



Camosun College
School of Arts & Science
Social Sciences Department

Sociology 100
Social Structure & Organization

Spring 2007

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

Instructor:	Dr. Alex Ipe
Office hours:	Mon. & Wed. : 10:30-11:30 a.m.
Location:	Paul 237
Phone:	370-3352 – most likely correct but subject to verification. ☺
E-mail:	Ipe@camosun.bc.ca

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

SOCIOLOGY by Lorne Tepperman and James Curtis. Oxford University Press. 2004

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 Assessment¹

Since the spring session is compressed to just 6 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 (30%) – Chapters 1,2, 3 and 23 - (Mon. May 28)**
 - **Group Discussion (15%)² – (Wed. May 30)**
 - **Short-Written Assignment (30%) – (Due: Mon., June 11).**
 - **Final Test (25%) – Chapters 4,5, 6 and 18 - (Wed., June 20)**

- 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 first test will be reduced to 20% of the final grade, and the weight of the final test will be reduced to 20% of the final grade, and the group discussion will only be worth 10% as listed below:
 - **In Class Test (20%) – Chapters 1, 2, 3 and 23 (Mon. May 28)**
 - **Group Discussion (10%) – (Wed. May 30)**
 - **Essay (50%) –(Due: Mon., June 11)**
 - **Final Test (20%) – Chapters 4,5, 6 and 18 (Wed., June 20)**

¹ Missed tests and assignments can only be made up only if the student has a legitimate, verifiable excuse.

² The group discussion must be done in class. As such, you cannot get together with potential group members before class, do the work and then show up to class just to hand in the assignment; any work that is the result of such pre-planning will NOT be accepted.

Furthermore, you cannot simply give your contribution to a group member ahead of time and not show up to the discussion.

Lastly, if a group member shows up to the discussion without having done the assigned readings, or clearly does not have anything to contribute, that person's name should not be included with the document the group hands in.

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

In Class Tests 55% or 40%³

The test will consist of approximately 60-80 multiple-choice questions and students will have two hours to complete the test. **It should be noted that the test will have a few bonus questions – also multiple choice – in addition to the regular test questions.** The purpose of having the bonus questions is to give students an opportunity to score 100% or higher on the test. **The first test will take place on Monday, May 28 and it will cover Chapters 1-3 & 23; the second test will take place during Wednesday, June 20, and it will cover Chapters 4-6 & 18.**

Just in case anyone is wondering: ***THERE IS NO FINAL EXAM IN THIS CLASS!!! That is either a good or bad thing depending on your point of view.***

Group Discussion (15% or 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, one such discussion group will be held on **Wednesday May 30**; this discussion will require the student to read a specific article and prepare a critical review of that article by assessing the main weaknesses of the article and suggesting improvements. **The article will be handed out in very early May.**

Students should bring their review and discuss them with others in their group. Afterwards, the group should pick the written criticisms and suggestions for improvement from their peers they feel are the best articulated and hand it in at the end of the class. 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.

This review session is worth 15%. Evaluation of the critical review will be based on the quality of the review and the created questions. Be sure to write your review on the assumption that the reader knows very little about the topic you are discussing. Be explicitly clear with respect to your statements so the reader does not have to guess what you are trying to say.

³ While the Instructor will not drop poor test results or essays, the overall weight of the worst grade – whether it's a test, essay or assignment – will be reduced by 10% and the weight of the best grade will be increased by 10%. This adjustment DOES NOT INCLUDE the group discussion.

Short-Written Assignment: Critical Review (30%)

If you choose the non-essay option, you will have to do a critical review in which you will do a critique of an article that will be handed out in class in late May. The critical review should be approx. 2-3 pages, double-spaced; *once again, these numbers are just suggestions*; what is being graded is quality not quantity. *Still, the review SHOULD NOT EXCEED 5 pages.*

In the review you should discuss any and all problems you see with respect to the content of the article; for example, what do you find problematic with the argument or information the author is presenting? Are there issues that the author could have discussed in more detail, but decided not to for whatever reason? Does the author make contradictory statements or fails to support a given line of reasoning with actual evidence? So the idea in a critical review is to examine a piece of writing with a critical eye. If you cannot find anything to criticize with respect to the content of the article, you are not thinking hard enough; any research paper or journal article can be critiqued. For those intending to pursue a degree in the social sciences, critical thinking is a valuable skill and as such, should be developed and refined as much as possible.

