



*School of Arts & Science
Social Sciences Department*

***Sociology 100 - 1
Social Structure & Organization***

May 6 – June 19, 2008

Instructor:	Dr. Joan Harkness
Class times:	Tuesday & Thursday 8:30 – 11:20
Office hours:	before class or by appointment
Office Location:	Paul Building, room 237 (or in cafeteria)
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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. (The Approved Course Description is available on the web: <http://camosun.ca/learn/calendar/current/web/soc.html>.)

Intended Learning Outcomes:

Students will be able to:

1. Demonstrate that the sociological perspective is a useful analytical tool 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 as well as the more recently included areas of postmodernism, queer theory and critical race theory.
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
Sociology: A Down-to-Earth Approach, Fourth Canadian Edition (2007)
Toronto: Pearson Education Canada, Inc.

In addition to the text the course will also utilize the Internet, some other readings (put on Reserve in the Library) and lectures to examine the topics covered in the course outline. Some sociology website links will be provided to the students along with links to the works of major social theorists and subject areas of the discipline.

Method of Instruction

The course will be based on a series of lectures, complemented by seminar-type discussions in which the students are expected to participate. All discussion will take place within an atmosphere of respect and tolerance for other students' points of view. Learning is an ongoing process, no one "knows it all" – the goal is to keep an open mind to new ideas and new opinions.

Read each topic before coming to the class assigned to that topic. An educated opinion is better than a prejudiced or negatively biased opinion. The broader our knowledge base, the better, more informed and relevant our opinions.

Basis of Student Assessment

Evaluation will be based on three in-class examinations. Each examination will consist of three essay-type questions (taken from the questions provided for each week's topic), narrowed down to 10 questions at least a week before the exam. Each exam 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. 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 class discussion, course content, personal, current and/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 question;
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

1st In-Class Test: Tuesday, May 20 – chapters 1 – 5 inclusive = 20%

2nd In-Class Test: Tuesday, June 3 – chapter 6 – 11 inclusive = 35%

Final Exam: in exam schedule – chapter 12 – 18 inclusive plus general questions = 45%

- 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.

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 to me, (or work with study partners) for review, discussion and tutorial assistance. Contact with the instructor must be in person; exam questions and other course related questions will not be answered by the instructor through email.

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 course. Such procedures and/or 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

Grading System

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: 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.</i>
IP	<i>In progress: 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 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal: 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.</i>

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.

Detailed Course Outline

Lesson One – Tuesday, May 6

Introductions, Housekeeping, Course Learning Outcomes, Conduct of the Course, Participation; Introduction to Critical Thinking and Social Analysis.

To facilitate the ongoing development of your analytical skills I'm including some interesting websites at the end of this course outline. Plus, a very good book introducing critical thinking and social analysis is: Getting Started on Social Analysis in Canada – 4th edition by Jamie Swift, Jacqueline M. Davies, Robert G. Clarke, Michael Czerny S.J., Toronto: Between The Lines (2003)

Lesson Two – Thursday, May 8

Henslin, Chapter 1. The Sociological Perspective

Henslin, Chapter 2. What Do Sociologists Do?

Read “Dead Sociologists”: <http://www2.pfeiffer.edu/%7elridener/dss/index.html> plus A tour through Sociological Cyber space: <http://www.trinity.edu/mkearl/> and also check the Web site for our text: www.pearsoned.ca/henslin

1. What is the Sociological Imagination? Who is it associated with and why might it be a useful tool for social analysis?
2. How would your usual way of looking at the world change if you adopted a sociological perspective. What is the concept of “social location” and how has your own social location influenced your life?
3. What are the major contributions to sociology of Karl Marx, Emile Durkheim and Max Weber?
4. Do you think sociology can really be value free? Should it be? How might sociologists’ values influence their research on such things as capital punishment, euthanasia and abortion?
5. How do you think that micro- and macro-level analyses can contribute to our knowledge of an issue such as homelessness? To what different causes and solutions might the two levels of analysis lead?

Lesson Three – Tuesday, May 13

Henslin, Chapter 3. Culture

Read “Body Rituals among the Nacirema” - www.stanford.edu/~davidf/nacirema.html

Henslin Chapter 4. Socialization. Additional Reading: Choose one of Deborah Tannen’s articles from: <http://www9.georgetown.edu/faculty/tannend/popular.htm>

6. What is cultural relativism? What problems might there be with using this approach to cultural analysis? How does this relate to the article “Body Rituals among the Nacirema”?
7. What are some core values of Canadian culture? Do different groups have different core values? Can different groups share core values? Can core values vary by ethnicity, social class and gender? Give examples.

