



**Camosun College**  
*School of Arts & Science*  
*Social Sciences Department*

**Sociology 100-004**  
*Social Structure & Organization*

WINTER, 2012

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Instructor:	Dr. Francis Adu-Febiri
Office hours:	Tuesdays 5:30 – 6:00 & Wednesdays 1:30-2:20 Thursday 10:30 – 1:30 & Friday 4:00 – 5:00
Location:	Paul 228
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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.

**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 organization on their lives, the times in which they live, and their society.

**REQUIRED TEXT:**

Ravelli, Bruce and Michelle Webber.

2010. *Exploring Sociology: A Canadian Perspective*. Toronto: Pearson Canada.

**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 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 rather than regurgitation of memorized information. Critical thinking, logical reasoning, and empirical evidence will be rewarded.

<b>Critical Review:</b>	<b>7%</b>
<b>Question &amp; Justification:</b>	<b>8%</b>
<b>Quizzes:</b>	<b>2%</b>
<b>Midterm Examination:</b>	<b>23%</b>
<b>Project (OPTIONAL):</b>	<b>20%</b>
<b>Final Examination</b>	<b>60% or 40%</b>

## **Learning Strategies:**

Critical reviews, examinations and research essays will cover material from the readings, interactive presentations, 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 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%): SYNTHETIC AND CRITICAL THINKING**

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 and bring it to class. Use the 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--strength (what the text has taught you) and weakness (what the text failed to teach you); and 3) suggest improvements based on the assessment (what you can teach the text).** Without bringing a hard copy of the review to class 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 14 and 19 of Ravelli and Weber 2010.

**Question and its Justification (8%):** CRITICAL AND CREATIVE THINKING

After carefully reading the chapter designated for Group/Class discussion, go through all the questions under “Reviewing the Concepts” and “Applying Your Sociological Imagination”, and formulate ONE QUESTION that is different from all the questions in this section of the chapter, 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. Bring one hard copy of this question and its justification to class. Without bringing a hard copy of question and its justification to class 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 designated chapter and b) one question with a justification.

**Group Discussions:**

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

- a) In groups of five or six discuss your individual hard 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 to instructor for a grade.
- b) In groups of five or six discuss the individual hard copies of questions and their justifications, select one of the questions & justifications (or create a new one if none of those submitted is good enough). Submit this question and its justification with a list of names of your group members to the instructor 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 and theories discussed in the course to study for at least five days before the examination date. You are required to study these concepts 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, methodologies and paradigms. **Midterm Exam date: Thursday MARCH 01, 2012.**

### **Final Examination (60%): SYNTHETIC, CRITICAL, AND CREATIVE/INNOVATIVE THINKING**

The final examination will be held during the official examination week (**April 16-21, 23 & 24, 2012**). In this default exam type, the instructor will give you five long essay questions based on the readings and interactive lectures after the midterm exam. You will be required to answer any one of them within 60 minutes. Other options for the final examination are 1) Open book exam, 2) Oral exam, 3) Group exam and 4) Multiple Choice.

### **CREATIVE/INNOVATIVE THINKING: Service Learning Project (20%): OPTIONAL**

In a group or as an individual don the following service learning project:

#### PROJECT TOPIC

- Select what you see as a major need in Canadian society or the global village and show why you think it is an important need. Based upon what you see as the cause(s) and pattern of this need, develop/implement a practical project/program to meet the need. Write a reflective paper on this project, relating your reflections to any relevant sociological concept(s) and paradigm(s) introduced in this course.

The reflective paper must have **following sections**:

- Introduction
- The Need and Its Importance
- Causes and Pattern of the Need
- Processes of developing/implementing the project to meet the need
- Successes achieved, Challenges encountered, and Lessons learned in implementing the project
- The Outcomes of the project
- Sociological concept(s) and paradigm(s) used and why
- 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 12, 2012. You lose marks on late submission--5 marks a day.**

## **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:**

<b><u>WEEK</u></b>	<b><u>DAY</u></b>	<b><u>DATE</u></b>	<b><u>TOPICS, READINGS &amp; GUIDING QUESTIONS</u></b>
<b>JANUARY</b>			
1.	Tue/Thur	10/12	Introduction of the course <b>Issues and Controversies in Sociology</b> (Chapter 1 of Required Text) <i>Is sociology a science, and can it make a difference in people's lives?</i>
2.	Tue./Thur	17/19	<b>Sociological Research Methodology and Methods</b> (Chapter 4 of Required Text) <i>Why does sociology adopt the research methods discussed in the chapter?</i>
3.	Tue/Thur	24/25	<b>Sociological Paradigms/Perspective and Theories.</b> (Chapters 2 and 3 of Required Text) <i>Are they necessary? Can they sufficiently account for human behaviour and the social world?</i>
<b>FEBRUARY</b>			
4.	Tue/Thur	31/02	<b>Social Structure and Social Interaction in Everyday Life</b> (pp. 20-28, 62-82 and 142-145 of Required Text) <i>Do they adequately explain why human affairs do not usually dissolve into a "war of all against all"?</i>

**GROUP/CLASS DISCUSSION #1**

5. . Tuesday Feb. 07	<b>Group Discussion #1</b> Critical Review #1 Due Question/Justification #1 Due	<b>CRIME, LAW AND REGULATIONS</b> (Chapter 14 of Required Text)
Thursday Feb. 09		
	<b>Class Discussion #1</b>	

6. Tue/ 14 & 21 **Culture**  
 (Chapter 5 of Required Text)  
*Does it adequately account for the immense similarities and differences in the ways people feel and behave?*

**FEBRUARY 16-17: READING BREAK**

7. Thurs 23 & 28 **Socialisation:**  
 (Chapter 6 of Required Text)  
*Does society shape what a person can and will become, or are people prisoners of their genetic endowment?*

**MARCH**

8.	
Thursday Mar. 01	<b>MIDTERM EXAMINATION</b>

9. Tue/Thur 06/08 **Social Stratification and Social Class**  
 (Chapter 7 of Required Text)  
*Opportunity for social mobility or inevitable process of oppression?*

- 10 Tue/Thur 13/15 **Gender Relations:**  
 (Chapters 8 and 10 of Required Text)  
*Do gender, race and ethnic inequality and oppression diminish in a post-modern society?*

**GROUP/CLASS DISCUSSION #2**



11. Tuesday Mar. 20	<b>Group Discussion #2</b> Critical Review #2 Due Question/Justification #2 Due	<b>GLOBALIZATION</b> (Chapter 19 of Required Text)
Thursday 22	<b>Class Discussion</b>	

12            Tue/Thur        27/29            **Race/Ethnic Relations:**  
(Chapters 8 and 10 of Required Text)  
*Do gender, race and ethnic inequality and oppression diminish in a post-modern society?*

**APRIL**

13.            Tue/Thur        03/05            **Central Institutions of Society:**  
**The Family and Education**  
(Chapters 11 and 12.of Required Text)  
*How do they intersect to produce fruitful and futile individuals and societies?*

14            Tue/Thur        10/12            **Central Institutions of Society:**  
**Work and Political Economy**  
(Chapter 16 of Required Text)  
*What are their interrelationships, and what are their Impact on the individual, family, and country?*

**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](http://www.camosun.ca/divisions/pres/policy/2-education/2-8)