

	<p>School of Arts & Science SOCIAL SCIENCES DEPARTMENT</p> <p>SOC 100-04 Social Structure and Organization 2007F</p>
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COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Dr. Francis Adu-Febiri		
(b)	Office Hours:	Mondays & Wednesdays 1:30-2:30, Tuesdays & Thursdays 11:30-1:30, or By Appointment		
(c)	Location:	Paul 228		
(d)	Phone:	370-3105	Alternative Phone:	
(e)	Email:	adufebir@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Upon completion of this course the student will be able to:

1. Demonstrate that the sociological perspective is a valid approach to studying, understanding, explaining, and predicting patterns of human behavior, social structure and organization.
2. Define the major concepts of sociology and use them to examine human behavior 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 organization on their lives, the times in which they live, and their society.

3. Required Materials

(a)	Texts	Tepperman, Lorne and James Curtis. 2004. <i>Sociology: A Canadian Perspective</i> . Don Mills, Ontario: Oxford University Press.
(b)	Other	

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

REQUIRED READINGS:

The readings for the course will comprise a) the topics in the text specified in the course schedule, and b) additional materials and illustrations introduced during interactive lectures.

METHOD OF INSTRUCTION:

The course will be based on a series of interactive lectures, critical reviews and group/class discussions in which the students are urged to be active participants.

Interactive Lectures:

The interactive lectures are the instructor's presentations on selected topics indicated in the course schedule. Students are encouraged to ask questions, make comments, and respond to questions during the presentation process.

- You are expected to attend all of the interactive lecture sections.

COURSE SCHEDULE AND READINGS:

<u>WEEK</u>	<u>DAY</u>	<u>DATE</u>	<u>TOPICS, READINGS & GUIDING QUESTIONS</u>
SEPTEMBER			
1.	Wed	05	Introduction of the course Issues and Controversies in Sociology (pp. 1-32 of Required Text) <i>Is sociology a science, and can it make a difference</i> in people's lives?
2.	Mon/Wed	10/12	Sociological Research Methods (pp. 596-618 of Required Text) <i>Why does sociology adopt the research methods</i> discussed in the chapter?
3.	Mon/Wed	17/19	Sociological Paradigms/Perspective and Theories. (pp. 17-24 and 570-595) <i>Are they necessary? Can they sufficiently account</i> <i>for human behaviour and the social world?</i>
4.	Mon/Wed	24/26	Social Structure and Social Interaction in Everyday Life (pp. 10-13 and pp. 86-110 of Required Text) <i>Do they adequately explain why human affairs do</i> <i>not usually dissolve into a "war of all against all"?</i>

OCTOBER

GROUP/CLASS DISCUSSION #1

5. . Monday 01	Group Discussion #1	Groups and Organizations (pp. 110-137 of Required Text)
Wednesday 03		
	Critical Review #1 Due Question/Justification #1 Due	
	Class	

	Discussion #1	
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6. Wed 10 **Culture**
 (pp. 28-53 of Required Text)
Does it adequately account for the immense similarities and differences in the ways people feel and behave?

OCTOBER

7. Mon/Wed 15/17 **Socialisation:**
 (pp. 54-77 of Required Text)
Does society shape what a person can and will become, or are people prisoners of their genetic endowment?

8. Monday 22	Theories of Socialization
Wednesday 24	<u>MIDTERM EXAMINATION</u>

9. Mon/Wed 29/31 **Social Stratification and Social Class**
 (pp.355-379 of Required Text)
Opportunity for social mobility or inevitable process of oppression?

NOVEMBER

10. Mon/Wed 05/07 **Gender and Race/Ethnic Relations:**
 (pp. 380-432 of Required Text)
Do gender, race and ethnic inequality and oppression diminish in a post-modern society?

GROUP/CLASS DISCUSSION #2

11. Monday 12	Group Discussion #2	Deviance and Crime (pp. 138-160 of Required Text)
Wednesday 14		
	Class Discussion #2	
	Critical Review #2 Due Question/Justification #2 Due	

12. Mon/Wed 19/21 **Central Institutions of Society:**
The Family and Education
 (pp. 162-185 and 186-213.of Required Text)
How do they intersect to produce fruitful and futile individuals and societies?

13 Mon/Wed 26/28 **Central Institutions of Society:
Work and Economy**
(pp. 186-249 of Required Text)
*What are their interrelationships, and what are
their Impact on the individual, family, and country?*

DECEMBER

14. Mon/Wed 03/05 **Central Institutions of Society
Religion**
(pp. 274-301 of Required Text)
Why is the believe in the supernatural universal?

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

Critical Review:	7%
Question & Justification:	8%
Midterm Examination:	25%
Research Essay (OPTIONAL):	20%
Final Examination	60% or 40%

Evaluation Components:

Evaluation of students will be based on multiple choice midterm examination, group work (critical reviews and question & its justification), research paper (optional), and written essay-type final examination during the final examination weeks. All the evaluation components will be graded on the basis of their sociological quality. That is, understanding and application of sociological concepts and theories/paradigms rather than regurgitation of memorized information, critical thinking, logical reasoning, and empirical evidence.