8. What are the major components of symbolic culture? Be able to provide examples.
9. Describe how gender socialization takes place, and discuss its impact on the identity of the individual.
10. How do popular programs and advertising on television portray gender roles? Are these portrayals an accurate representation of reality? Provide clear examples.
11. What is the importance of social class in the socialization of children? For example, what effect might differential access to electronic media have on socialization?
12. Discuss the different life stages and how these stages vary as a consequence of gender, social class, history and culture. Use specific examples.
13. What are the various types of research methods used by sociologists? Give examples of situations in which each method (or combination of methods) would be suitable.
14. Why would counting the homeless be a controversial topic? What different methods and/or questions might bias the results of research on this topic?
15. Discuss examples of controversial research methods in relation to Laud Humphreys research. Clarify the issues of controversy. Provide other examples from the video “The Human Behaviour Experiments”.

Lesson Four – Thursday, May 15

Henslin Chapter 5. Social Structure and Social Interaction

Video - TBA

16. From the current news choose an event and use both a macrosociological and a microsociological approach to analyze the event. What does each approach bring to the understanding of the event?
17. Are there visible signs of social class in Canadian society? Why is social class an important structural variable? What other important social structures are there?
18. What are some of the main social institutions in Industrialized Societies and clarify their role in maintaining social structure?

Lesson 5 – Tuesday, May 20

1st Test - 75 minutes. You will be told in advance which 10, of the question you have worked on up until the test date, will be the questions to prepare for the test.

Henslin Chapter 6. Social Inequality: Global & National Perspectives

19. What determines a person’s social class according to Karl Marx? According to Max Weber? Is it necessary to use just one of these classifications? Explain.
20. What were the functions of slavery and indentured service? Why and where did they develop? For whom were they functional?
21. Do you think most people in Canada are conscious of social class? How do you think most people would classify themselves? Why? What might be some examples of what Marx would see as “false consciousness” among certain groups in Canada?
22. What roles do information, social networks, and technology play in maintaining social stratification?

23. Do the governments and taxpayers of highly industrialized nations have any obligation to help the industrializing and least industrialized nations? Why? How?
24. Discuss and evaluate imperialism & colonization, world system theory, dependency theory, and culture of poverty theory as explanations of global stratification.
25. Explain how global stratification has been maintained through neocolonialism, the expansion of multinational corporations and the race to develop and apply the new information technologies.

Lesson 6 – Thursday, May 22

Henslin Chapter 7. Inequalities of Gender

Henslin Chapter 9. Inequalities of Age

26. Discuss the controversy over the roles of biology and culture in determining gender differences and gender stratification.
27. Compare Canadian gender relations in the early 20th century with those of today. What changes have taken place? What sorts of gender inequality still exist in everyday life?
28. Define the concept “aging”. When does it start and what is involved in the process?
29. What are the attitudes towards aging and dying in Canada? At what age is a person considered old? Are there other factors that determine oldness?
30. What are some problems/conflicts a longer life span has created for society?
31. What are the functionalist and conflict theory perspectives on aging? Give examples.
32. What is the conflict perspective on aging and apply conflict theory to controversies over the “social safety net” that affects the elderly.

Lesson 7 – Tuesday, May 27

Henslin Chapter 8. Inequalities of Race and Ethnicity + in-class video

33. What is the sociological perspective on the origins of race as a social characteristic? As a cultural characteristic? As a biological characteristic?
34. What is the difference between race and ethnicity? Why are race and ethnicity such powerful forces in life?
35. What are the differences in the functionalist, conflict and symbolic interactionist perspectives on prejudice and discrimination? Which best describes social reality?
36. What are the key issues involving Native rights? What role has history played in native people’s current situation in Canadian society?
37. What is the contribution of the rich multicultural diversity of immigrants and refugees on Canadian society?
38. What is the main point of Jane Elliott’s workshops on racism? How did she get involved educating people about racism and why does she continue? What other topics does she touch on in the video?