The assignment must be written in an essay style with proper citations. Remember, when writing up your critique – as in writing any essay – backing up your arguments with quotations to highlight a given point is always a good thing to do. Lastly, if you bring in outside points or facts, you must back them up and include a work-cited page at the end of your assignment.

This assignment must be done individually. Unless there is a legitimate reason, a 3% a day penalty will be assigned to any late assignments; assignments that are handed in more than a week late will automatically receive a grade of zero. The assignment is due June 11th.

Essay (50%)

The essay can be done alone or in groups of up to 4.

There are 3 essay topics to choose from.

The length of the essay should not be less than 3 pages, nor exceed 10 double-spaced typewritten pages⁴ in a standard font. The essay is due Monday, June 11.

TOPIC#1

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 “**Harry Potter**” whose main focus is with the modern era; that is to say, the way males and females are portrayed, the kind of roles they are given in the aforementioned movies should be different given the social and cultural changes that have transpired in the western world since 1912, the year the Titanic attempted to cross the Atlantic Ocean for the very first time.

⁴*This length is just A SUGGESTION ONLY!!! You may write as much as you want, but don't hand in a 400 page novel!!!*

Similarly, the depiction and representation of ethnic groups and the kind of roles people from minority groups are given in the two films should also be different, reflecting the changes that have transpired in the west since the early twentieth century. The same can be said of how members of various social classes are portrayed in the two movies (i.e. the rich and the poor).

The goal is to assess whether this expectation is or is not supported by your observations.

When confronted with this essay topic, many students feel that it is difficult comparing *Titanic*, which is a historically based movie, with *Harry Potter*, a fantasy based film. Indeed, many students feel that it does not make sense to compare and contrast two very different types of movies; instead, many students feel it is more logical to discuss the similarities and differences in two similar films made in two different time periods (i.e. two historical movies, or two fantasy or science fiction movies). But this is not a significant argument.

Indeed, it should be noted that both *Titanic* and *Harry Potter* center on England, and while *Harry Potter* is a fictional story, fictional tales are not created in a vacuum; that is to say, authors of such imaginary works often draw upon their own life experiences, which were inevitably shaped by the social and cultural environment in which they were raised, as inspiration for their stories. And like literary works of fiction, movies tend to reflect the social realities and cultural expectations of the time period in which they are made.

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.

TOPIC#2

In class, sometime in mid-July, we will be discussing the work of socio-linguist, Deborah Tannen. Tannen (2001) 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 (2001)*. It is not necessary that the student read the entire book; instead, the student should make themselves familiar with at least the first three chapters of the text where Dr. Tannen articulates her main argument.

Afterwards, the student is required to test Tannen's argument that males are more comfortable with speaking in public situations by making observations in at least two classes he/she is registered in at Camosun to see if male students are indeed more comfortable asking questions or making statements in class relative to female students.

Conversely, the student may choose to test Tannen's thesis in a social environment outside of the College. In either case, it is important that the student conduct more than one observation in order to obtain a sufficient amount of data.

Lastly, this project is purely a non-participant, observational study; as such, no interviews should be conducted with any volunteers, and all observations should be made as discreetly as possible.

TOPIC#3

If students are not at all interested in either of the above two essay topics, then they may do an essay topic more to their liking, assuming that it is sociological in nature and they have discussed the topic with the instructor. **If a student hands in an essay that has not been approved, their essay will receive a grade of zero.**

Regardless of the essay topic chosen, the essay must have an adequate title and the following headings:

HEADINGS	BASIC REQUIREMENTS	TOTAL POSSIBLE MARKS OUT OF 100	YOUR GRADE
INTRODUCTION	Tell the reader what your essay will be about. What is it that you will be trying to argue, how will you be trying to substantiate your argument and why is this important.	20	/20
METHODOLOGY	Tell the reader how you went about collecting your data. Did you approach your topic inductively or deductively? Why? How did you record your observations? If you did the essay as a group, how did the group record their observations? What specifically were you looking for when you were gathering your data and why? This is directly tied into the argument you stated in the introduction. Be clear and specific!	20	/20
ANALYSIS	In this section, tell the reader what you observed. Be as detailed and as specific as possible with respect to your observations. Avoid making vague comments that leave the reader guessing what you are trying to say. Be sure to directly link your observations with sociological concepts or theories discussed in class and/or the textbook so the reader can understand the sociological significance of your observations. Be very clear and specific!!!	40	/40
CONCLUSION	In this section, summarize what you did in your paper and the findings of your research. Discuss the importance of your study, any problems you encountered in conducting your research and how you could improve and expand upon what you did in a future project.	20	- /20
	SUB-TOTAL	100	/100
	NO HEADINGS	-30	
	NO BIBLIOGRAPHY	-30	
		FINAL	

