



Camosun College
School of Arts & Science
Social Sciences Department

Sociology 220
Sociological Theory

Instructor:	Dr. Francis Adu-Febiri
Office Hours:	Tuesdays & Thursday 12:00 – 1:20 Wednesdays 10:00-11:20; Fridays 1:00-2:00
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COURSE DESCRIPTION

This course examines the major theoretical influences on the development of sociology, with particular attention to the classical works of outstanding figures and the principal schools of thought. The course will also provide an introduction to the nature of social models, explanations, and laws.

COURSE ORGANIZATION AND OBJECTIVE

Sociology 220 uses interactive presentations, critical reviews, problem statements and accompanying questions, group and class discussions, research essays or term papers, written essay final examination to examine the works of leading classical and contemporary social theorists and paradigms. The socio-economic, cultural and political milieus which influenced the works of the theorists and applicability of their theories and paradigms to Canada's public policy are analyzed to enhance student understand of sociological theorizing.

INTENDED LEARNING OUTCOMES

1. The student can critically assess the major theoretical perspectives in sociology.
2. The student will be able to 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. The student can demonstrate an enhanced ability to think critically and to communicate ideas effectively in writing.

REQUIRED TEXTS

Irving M. Zeitlin (2001)

Ideology and the Development of Sociological Theory. Seventh Edition
Prentice Hall,

Brroks, Stephen and Lydia Mijan (2003)

Public Policy in Canada: An Introduction. Fourth Edition, Oxford University Press.

REQUIRED READINGS

The course will cover selected chapters of required texts. Additional materials and illustrations, however, will be introduced during lectures and discussions, and students should be prepared to take notes.

DISTRIBUTION OF MARKS AND LETTER GRADES

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

Critical Review	9%
Problem/Question	6%
Midterm Examination	20%
Oral & Reflective Paper	25%
Final Examination	40%
Total	100%

METHOD OF INSTRUCTION

The course will be based on a series of interactive presentations, group and class discussions, and student oral presentations of service learning projects. Special emphasis is on the application of sociological theories to contemporary

life, particularly social policies and everyday life in 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 (9%):

There are three 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 of the chapter in the required textbooks stated in course schedule and readings section of this course outline. The instructor will inspect the ONE-PAGE typed copy of your review before the session's discussion begins. Without showing 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 central question, main theory, main assumption and major concepts of the main theory; 2) a concise assessment of the main theory based on logic and evidence; and 3) the extent to which the main theory is confirmed or confounded by selected public policy of Canada.**

PROBLEM STATEMENT & QUESTION (6%):

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 (i.e. statement of research problem) 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.

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.

MIDTERM EXAMINATION (20%):

There will be an essay-type midterm examination on Wednesday February 25 in class based on a topic and readings stated in the "Course Schedules & Readings" section of this course outline. One required question will be given you and you are required to answer it in 60 minutes.

SERVICE LEARNING PROJECT: ORAL PRESENTATION (5%) AND REFLECTIVE PAPER (20%):

Identify a need in the social world and create a project based on selected sociological theory and one or major concept(s) to help meet this need. Produce a reflective presentation (oral and written) on the project.

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 reflective paper focus on the relevance/contribution of the selected sociological theory and associated concept(s) to meeting an important need in the social world or solution to a social problem:

- *Specifically, in your 15 minutes oral presentation and in the reflective paper, emphasis should be placed on 1) a coherent, logical argument that integrates a sociological theory and a major concept or concepts of the theory as well as empirical/factual information obtained from the service learning project that meets an important need; 2) a clear presentation and critical thinking; and 3) a viable, practical project to improve life in human society.*

The reflective paper should not be longer than 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 (40%):

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 four or 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 clarity of thought and communication.

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, reflective papers and in-class essay-type final examination. In evaluating critical reviews, oral presentations, reflective papers and the final examination, emphasis will be on understanding and analysis of theories and concepts, rather than recitation of facts. Avoid memorizing sentences, in particular when it is not clear to you what the sentences mean. As for analysis, your learning strategy should be to understand the relationships among concepts and the theories, not the concepts and facts alone. Another important aspect of your oral presentation, reflective 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 main theories and their associated major concepts;
2. Reconcile the smooth curves of theoretical models with the messy realities of human societies and thus explain why societies have not been operating like the way sociological theories suggest they should have.
3. Show where theory clashes with reality and the need to modify existing theories and/or modify create new ones to meet the exigencies of social reality.
4. Focus on the theory under review and avoid unrelated material from other theories;
5. Illustrate the theory by giving appropriate examples, thus “applying” the theory to society.