Lesson 8 – Thursday, May 29

Henslin, Chapter 10. Bureaucracy and Formal Organisations

Henslin, Chapter 11. The Economy: Money and Work

39. What are the five characteristics of bureaucracies according to Weber? What are the functions and dysfunctions of bureaucratic systems?
40. What is meant by the McDonalozation of society? Do you agree? Disagree? Provide examples to support your point of view.
41. What is the role of voluntary organizations? How might you analyze these organizations from both a functionalist and conflict theory perspective?
42. Describe the economies of the human groups from the earliest pre-industrial societies to the present and clarify the degree of social inequality in each.
43. Define corporate capitalism, oligopolies, interlocking directorates, and multinational corporations, and explain their effects on the development of capitalism. Provide examples.
44. What is meant by a global division of work? Provide examples.
45. Corporations are required to make a profit in order to survive and grow. What are the consequences of this on the nature of society? Identify a corporation with which you have had some personal experience. To what extent does it concentrate on its major goal, making a profit? Analyse how this affects its contribution to society.

Lesson 9 – Tuesday, June 3

Test #2 – in class 90 minutes. Chapters 6 - 11

Henslin, Chapter 12. Politics: Power and Authority

46. What is the difference between legitimate and illegitimate power. Why is the state considered the source of legitimate force in society? Are there other sources of legitimate power or authority?
47. What is the difference between direct democracy and representative democracy? Which is most common and why? Could the use of technology change democratic processes?
48. According to conflict theorists, how does power become concentrated in a power elite or ruling class? Give examples.
49. How common is war? Is war inevitable? Why do nations go to war?
50. What is the motivation behind Most Industrialized Nations continuing to sell powerful weapons to the Least Industrialized Nations? What are the overall gains and losses of these sales? Give examples.
51. What roles do labelling and stereotyping play in dehumanization? What are some examples from the: Vietnam War, Persian Gulf War, the current Iraq &/or Afghanistan War, or other wars you may be familiar with.

Lesson 10 – Thursday, June 5

Henslin Chapter 13. The Family: Initiation into Society

Henslin Chapter 15. Medicine: Health and Illness in Canada

52. Why is it so difficult to define what a family is? Clarify some of the diversities present in current understanding of what a family is or can be.
53. What are the functions and dysfunctions of the family as a social institution?
54. What are the trends in Canadian families? Clarify each.
55. Why are physical abuse and neglect and sexual abuse of children so prevalent? Why is it hard to know how Canada compares with other countries in this treatment of children?
56. Why is there unequal distribution of health care in Canada even though the criteria for health care stipulate comprehensiveness, universality, public administration, portability and accessibility? Consider some alternatives to our present health care system, and assess the problems or challenges of implementing those alternatives
57. Discuss the gendered experience of health and illness. Give and analyze specific examples.
58. Is the AIDS rate leveling off? Is AIDS a stigmatized illness? Why? Is there a cure for AIDS? Should the society spend money on AIDS research? What priority should be given to AIDS research compared with other medical research? Compare the situation of AIDS patients in Canada with people in Africa.

Lesson 11 – Tuesday, June 10

Henslin Chapter 14. Education and Religion

59. What are the connections between democracy, industrialization and the development of universal education? Be sure you can define the key concepts mentioned.
60. Conflict theorists stress that education reproduces the social class structure. What issues are included in the text under this topic? What examples can you provide?
61. How do you think new educational technologies will affect patterns of interaction between teachers and students? What are the pros and cons of long distance education? Will long distance education replace the classroom? Why or why not?
62. What function does religion perform for people? Are there “functional equivalents” to religion? Give examples. Why are some dysfunctions of religion?
63. What did Marx mean when he wrote that religion is “the opium of the masses”? Does religion reflect and legitimate inequalities of gender? Of race? Of class? Clarify.
64. Describe the relationship Weber proposed between religion and capitalism.

Lesson 12 – Thursday, June 12

Henslin Chapter 16. Crime and Social Deviance. Also see See website for class preparation: <http://paulsjusticepage.com/reiman.htm>. Read chapter summaries and also A Tale of Two Criminals. For general interest see <http://paulsjusticepage.com/>

65. What determines when or if a behaviour is regarded as deviant? What are some everyday behaviours that might be considered deviant if they took place in a different setting or a different time?
66. To what extent do the laws of society represent the public good versus the interests of the power elite? How would conflict theorists answer this question?

