

	<p><b>School of Arts &amp; Science</b>  <b>SOCIAL SCIENCES DEPARTMENT</b></p> <p><b>SOC 220-001</b>  <b>Sociological Theory</b>  <b>2008W</b></p>
-----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

## 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:	Francis Adu-Febiri		
(b)	Office Hours:	Tuesdays 11:00-1:00; Wednesdays 12:30-2:30; Thursdays 3:00-4:00		
(c)	Location:	Paul 228		
(d)	Phone:	370-3105	Alternative Phone:	
(e)	Email:	adufebir@camosun.bc.ca		
(f)	Website:	N.A.		

### 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. Critically assess the major theoretical perspectives in sociology.
2. Apply sociological theory to the analysis of contemporary society, to see patterns and processes rather than isolated facts, and to interpret events in the broader framework of societal structure.
3. Demonstrate an ability to think critically and to communicate ideas effectively in writing.

### 3. Required Materials

(a)	Texts	Irving M. Zeitlin <b><i>Ideology and the Development of Sociological Theory</i></b> , Seventh Edition Prentice Hall, 2001  Brooks, Stephen and Lydia Miljan. <b><i>Public Policy in Canada: An Introduction</i></b> . Fourth Edition. Oxford University Press, 2003
(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.)*

## COURSE SCHEDULE AND READING ASSIGNMENTS

WEEK	DAY	DATE	TOPICS AND READINGS
1	Wed/Friday	Jan. 09/11	Sociological Theorizing: Roots, Models, Explanations and Laws <b>Interactive Lecture</b> <b>Chapters 1- 5 of Zeitlin 2001</b>
2	Wed/Friday	Jan. 16/18	Functional Theorizing <b>Interactive Lecture</b> <b>Chapters 8, 9 &amp; 22 of Zeitlin 2001</b>
<hr/>			
3	Wednesday	Jan. 23	The Enlightenment: Philosophical Foundations <b>Group Discussion</b> <b>A) GROUP CRITICAL REVIEW #1 DUE</b> <b>Chapter 1 of Zeitlin 2001</b> <b>b) GROUP PROBLEM &amp; QUESTION#1 DUE</b>
<b>Class Discussion:</b> <i>Friday January 25</i>			
<hr/>			
-			
4	Tue/Friday	Jan 30/F01	Evolutionary Theorizing: Early Evolutionary Theory <b>Interactive Lecture</b> <b>Chapter 15 &amp; 22 of Zeitlin 2001</b>
5	Wed	Feb. 06/08	Evolutionary Theorizing: New Evolutionary Theories <b>Interactive Lecture</b> <b>Supplementary Reading</b>
<hr/>			
6	Wed	Feb. 13	Conflict Theorizing: Early Conflict Theory <b>Group/Class Discussion #2:</b> <b>a) GROUP CRITICAL REVIEW #2 DUE</b> <b>b) GROUP PROBLEM &amp; QUESTION #2 DUE</b> <b>Chapters 15 or 17 of Zeitlin 2001</b>

## 5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

(a)	Assignments	Critical Reviews, Problem Statements and Questions formulation
(b)	Quizzes	
(c)	Exams	Essay-type Final Exam
(d)	Other (eg, Attendance, Project, Group Work)	Research Essay or Term Paper

### REQUIRED READINGS

The course will cover the text in its near entirety. Additional materials and illustrations, however, will be introduced during lectures and discussions, and students should be prepared to take notes when materials not covered by the text are thus presented. It is therefore essential for students to read in advance, in order to know when it is necessary to take notes.

### DISTRIBUTION OF MARKS AND LETTER GRADES

**To attain a passing grade, you must complete all the evaluation components of the course**

Option #1	Option #2	
Critical Review	20%	20%
Problem/Question	15%	15%
Oral & Paper (Optional)	30%	X
Final Examination	35%	65%
Total	100%	100%

### METHOD OF INSTRUCTION

The course will be based on a series of interactive presentations, group and class discussions, and optional student presentations of research report. Special emphasis is on the application of sociological theories to contemporary life, particularly social policies of Canada. These instructional methods are to motivate students to be active participants in their learning and to appreciate the relevance of sociological theory.

### INTERACTIVE LECTURES:

These are the instructor's presentations on selected topics on classical and contemporary sociological theories. Students are encouraged to ask questions, make comments and respond to questions during the presentation process.

### **CRITICAL REVIEW: GROUP VERSION (8%):**

There are two group/class discussion sessions in this course that involve a critical review of the works of selected sociological theorists, in addition to problem statement and question formulation exercises. Each of the group/class discussion sessions will require one critical review (printed in duplicate) of the chapter in the required textbooks stated in course schedule and readings section of this course outline. The instructor will collect one of the ONE-PAGE typed copies of your review before the session's discussion begins. Without submitting

the ONE-PAGE typed copy of your critical review to the instructor you will not be allowed to attend that particular session.

The following criteria will be used to grade the group critical reviews: **1) a summary of the content of the selected chapter's discussion identifying its historical and socio-economic context, central question, main theory, type of theorizing and major concepts; 2) a concise assessment of the main theory; and 3) the applicability of the main theory to selected public policy of Canada.**

**CRITICAL REVIEW: INDIVIDUAL VERSION (12%):**

Submit a ONE-PAGE critical review of the chapter indicated in the course schedule and readings section of this course outline on the stated due date.