ESSAY WRITING: ADDITIONAL NOTES

In writing the essay for this class, it is imperative that you clearly explain all terms and theories used; too often in the past, students would throw out terms and theories without even the briefest explanation or discussion. In composing your paper, assume that the reader does not know anything about the topic or discipline in question. As such, it is up to you to clearly explain concepts and theories in as clear and straightforward manner as possible.

In addition, avoid making statements such as: "The Harry Potter books are in the same league as the greatest works of literature." The problem with this statement is that the reader is left wondering which specific works of literature you are referring to. As much as possible, avoid making vague and imprecise statements that leave the reader wondering or speculating as to what you are trying to say. ***You are not writing a mystery novel but an academic paper. As such, do not leave your reader guessing or confused with what you are going to be arguing or demonstrating in your paper.***

Furthermore, if you are doing essay topic#1, you do not need to recount details of the two movies at great length; simply summarize the important aspects of the two movies so that, even if the reader has not seen the films in question, they will be able to have at least have a fair understanding of the movies and the issues involved.

Lastly, any definition or factual statement you make in the body of your paper needs to be properly cited.

In this respect, your essay must also have a bibliography, references or works cited page at the end of your essay. Academic work is cumulative and as such, any fact or piece of information that was published by somebody else must be fully referenced in your essay.

When citing information, follow the ASA documentation style, **or any other style that you are comfortable with**. The following are examples of the ASA style:

CITING REFERENCES WITHIN THE ESSAY

(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**].

(1a) In Harry Potter and the Chamber of Secrets, Malfoy said to Ron Weasley, "Red hair and hand-me-down robes; you must be a Weasley"(Chamber of Secrets,2002)

CITING REFERENCES IN YOUR BIBLIOGRAPHY

(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).

(2a) To cite a book: **Macionis, John J., S. Mikael Jansson and Cecilia M. Benoit.**
2005 Society: The Basics. Toronto: Prentice-Hall.

(2b) To cite a movie: **Harry Potter and the Chamber of Secrets.** Warner Brothers. 2002.

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- (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>]

Remember, references in your bibliography must be in alphabetical order by last name of the principal author of the work you are citing. Lastly, do not bother listing references in your bibliography that you did not explicitly use.

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. THREE PERCENT A DAY WILL BE DEDUCTED FOR EVERY DAY AN ASSIGNMENT OR ESSAY IS LATE. LASTLY, ANY ESSAY HANDED IN MORE THAN A WEEK LATE WILL RECEIVE A GRADE OF ZERO.

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.
- (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. Examples: verbal outbursts, physical gestures, actions or interruptions which limit or interfere with the provision of College services or instructional activities; unwarranted and unreasonable disturbances during any Camosun College related activity.

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

May

1	Chapter 1 (<i>Introduction</i>) ⁵
2	Chapter 2 ⁶ , 2 ⁷ (<i>Research Methodology & Culture</i>)
3	Video/Chapter 3⁸ & 4⁹ (<i>Socialization & Social Interaction</i>)
4	Chapter 5 ¹⁰ and 6 ¹¹ (<i>Groups and Organizations & Deviance</i>)

June

1	Video/Chapter 6 and 18¹² (<i>Deviance and Population</i>).
2	Video/Chapter 18
3	Review Class/ Final

It should be noted that the above schedule is tentative and is listed here only as an approximate guide for the student. The specific pages that students are responsible for from the textbook are listed in the footnotes below.

⁵ Chapter 1: Pg. 3-7, 10-24.

⁶ Chapter 23: Pg. 597-604, 606-608, 612-615

⁷ Chapter 2: Pg. 35-46, 53-54

⁸ Chapter 3: Pg. 61-79

⁹ Chapter 4: Pg. 87-100, 103-104

¹⁰ Chapter 5: Pg. 111- 116, 118-126, 129-132

¹¹ Chapter 6: Pg. 139-151, 154-158

¹² Chapter 18: Pg. 459-474, 477-483

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