67. From a functionalist perspective, how does deviance function to maintain society? What, then, are the social functions of domestic violence? Of hate crimes?
68. Do TV shows and movies glamorize illegitimate opportunity structures? What impact do you think this has had on deviance? Give examples.
69. What is included in the “criminal justice system”? According to conflict theory, how does the capitalist class use the criminal justice system to its own ends?
70. What social factors might account for fluctuations in rates of imprisonment? What factors might account for disproportionate incarceration of Native people? How do political ideologies affect policies on imprisonment?
71. What is Jeffrey Reiman’s main thesis about the U.S. criminal justice system? What does Reiman mean by “The Typical Criminal” and “The Typical Crime”? Clarify his point in introducing these two concepts. What is the key point being made in Jeffrey Reiman’s article “A Tale of Two Criminals”? Clarify your own perspective on this issue.

Lesson 13 – Tuesday, June 17

Henslin Chapter 17. Population, Urbanization and the Environment

72. What roles and statuses support childrearing in Least Industrialized nations? What community norms, beliefs and values support childbearing? How does childbearing relate to social stratification? In Least Industrialized nations, for what social institutions are children often substitutes?
73. What is the relationship between the Industrial Revolution and the growth of cities?
74. What are the contributions of the Chicago School of sociology to the study of urban ecology? What are the various models of urban growth?
75. What impact has the development of a global market and de-industrialization had on the cities?
76. What are some examples of environmental problems in pre-industrial civilizations? Is environmental degradation a natural or necessary cost of “civilization” or “progress”? (Why are these words in quotation marks? Be sure you are able to define these terms.) Why or why not?
77. What is meant by sustainable environment? Sustainable development?

Lesson 14 – Thursday, June 19

Henslin Chapter 18. Social Movements and Social Change

78. Distinguish between riots, panics, moral panics, fads, fashions, and urban legends as types of collective behaviour.
79. What is the role of technology and the media in social change?
80. What are the most important technological discoveries of the 20th century? Why are they the most important? To what extent have modern technologies affected the form and content of our culture? Have these technologies equally affected other parts of the world? Explain.
81. Define what a social movement is? How is it different from protest? Why do social movements exist?

82. What did de Tocqueville mean by the idea of relative deprivation as a cause of social movements? Provide current examples to support your point.
83. What major assumptions do evolutionary theories make? Why is the assumption of progress in human development now regarded as questionable? Do you agree? Why or why not?

Final Exam will take place within the exam timetable.

The final covers chapters sixteen to eighteen plus some general questions relating to the text as a whole. Feel free to use any aspect of the text covered in the course to answer these final questions.

Some Internet Sites of Academic and General Interest

News:

1. www.commondreams.org – alternative media site + links to other media
2. <http://english.aljazeera.net> – provides news not always available in western press
3. <http://www.atimes.com/> - Asia times
4. www.theglobeandmail.com – national newspaper
5. www.newsworld.cbc.ca – current events
6. <http://www.globalvoicesonline.org/> - non-profit global citizens' media project founded at Harvard Law School's
7. <http://www.csmonitor.com/> - Christian Science Monitor
8. <http://www.guardian.co.uk/> - The Guardian newspaper – from the U.K.

Social Issues:

9. www.projectcensored.org – analysis of the media
10. www.newint.org – New Internationalist magazine on line – check back issues
11. www.cia.gov – Central Intelligence Agency site – check their analysis of countries
12. www.cjr.org/owners - Columbia Journalism Review – who owns the media
13. www.humanrightswatch.com – situation of human rights worldwide + links
14. www.worldbank.org – World Bank site – check World Factbook
15. www.50years.org – an anti-International Monetary Fund site
16. www.transparency.org – about international corruption
17. www.corporatewatch.org & www.corpwatch.org – reports by sector and company
18. www.endgame.org – Endgame Research Services – analysis of corporate America
19. www.globalresearch.ca – Centre for Research on Globalization
20. www.journalism.org/daily/index.html - news by Project for Excellence in Journalism
21. <http://envirolink.netforchange.com> – large environmental site
22. <http://www.ips-dc.org/> - Institute for Policy Studies
23. www.ips.org – Inter Press Service – news from journalists in over 100 countries
24. www.ethicalconsumer.org – gives you information about brand name products
25. www.business-ethics.com – publishes a list of “100 best corporate citizens”
26. www.nativeweb.org – human rights/native rights
27. www.lbbs.org – social change website from Z magazine

Sociology etc.:

28. www.deviance3e.nelson.com
29. http://www.law.cornell.edu/wex/index.php/Category:Criminal_Justice – from Cornell University
30. <http://www.crimelibrary.com/about/> - general site about crime
31. www.trinity.edu/mkearl
32. www.monthlyreview.org
33. www.fordham.edu/halsall/mod/wallerstein.html - info re: Wallerstein & Global Systems theory – plus check general site too.
34. www.socialresearchmethods.net/tutorial.htm - intro to social research
35. <http://en.wikipedia.org> – good online encyclopedia – look up sociological concepts, important names in sociology, historical background etc. – **not a good source to cite**

Book List of General & Academic Interest

Anderson, Benedict – Imagined Communities

Armstrong, Karen – A History of God; Islam + her other books

Braudel, Ferdinand – On History or any of his other books

Campbell, Joseph – any of his books about mythology

Dawkins, Richard – The God Delusion

Diamond, Jared – Guns Germs and Steel: The Fates of Human Societies – or read his shorter articles in various journals or magazines.

See: <http://www.mindfully.org/Heritage/2003/Civilization-Collapse-EndJun03.htm>

Ebadi, Shirin – Iran Awakening – Noble Peace Prize winning human rights activist

Foucault, Michel – Madness and Civilization, Discipline and Punish

Friedman, Thomas L. – The World Is Flat: A Brief History of the 21st Century– for an article summarizing Friedman's ideas

see <http://www.atmo.arizona.edu/students/courselinks/spring06/nats101s45/Friedman.pdf>

Giddens, Anthony – The Nation State and Violence + his other books

Gladwell, Malcolm – Blink, The Tipping Point

Heilbroner, Robert L. – The Worldly Philosophers – discusses key economists and their theories.

Hobsbawm, Eric and Terence Ranger – the Invention of Tradition

Johnson, Paul – Intellectuals, Creators

Ghosh, Amitav – In An Antique Land: History in the Guise of a Traveller's Tale

Kaplan, Robert D. – The Ends of the Earth – travel & history

Keegan, John – A History of Warfare

Klein, Naomi – The Shock Doctrine, No Logo – marketing and its impact on culture

Levitt, Steven D. & Stephen J. Dubner – Freakonomics: A Rogue Economist Explores the Hidden Side of Everything

Macionis, John J., Nijole V. Benokraitis, Bruce Ravelli – Seeing Ourselves – classic, contemporary and cross-cultural readings in sociology

Mills, C.Wright – The Sociological Imagination – a small but very important book

Moore Jr., Barrington – Injustice: The Social Bases of Obedience and Revolt & The Social Origins of Dictatorship and Democracy

Reiman, Jeffrey – The Rich Get Richer and the Poor Get Prison

Stiglitz, Joseph E. – Globalization & Its Discontents – a critique of the IMF & World Bank by someone who worked for both

Swift, Jamie, Jacqueline M. Davies, Robert G. Clarke & Michael Czerny – Getting Started on Social Analysis in Canada – provides tools for social analysis within a social justice ideology

Wolf, Eric – Europe and the People Without History – a look a history from the perspective of those who have been colonized

Wright, Ronald – A Short History of Progress; Stolen Continents – the “New World” through Indian Eyes

No-Nonsense Guides (published by: Between the Lines) – watch for new titles

Globalization – Wayne Ellwood

World History – Chris Brazier

Fair Trade – David Ransom

Democracy – Richard Swift

International Development – Maggie Black

Terrorism – Jonathan Barker

The Arms Trade – Gideon Burrows

Women’s Rights – Nikki van der Gaag

Indigenous Peoples – Lotte Hughes

Water – Maggie Black

Global Media – Peter Steven

Islam – Merry Wyn Davies & Zia Sardar

HIV/AIDS – Shereen Usdin

World Poverty – Jeremy Seabrook

Global Issues Series (published by Fernwood Publishing and Zed Books) – watch for new titles

Global Intelligence – the World’s Secret Services Today – Paul Todd & Jonathan Bloch

Deglobalization: Ideas for a New World Economy – Walden Bello

Oil: Politics, Poverty and the Planet – Toby Shelley

Islam & Jihad: Prejudices verses Reality – A.G. Noorani