categories?

OR (*individual student's choice*)

Why are seniors more respected in agrarian and trading societies (*and in shop keeping and farming families*) than in urban industrial and post industrial societies.

Bureaucracy

First Test

Henslin, Chapter 10: Bureaucracy and Formal Organisations

Bartle, Chapter Eight; Organization and Strength

Recommended:

Bartle, [Organization](#)

Dead Sociologists Society, [Weber on Bureaucracy](#);

Dead Sociologists Society, [Bureacracy and Formal Organizations](#).

Dead Sociologists Society: [Weber](#),

Dead Sociologists Society: [Marx, Alienation](#):

Dead Sociologists Society: [Bureaucracy and Formal Organizations](#).

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

OR (individual student's choice)

How did Marx and Weber differ in their explanation of alienation?

Week 4

Economy

Politics

Henslin, Chapter 11: The Economy, Money and Work

Henslin, Chapter 12: Politics, Power and Authority

Bartle; Chapter Six: The Six Dimensions.

Recommended for Economy:

Bartle, [So What About Corporations](#)

Dead Sociologists Society, [Economic Sociology](#).

Bartle, [Economic Dimension](#);

Bartle, Key Words, [Economy](#);

Dead Sociologists Society: [Economy](#);

Recommended for Politics:

Bartle, [Political Dimension](#);

Bartle, Key Words, [Political](#);

Dead Sociologists Society: [Politics](#);

◆ **Q**: Corporations are successful because they concentrate on one ethical category against all others. What is it and how does that pose a threat to social organisation?

OR (individual student's choice)

Choose the economic dimension or the political dimension of society. How does it differ from the everyday notion of economics or politics?

◆ **K**: How do functionalists and conflict theorists differ on their ideas of who rules Canada?

Family

Henslin Chapter 13, The Family; Initiation into Society

Bartle, Chapter Four, Family, Community and Society.

Recommended:

Dead Sociologists Society: [Family](#);

Bartle, [Seven Biases in Family Literature](#);

Bartle, [Family Politics](#);

Bartle, [Home vs Work Conflict](#)

Trinity, Texas: [Marriage and Family Processes](#);

Texas; [Singlehood and Alternative Family Forms](#).

♣ A: What kinds of trends characterise Canadian families today?

OR (*individual student's choice*)

What social forces have contributed to the emergence of intentional families?

Week 5

Education

Religion

Henslin Chapter 14: Education and Religion

Bartle; Chapter Six: The Six Dimensions.

Bartle, Chapter Four, Family, Community and Society.

Recommended for Education:

Dead Sociologists Society, [Sociology of Education](#);

Electronic Journal of Sociology, Commodification of Education, [Peter Roberts](#);

Electronic Journal of Sociology, Commodification of Education, [Beckett](#).

Recommended for Religion:

Dead Sociologists Society, [Sociology of Religion](#)

Moriyuki Abukuma, Japan; [Weber's Sociology of Religion](#);

[Hartford Institute for Religious Research](#).

Bartle, [Values-Aesthetics Dimension](#);

Bartle, [Worldview Dimension](#);

Bartle, Key Words, [Belief](#);

Bartle, Key Words, [Worldview](#);

Itgo: Durkheim: [Religion](#);

Donnenworth, [Religion and Homosexuality](#);

Dead Sociologists Society: [Durkheim](#);

Dead Sociologists Society: [Weber](#);

Isizoh; [African Traditional Religion](#);

Land Reform: [Liberation Theology](#);

Socinian: [Liberation Theology](#);

Earthlink: [Liberation Theology](#);

Sociology Web Ring, Johnson County CC, Kansas, [Mark Foster](#);

University of Chicago: [Geertz](#).

♣ 2: What is a "*credential society*?" What, then, is the value to society of giving grades according to student achievement?

OR (*individual student's choice*)

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

♣ 3: "A science can not determine the existence or non existence of God. Therefore there should be no such thing as the sociology of religion." Discuss.

Health

Second Test

Henslin Chapter 15: Medicine, Health and Illness in Canada

Recommended:

Dead Sociologists Society, [Sociology of Medicine](#)

♣ 4: Why is the distinguishing between someone who is healthy and someone who is ill a cultural variable, even if being ill is a physical or biological characteristic?

Week 6

Deviance and Social Control

Henslin Chapter 16: Social Deviance and Social Control
Bartle; Chapter Nine: Deviates and Control;

Recommended:

Dead Sociologists Society, [Crime and Deviance](#);
Bartle, [Restorative Justice](#)

♣ 5: Explain the "*medicalization of deviance*" and why Szasz argued against it.

♣ 6: How have sociologists cast doubt on official crime statistics?

OR (*individual student's choice*)

Explain restorative justice and community justice forums. How and where would you apply these in Canadian society?

Population

Urbanisation

Henslin Chapter 17: Population, Urbanisation and the Environment
Bartle Chapter 10: More People; More Strangers

Recommended:

Dead Sociologists Society, [Population and Urbanization](#);
Statistics Canada: <http://www.stacan.ca>;

♣ 7: Populations in least developed countries have shallow sloped age pyramids, while those in wealthy countries have narrow age pyramids. Explain the causes and consequences of those differences.

♣ 8: "From the time of Mohenjo Daro on the Indus River, cities needed to have farms nearby. Explain the sociological interpretation of this.

OR (*individual student's choice*)

What ways have people found to counteract the alienation of urban life by creating substitutes for *gemeinschaft*?

Week 7

Environment

Social Movements

Henslin Chapter 17: Population, Urbanisation and the Environment
Henslin Chapter 18: Social Movements and Social Change

Recommended for the Sociology of the Environment:

Dead Sociologists Society, [Environment](#)

Recommended for Social Movements:

Dead Sociologists Society: [Collective Behavior and Social Movements](#)

Dead Sociologists Society: [Mass Media](#);

♣ 9: Can we rely on corporations to solve environmental problems such as global warming, acid rain, and the greenhouse effect? Why? Explain what is needed.

♣ 10: Distinguish between alternative, redemptive, reformatory and transformative. Choose any recent and nearby example and classify it among those four. Why does it belong to that category?

Social Change

Course Review

Henslin Chapter 18: Social Movements and Social Change

Bartle, Chapter Ten; More People; More Strangers;

Recommended for Social Change:
Dead Sociologists Society, [Social Change](#);
Dead Sociologists Society: [Marx](#);
Dead Sociologists Society: [Weber](#);
Bartle, Key Words, [Acculturation](#);
Bartle, Key Words, [Community Empowerment](#);
ICAAP: [Social Change Site](#);
University of Chicago: [Revolution](#).
Canadian Government, [Ghana to Canada](#);

Recommended for Course Review
Bartle, [Glossary](#)
Bartle, Before you write that exam; [Writing Errors](#)

♣ J: Discuss social lag, giving examples.

OR (*individual student's choice*)

Compare the approaches of Marx and Weber to social change related to capitalism and the industrial revolution.

♣ Q: Potential question to be determined by students in class discussion.

Final exam

Time and location set by College.

Deck:

♣ ♦ ♥ ♠

[Overheads](#)

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

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Updated:



2004.07.04