



Camosun College
School of Arts & Science
Social Sciences Department

Sociology 100
Social Structure & Organization

WINTER 2009

| | |
|---------------|--|
| Instructor: | Dr. Francis Adu-Febiri |
| Office hours: | Tuesdays & Thursdays 12:00-1:20 Wednesdays 10:00 – 11:20 & Fridays 1:00-2:00 or By Appointment |
| Location: | Paul 228 |
| Phone: | 370-3105 |

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.

Intended Learning Outcomes:

Students will be able to:

1. Demonstrate that the sociological perspective is a valid approach 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.
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 TEXT:

Tepperman, Lorne, James Curtis and Patrizia Albanese.
2008. *Sociology: A Canadian Perspective*. Don Mills, Ontario: Oxford University Press.

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 encouraged to attend all of the interactive lecture sections.**

Evaluation Components:

Evaluation of students will be based on quizzes, 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, critical thinking, logical reasoning, and empirical evidence rather than regurgitation of memorized information.

| | |
|--------------------------------------|-------------------|
| Critical Review: | 7% |
| Question & Justification: | 8% |
| Quizzes: | 2% |
| Midterm Examination: | 23% |
| Research Essay (OPTIONAL): | 20% |
| Final Examination | 60% or 40% |

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 central question, 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.

Grading System

The following percentage conversion to letter grade will be used:

| | | |
|----------------|---------------|------------------------------|
| A+ = 90 - 100% | B = 73 - 76% | D = 50 - 59% |
| A = 85 - 89% | B- = 70 - 72% | F = 0.0 - 49% |
| A- = 80 - 84% | C+ = 65 - 69% | I = See Calendar for Details |
| B+ = 77 - 79% | C = 60 - 64% | AUD = Audit |

W = Official withdrawal has taken place.

Critical Reviews (7%):

Read carefully the chapter designated for Group/Class discussion in the course schedule and produce a ONE-PAGE double-spaced, standard font size critical review. Print one copy. Use following suggested structure in doing the critical reviews: **1) summarize the chapter's discussion by identifying its main theme, central question and main thesis; 2) provide an assessment of the chapter; and 3) suggest improvements based on the assessment.** Bring the hard copy of the review to the group discussion session. Without bringing a copy of the review to the session 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 based on Chapters 6 and 7 of Tepperman, Curtis and Albanese 2008.

Question and its Justification (8%):

After carefully reading the chapter chosen 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 one copy of this question and its justification and bring it with your critical review to the group discussion session. Without bringing a hard copy of the question and its justification to the session you will not be allowed to participate in the Group/Class discussion and you will receive a zero grade for that session.

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 selected chapter and b) one question with a justification.

Group Discussions:

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

- a) In groups of five or six discuss your individual 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 good enough), list your names on it and submit it to the professor for grading.
- b) In groups of five or six discuss the individual questions and their justifications, select one of the questions & justifications that best fit the criteria for the assignment (or create a new one if none of individual ones is good enough). Submit this question and its justification with a list of names of your group members to the professor 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 (23%):

The instructor will give specific sociological concepts, methods, and theories discussed in the course to study for the midterm examination. You are required to study these concepts, methods 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, methods and paradigms. **Midterm Exam date: Thursday February 26, 2009.**

Final Examination (60%)

The final examination will be held during the official examination week (**April 14-18 & 20-22, 2009**). The instructor will give you five long essay questions based on the readings and interactive lectures after the midterm exam. Two will be randomly selected and you will be required to answer any one of them within 60 minutes. Options of the final examination are the default one above, group exam, open book exam, and oral exam.

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 **Thursday April 09, 2009**. The report must have a **relevant title and sections** on

- Introduction
 - How data were collected and analyzed
 - Findings or Main pattern discovered
 - Interpretation of your findings or the main pattern
 - Theoretical explanation or application of sociological paradigms to 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 Thursday April 09, 2009. You lose marks on late submission--5 marks a day.**

TOPIC #1

- Visit the website of Camosun College for a couple of weeks and observe photos of people who are featured on the website. Analyze your observations for patterns of ethnic/racial and gender representations. Compare this pattern with your observations of people you see on the Lansdowne Campus. Discuss, interpret and explain the patterns you discover within the contexts of demographic representation of British Columbia or Canada and the four major sociological paradigms.

TOPIC #2

- Watch six episodes of the TV Show Bart Simpson. Analyze the content of the episodes for the main pattern of Bart Simpson's behavior/attitude in the areas of achievement and the pride of achievement. Compare the pattern that your analysis revealed with your own behavior pattern and that of your closest friends in these areas. 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.

COURSE SCHEDULE AND READINGS:

| <u>WEEK</u> | <u>DAY</u> | <u>DATE</u> | <u>TOPICS, READINGS & GUIDING QUESTIONS</u> |
|----------------|------------|-------------|---|
| JANUARY | | | |
| 1. | Tue/Th | 06/08 | Introduction of the course Issues and Controversies in Sociology (pp. 1-9 of Required Text) <i>Is sociology a science, and can it make a difference in people's lives?</i> |
| 2. | Tue./Th | 13/15 | Sociological Research Methods (Chapter 2 of Required Text) <i>Why does sociology adopt the research methods discussed in the chapter?</i> |
| 3. | Tue/Th | 20/22 | Sociological Paradigms/Perspective and Theories. (Chapter Required Text) <i>Are they necessary? Can they sufficiently account for human behaviour and the social world?</i> |
| 4. | Tue/Th | 27/29 | Social Structure and Social Interaction in Everyday Life (Chapter 5 of Required Text) <i>Do they adequately explain why human affairs do not usually dissolve into a "war of all against all"?</i> |

FEBRUARY

GROUP/CLASS DISCUSSION #1

| | | |
|----------------------|---|---|
| 5. . Tuesday Feb. 03 | Group Discussion #1 Critical Review #1 Due Question/Justification #1 Due | Groups and Organizations (Chapter 6 of Required Text) |
| Thursday Feb. 05 | Class Discussion #1 | |

6. Tue/Th 10/12 **Culture**
(Chapter 3 of Required Text)
Does it adequately account for the immense similarities and differences in the ways people feel and behave?

7. Tue/Th 17/19 **Socialisation:**
(Chapter 4 of Required Text)
Does society shape what a person can and will become, or are people prisoners of their genetic endowment?

| | |
|--------------------|----------------------------|
| 8. Tuesday 24 | Theories of Socialization |
| Thursday 26 | MIDTERM EXAMINATION |

MARCH:

9. Tue/Th 03/05 **Social Stratification and Social Class**
(Chapter 15 of Required Text)
Opportunity for social mobility or inevitable process of inequality and oppression?

10. Tue/Th 10/12 **Gender and Race/Ethnic Relations:**
(Chapters 16 & 18 of Required Text)
Do gender, race and ethnic inequality and oppression diminish in a post-modern society?

GROUP/CLASS DISCUSSION #2

| | | |
|----------------|---|---|
| 11. Tuesday 17 | Group Discussion #2 Critical Review #2 Due Question/Justification #2 Due | Deviance and Crime (Chapter 7 of Required Text) |
| Thursday 19 | Class Discussion | |

12. Tue/Th 24/26 **Central Institutions of Society:
The Family and Education**
(Chapters 8 & 9.of Required Text)
How do they intersect to produce fruitful and futile individuals and societies?

13. Tue/Th 31/Apr 2 **Central Institutions of Society:
Work and Economy**
(Chapter 10 of Required Text)
What are their interrelationships, and what are their Impact on the individual, family, and country?

APRIL

14. Tue./Th 07/09 **Central Institutions of Society
Religion**
(Chapter 12 of Required Text)
Why is the believe in the supernatural universal?

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.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.ca/divisions/pres/policy/2-education/2-8