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	= 00 - 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.					

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 instructor and students, tape-recording of the proceedings is not permitted in the 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 may be implemented from time to time throughout the semester. Such procedures will be announced in class for two consecutive sessions before they are implemented. It is the responsibility of the student to keep informed of such developments.

All other matters that are not covered by this course outline are governed by official college policies and procedures.

COURSE SCHEDULE AND READING ASSIGNMENTS

WEEK	DAY	DATE	TOPICS AND READINGS
1	Wed/Friday	Jan. 07/09	Interactive Lecture Functionalist Theorizing Chapters 8, 9 & 22 of Zeitlin 2001
2	Wed/Friday	Jan. 14/16	Interactive Lecture Evolutionary Theorizing: Early Evolutionary Theory Chapter 15 & 22 of Zeitlin 2001
3	Wednesday	Jan. 21	The Enlightenment: Philosophical Foundations <u>Group Discussion #1 (5%)</u> A) GROUP CRITICAL REVIEW #1 DUE b) GROUP PROBLEM & QUESTION#1 DUE <u>Class Discussion #1:</u> Friday January 23
4	Wed/Friday	Jan 28/30	Evolutionary Theorizing: New Evolutionary Theories <u>Interactive Lecture</u> Supplementary Reading
5	Wed/Friday	Feb. 04/06	Structuralist Theorizing <u>Interactive Lecture</u> Chapters 15 & 22 of Zeitlin 2001
6	Wed	Feb. 11	Conflict Theorizing: Early Conflict Theory <u>Group Discussion #2 (5%):</u> Chapters 15 or 17 of Zeitlin 2001 a) GROUP CRITICAL REVIEW #2 DUE b) GROUP PROBLEM & QUESTION #2 DUE <u>Class Discussion #2:</u> Friday February 13

7	Wednesday Feb. 18	Structuralist & Poststructuralist Theorizing
	<u>Interactive Lecture</u>	Chapters 15 & 22 of Zeitlin 2001

Reading Break	Friday Feb. 20	Reading Break
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Midterm Exam: Wednesday February 25

Study for Midterm in-class essay-type Exam based on
Chapter 17 or 19 or 20 or 21 or 23 of Zeitlin 2001 “The Debate with Marx’s Ghost”

8	Friday Feb 27	Conflict Theorizing: Neo-Marxist Conflict Theory
	<u>Interactive Lecture</u>	Supplementary Reading

9	Wed/Friday Mar 04/06	Conflict Theorizing: Neo-Weberian Conflict Theory
	<u>Interactive Lecture</u>	Supplementary Reading

10	Wednesday Mar. 11	Conflict Theorizing: Feminist Conflict Theory
	<u>Group Discussion #3 (5%)</u>	Chapter 5 or 16 of Zeitlin 2001)
	c) GROUP CRITICAL REVIEW #3 DUE	
	d) GROUP PROBLEM & QUESTION #3 DUE	

Class Discussion #3 Friday March 13

11	Wed/Friday Mar 18/20	Critical Theorizing: Early, Postmodern, and Feminist Critical Theories
	<u>Interactive Lecture</u>	Chapters 15, 16 & 17 of Zeitlin 2001

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| 12 | Wed/Friday Mar. 25/27 | Exchange Theorizing: The Sociological Tradition and Exchange Theory
Chapter 15 of Zeitlin 2001 |
| | <u>Interactive Lecture</u> | |
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| 13 | Wed/Friday Apr.01/03 | Sociological Theory and Needs or Social Problems |
| | <u>Students Oral Presentations</u> | |
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| 14 | Wed/Friday April 08 /10 | Interactionist Theorizing |
| | <u>Interactive Lecture</u> | Chapters 26 & 27 of Zeitlin 2001 |

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 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, Registrar's Office or the College web site at [□ HYPERLINK "http://www.camosun.bc.ca" □ http://www.camosun.bc.ca □](http://www.camosun.bc.ca)

STUDENT CONDUCT POLICY

There is a Student 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.bc.ca/divisions/pres/policy/2-education/2-8