The following criteria will be used to grade the individual critical review: **1) a summary of the content of the selected chapter's discussion identifying its historical and socio-economic context, central question, main theory, type of theorizing and major concepts; 2) a concise assessment of the main theory; and 3) the applicability of the main theory to selected public policy of Canada.**

**PROBLEM STATEMENT & QUESTION: GROUP VERSION (7%):**

i) Based on your review of the theory chapter designated for group critical review in the course schedule and readings section, come up with one substantive flaw of the main theory the chapter focuses on. State this flaw in a PROBLEM STATEMENT format and formulate one QUESTION that flows from the problem statement; ii) Type the problem statement and the question on paper with your name on it and bring it to the group discussion session;

**PROBLEM STATEMENT & QUESTION: INDIVIDUAL VERSION (8%):**

i) Based on your review of the theory chapter designated for individual critical review in the course schedule and readings section, come up with one substantive flaw of the main theory the chapter focuses on. State this flaw in a PROBLEM STATEMENT format and formulate one QUESTION that flows from the problem statement; ii) Type the problem statement and the question on paper with your name on it and submit a copy to the instructor for grading.

**The following criterion will be used to evaluate the written problem statement: its ability to show that it represents a substantive flaw in the theory chapter reviewed. With regard to written question part of this exercise, the evaluation criteria that will be used are a) it must have the same focus as the problem statement, b) it cannot be answered using the information in the reviewed chapter and c) it must not solicit a simple yes or no answer.**

**GROUP/CLASS DISCUSSIONS:**

The intention of this aspect of the course is to engage the class in constructive discussions of pertinent theoretical issues of sociology in the selected chapter.

**GROUP DISCUSSION**

The group discussion focuses on a) critical review and b) formulation of problem statement and question based on the chapter designated for group discussion in

the course schedule and readings section.

a) **CRITICAL REVIEW:** In groups of four or five, discuss your copies of the critical reviews and select one of them that best reflects (you may do a cut-and-paste or write a new one if none of the reviews satisfies) the critical review criteria provided above, list your names on it and submit to instructor for grading.

b) **PROBLEM STATEMENT & QUESTION:** In groups of four or five discuss the problem statement and question of each student in the group. Select one of the problem statements with its accompanying question or formulate new relevant **PROBLEM STATEMENT** and accompanying **QUESTION** if none of them satisfies the criteria. Submit the selected problem statement and question with a list of your group members to the instructor for grading.

### **CLASS DISCUSSIONS**

The problem statements and questions that the various groups formulate will constitute the core of the class discussions. The main objectives of the class discussions are to critically examine the problem statements and questions, and answer the questions. In the process, each group may be asked to provide rationale for and defend its problem statement and question.

### **ORAL PRESENTATION (10%) AND TERM PAPER (20%): OPTIONAL**

The project may be done individually or may involve a collaborative work requiring students to join together with others in teams of not less than 4 and not more than 6.

The oral presentation and the term paper focus on the relevance/contribution of sociological theories to selected social policies in Canada:

Welfare policy	Drinking and Driving policy
Health policy	Aboriginal policy
Governance policy	Children and Family policy
Education policy	Economic policy
Criminal justice policy	Human Rights policy
Multiculturalism policy	Social Justice Policy
Environmental policy	Foreign Policy
Tourism policy	Defense Policy
Taxation policy	Gun Control Policy
Terrorism policy	

In your 15 minutes oral presentation and term paper, emphasis should be placed on 1) a coherent, logical argument that integrates sociological concepts and theories as well as empirical/factual information obtained from content analysis of a selected social policy and/or application of a selected sociological theory in addressing a real issue in Canada; 2) a clear presentation and critical thinking; and 3) a viable proposition or strategy to improve existing social policy and its implementation.

**The term paper is to be a maximum of 10 double-spaced typewritten pages.**

**Citations and full bibliography/references must be provided. Use APA, ASA, or MLA style. The due date is the last day of class.**

**FINAL EXAMINATION** (65% if the optional oral presentation and term paper option is not chosen, otherwise the grade for the final exam is 35%)

PROCEDURES: The final examination will be held during the examination week. The final examination will consist of one essay question, selected by the student from a choice of five final exam questions. The questions cover material from the interactive presentation, student oral presentations, critical reviews, problem statements and their accompanying questions, class discussions, and readings. The final examination will be graded on the basis of its sociological quality and English proficiency.

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.

### **EVALUATION PROCEDURES**

Evaluation will be based on the critical reviews and accompanying questions, student oral presentations, research reports and in-class essay-type final examination. In evaluating critical reviews, oral presentations, term papers and the final examination papers emphasis will be on understanding and analysis of theories and issues, rather than recitation of facts. Avoid memorizing sentences, in particular when it is not clear to you what the sentences mean. Papers indicating memorization will receive a grade of Zero. As for analysis, your learning strategy should be to understand the relationships among concepts and facts of the theories, not the concepts and facts alone. Another important aspect of your oral presentation, papers, and final exam essays is illustration. After discussion and analysis, give examples from current or historical developments in society. This will indicate that you understand the concepts and theories and are able to apply them to society as tools for analysis.

More specifically,

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. be written 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 the theory by giving appropriate examples, thus “applying” the theory to society.

### **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 at [camosun.ca](http://camosun.ca) or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
<b>I</b>	<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.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
<b>CW</b>	<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.

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](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

## 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](http://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.

[ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED](#)