Learning Strategies:

Critical reviews, examinations and research essays will cover material from the readings, lectures, and discussions. In evaluating the critical reviews, final examination and research essay the emphasis will be on understanding, analysis, and critical thinking rather than recitation of information. Avoid memorizing or regurgitation of sentences, in particular when it is not clear to you what the sentences mean. You may use quotations and paraphrasing. Another important aspect of your essay examination answer 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.

In your critical reviews, research reports and final examination,

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 organized and cohesive;
4. Write 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 theory/paradigm by giving appropriate examples, thus “applying” the theory to society.

Your learning strategy should be to understand the relationships among facts, not the facts alone, and apply concepts and paradigms to scenarios or empirical situations.

6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 ^d course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

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

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, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

Critical Reviews (7%):

Read carefully the chapter designated for Group/Class discussion in the course schedule and produce a ONE-PAGE double-spaced font 12 critical review. Print two copies. The following suggestions may guide you in doing the critical reviews: **1) summarize the chapters' discussion by identifying its main theme, central question and thesis; 2) provide an assessment of the chapter; and 3) suggest improvements based on the weakness(es) you identify.** Submit one copy of the review to the instructor and keep one for your group discussion. Without submitting a copy of the review to the instructor you will not be allowed to participate in the Group/Class discussion and you will receive a zero grade for that session. There are two critical review sessions for the course (Chapters 5 and 6 of Tepperman and Curtis 2004).

Question and its Justification (8%):

After carefully reading the chapter designated for Group/Class discussion, go through all the "Questions for Critical Thought" and formulate ONE QUESTION that is different from all the "Questions for critical Thought", but reflects the main theme of the chapter, and could not be answered with the information in the chapter. Provide a justification (reason as to why this question is important) for the question. Type and print two copies of this question and its justification and submit one copy with your critical review to the instructor. Without submitting a question and its justification to the instructor you will not be allowed to participate in the Group/Class discussion and you will receive a zero grade for that session. Send the other copy to your group discussion.

Group/Class Discussions:

The intention of this aspect of the course is to engage the class in constructive discussions of pertinent theoretical, empirical and practical sociological issues neglected by the selected chapters. Each group/class discussion session requires a) one critical review of the designated chapter and b) one question with a justification.

Group Discussions:

The group discussions focus on a) the one-page submitted critical reviews and b) the one question and its justification.

- a) In groups of five or six discuss your individually submitted copies of the critical reviews and select one of them that best reflects the critical review criteria provided above (or create a new one if none of those submitted is not good enough), list your names on it and submit to instructor for grade.
- b) In groups of five or six discuss the individually submitted questions and their justifications, select one of the questions & justifications (or create a new one if none of those submitted is not good enough). Submit this question and its justification with a list of names of your group members to the instructor for grading.

The submitted group questions and their justifications are the focus of class discussions.

CLASS DISCUSSIONS

The questions and justifications that the various groups generate will constitute the core of class discussions. In the class discussions each group may be required to orally defend their questions if necessary.

- ***Evaluation of group discussions will be based on the quality of your created questions and their written justifications as well as how effectively they are orally defended.***

Midterm Examination (25%):

The instructor will give specific sociological concepts and theories discussed in the course to study for at least five days before the examination date. You are required to study these concepts and theories thoroughly. Twenty (25) multiple-choice questions will be set for the midterm examination for you to answer within 60 minutes. The emphasis of the multiple-choice exam is on understanding and application of sociological concepts, methodology and paradigms. **Midterm Exam date: Wednesday October 24, 2007.**

Final Examination (60%)

The final examination will be held during the official examination week (**December 10-15 & 17-18, 2007**). The instructor will give you five long essay questions based on the readings and interactive lectures after the midterm exam. You will be required to answer any one of them within 60 minutes.

Research Essay (20%): OPTIONAL

Form a group with four or five other students in the class, research one of the following topics and submit a research essay/report on **Wednesday December 05, 2007**. The report must have a **relevant title and sections** on

- Introduction
 - Discussion of data collection and analysis
 - Findings or Main pattern discovered
 - Interpretation of your findings
 - Theoretical explanation of your findings
 - Conclusion
 - References
- **The length of this report must not be more than six double-spaced typewritten pages in a standard font. Use APA or ASA or MLA style. The report is due on Wednesday December 05, 2007. You lose marks on late submission--5 marks a day.**

- Examine the current tenured/continuing instructors/professors for the patterns of ethnic/racial and gender representations. Discuss, interpret and explain the pattern you discover within the contexts of demographic representation of British Columbia or Canada (whichever is applicable) and the major macro sociological perspectives

TOPIC #2

- Visit four clothing stores and two grocery stores in Victoria and observe the demographic composition of the shoppers. Analyze this composition for patterns of shopping behaviors. Write a research report presenting the patterns that emerge from your analysis, your interpretation of the patterns, and sociological explanation of the patterns using the four major sociological paradigms.

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.