

	<p>School of Arts & Science SOCIAL SCIENCES DEPARTMENT</p> <p>SOC 100-02 and Soc 100-007 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. Alex Ipe		
(b)	Office Hours:	Wednesday/Friday, 11:50 am – 12:50 pm; Thursday 5-600pm		
(c)	Location:	P237		
(d)	Phone:	370-3352	Alternative Phone:	
(e)	Email:	ipe@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	SOCIOLOGY by Lorne Tepperman and James Curtis. Oxford University Press. 2004
(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.)

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.

Course Content and Readings

September

Topics and Readings

Week 1	Introduction (Chapter 1: Pg. 3-7, 10-24).
Week 2	Research Methods (Chapter 23: Pg. 597-604, 606-608, 612-615).
Week 3	Research Methods (Chapter 23: Pg. 597-604, 606-608, 612-615).
Week 4	Culture (Chapter 2: Pg. 35-46, 53-54).

October

Week 1	Video: "Genie: The Wild Child"/ Socialization (Chapter 3: Pg. 61-79).
Week 2	Socialization (Chapter 3: Pg. 61-79).
Week 3	Social Structure (Chapter 4: Pg. 87-100, 103-104).
Week 4	Group Discussion /Social Structure (Chapter 4: Pg. 87-105).

November

Week 1	Video: "Roger & Me"/ Groups & Organizations (Chapter 5: Pg. 111- 116, 118-126, 129-132).
Week 2	Deviance (Chapter 6: Pg. 139-151, 154-158).
Week 3	Video: "The Corporation, Pt. 1 & 2"
Week 4	Population Analysis (Chapter 18: Pg. 459-474, 477-483).

December

Week 1	Health Issues (Chapter 10)
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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.****

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

- 1) In class test (20%) (Chapters: 1,2,23)
- 2) Group Discussion (10%)
- 3) In class test (20%) (Chapters: 3,4)
- 4) Essay (30%)

5) Final Test (20%) (Chapters: 5,6,18,)¹

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

In Class Test #1 and #2 and #3 (20%)

The tests will consist of approximately 40 multiple-choice questions and students will have 80 minutes to answer all forty questions. **It should be noted that the tests may have 1-5 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 a given 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 first test will take place on October 12 and it will cover chapters 1-2,23; the second test will take place on Monday, November 13 and it will cover chapters 3-4; the final test date will be on the last day of class; a more precise date will be announced in class; the final test will cover chapters 5-6,18, but only if there's enough time to cover these three chapters.** It should be noted that an appropriate amount of time will be given to students in order to prepare for the final test; more details will be discussed in class.

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 (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 in **late October**; 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 late September.**

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 one of 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 10%. 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.

Essay (30%)

- **The essay can be done alone or in groups of up to 5.**
- **There are 3 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 on Friday, November 24, 2006.**

TOPIC#1

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.

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. It is, however, strongly recommended that you focus on just one, or at most, two concepts.

TOPIC#2

In class, sometime in mid-October, 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 the student wants to compare another set of movies, or just one movie in a sociological manner, then s/he can do so with approval from 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 as shown on the next page!!!

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	20	/20

	specific!		
ANALYSIS	<i>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!!!</i>	40	/40
CONCLUSION	<i>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.</i>	20	/20
	SUB-TOTAL	100	/100
	NO HEADINGS	-20	
	NO BIBLIOGRAPHY²	-30	
		FINAL TOTAL	

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

² Note: You are expected to have a minimum of two academic references in your bibliography; naturally, if you select topic #1, the two movies will constitute two references, but you need to use two academic sources in addition to the movies. If you hand in your paper with just one reference, you will lose 15 marks. In addition, do not pad your bibliography; that is, if you do not directly cite a reference or use it in any fashion, do not bother listing it in the bibliography.

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

- 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. TWO PERCENT A DAY WILL BE DEDUCTED FOR EVERY DAY AN ASSIGNMENT OR ESSAY IS LATE!!!

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 certificates confirming serious illness and writes the substitute exam within one week of recovery.

Final Test (20%)

There is a final test for this course instead of a final exam. The date and time for the final test will be on the last day of class; more details will be announced in class.

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
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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

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, 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.

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.

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.