

	<p>School of Arts &amp; Science  <b>SOCIAL SCIENCES DEPARTMENT</b>  <b>SOC 220</b>  <b>Sociological Theory</b>  <b>Winter 2010</b></p>
---	--

## COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/soc.html>

Ω Please note: the College electronically stores this outline for five (5) years only.  
It is **strongly recommended** you keep a copy of this outline with your academic records.  
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 1. Instructor Information

(a)	Instructor:	Dr. Francis Adu-Febiri		
(b)	Office Hours:	Tuesdays & Thursdays 11:00-1:20, Wednesday 10:00-11:20, Fridays 1:00-3:00, or By Appointment		
(c)	Location:	P228		
(d)	Phone:	250-370=3105	Alternative Phone:	
(e)	Email:	adufebir@camosun.bc.ca		
(f)	Website:	N/A		

### 2. Intended Learning Outcomes

*(No changes are to be made to these Intended Learning Outcomes as approved by Camosun College's Education Council.)*

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 (2001)

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

Brroks, Stephen and Lydia Mijan (Latest)

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

(b) Other

### 4. Course Content and Schedule

*(This section 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 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. show what is missing from the theory that could a basis for statement of research problem) and formulate one QUESTION (research 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 24 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 80 minutes.

### **OPTIONAL 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 two sociological 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 April 9, 2010).**

**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;

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

## COURSE SCHEDULE AND READING ASSIGNMENTS

WEEK	DAY	DATE	TOPICS AND READINGS
1	Wed/Friday	Jan. 06/08	Sociological Theorizing Functionalist Theorizing <b>Chapters 8, 9 &amp; 22 of Zeitlin 2001</b>
2	Wed/Friday	Jan. 13/15	Evolutionary Theorizing: Early Evolutionary Theory <b>Chapter 15 &amp; 22 of Zeitlin 2001</b>
3	Wednesday	Jan. 20	The Enlightenment: Philosophical Foundations <b>Chapter 1 of Zeitlin 2001</b> <b>Group Discussion #1 (5%)</b> <b>A) GROUP CRITICAL REVIEW #1 DUE</b> <b>b) GROUP PROBLEM &amp; QUESTION#1 DUE</b>  <b>Class Discussion #1: Friday January 22</b>
4	Wed/Friday	Jan 27/29	Evolutionary Theorizing: New Evolutionary Theories <b>Supplementary Reading</b> <b>Interactive Lecture</b>
5	Wed/Friday	Feb. 03/05	Structuralist Theorizing <b>Chapters 15 &amp; 22 of Zeitlin 2001</b> <b>Interactive Lecture</b>
6	Wed	Feb. 10	Conflict Theorizing: Early Conflict Theory <b>Chapters 15 or 17 of Zeitlin 2001</b> <b>Group Discussion #2 (5%):</b> <b>a) GROUP CRITICAL REVIEW #2 DUE</b> <b>b) GROUP PROBLEM &amp; QUESTION #2 DUE</b> <b>Class Discussion #2: Friday February 12</b>
7	Wednesday	Feb. 17	Structuralist & Poststructuralist Theorizing <b>Chapters 15 &amp; 22 of Zeitlin 2001</b> <b>Interactive Lecture</b>

---

---

Reading Break

Friday Feb. 19

Reading Break

**Midterm Exam: Wednesday February 24**

Study for Midterm in-class essay-type Exam based on  
***Focus on Chapter 17 or 19 or 20 or 21 or 23 of Zeitlin 2001 dealing with  
"The Debate with Marx's Ghost"***

---

---

8 Friday Feb 26

Conflict Theorizing: Neo-Marxist  
Conflict Theory

**Interactive Lecture**

**Supplementary Reading**

9 Wed/Friday Mar 03/05

Conflict Theorizing: Neo-Weberian  
Conflict Theory

**Interactive Lecture**

**Supplementary Reading**

---

---

10 Wednesday Mar. 10

Conflict Theorizing: Feminist Conflict  
Theory

**Group Discussion #3 (5%)**

**Chapter 5 or 16 of Zeitlin 2001)**

***c) GROUP CRITICAL REVIEW #3 DUE***

***d) GROUP PROBLEM & QUESTION #3 DUE***

**Class Discussion #3 Friday March 12**

---

---

11 Wed/Friday Mar 17/19

Critical Theorizing: Early, Postmodern,  
and Feminist Critical Theories

**Interactive Lecture**

**Chapters 15, 16 & 17 of Zeitlin 2001**

12 Wed/Friday Mar. 24/26

Exchange Theorizing: The Sociological  
Tradition and Exchange Theory

**Interactive Lecture**

**Chapter 15 of Zeitlin 2001**

13 Wed/Friday Mr 31/ Apr 2

Sociological Theory and Needs or  
Social Problems

**Students Oral Presentations**

**5. Basis of Student Assessment (Weighting)**

*(This section should be directly linked to the Intended Learning Outcomes.)*

- (a) Assignments
- (b) Quizzes
- (c) Exams
- (d) Other (e.g., Attendance, Project, Group Work)

Critical Review	9%
Problem/Question	6%
Midterm Examination	20%
Oral & Reflective Paper	25%
Final Examination	40% (65% without Service Learning project)
Total	100%

**6. Grading System**

*(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College 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](http://camosun.ca) for 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, 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. <i>(For these courses a final grade will be assigned to either the 3<sup>d</sup> course attempt or at the point of course completion.)</i>
<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.

## 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 the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED