



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

**Sociology 220: Winter 2012**  
**Sociological Theory**

---

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

Phone: 370-3105

Class Times: Tuesdays and Thursdays 2:30 – 3:50

Website: <http://faculty.camosun.ca/francisadufebiri>

E-mail: [adufebir@camosun.bc.ca](mailto:adufebir@camosun.bc.ca)

**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,

Brooks, Stephen and Lydia Mijan (Latest)

***Public Policy in Canada: An Introduction.*** Latest 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.

### **Evaluation Components:**

Evaluation of students will be based on critical reviews, research problem and question, country profile, service learning project and written essay-type final examination during the final examination week. 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.

## 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%
Service Learning (optional)	25%
Final Examination	40% (65% without Service Learning project)
Total	100%

## 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.*

## METHODS OF INSTRUCTION

The course will be based on a series of interactive presentations, critical reviews, research [research] problem statements and [research] questions, 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 and the global community. 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.

### **SYNTHETIC, CRITICAL AND CREATIVETHINKING: 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) an academic 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) the extent to which the main theory is confirmed or confounded by selected public policy of Canada, and 3) your suggested improvement to the theory based on your application of the theory to public policy.**

### **CRITICAL THINKING: 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 or a gap in the main theory the chapter focuses on. State this flaw or gap in a RESEARCH PROBLEM STATEMENT format (i.e. SHOW what is missing from the theory that could be 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 criteria will be used to evaluate the written problem statement and question:**

- **The problem statement's ability to show that it represents a substantive flaw in the main theory of chapter. 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%): SYNTHETIC THINKING, CRITICAL THINKING, CREATIVE/INNOVATIVE THINKING AND COMPOSITIONAL ABILITY/SKILL**

There will be an essay-type midterm examination on **Friday March 09** in class based on a topic and readings stated in the “Course Schedules & Readings” section of this course outline. Two essay questions will be given to you and you are required to answer any one within 80 minutes.

**CREATIVE/INNOVATIVE THINKING: 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:

***The content of the oral presentation and the reflective paper follows the following outline: 1) Introduction, 2) relevant and unresolved need of the social world, 3) initiation and implementation of a project to meet this need, 4) the relevance and feasibility of the project, 5) experiences with the project, 6) application of a major concept and a theory from the course, 7) how the project informs and/or challenges the major concept and theory applied, and 8) a conclusion.***

- 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 13, 2012).

**FINAL EXAMINATION (40% or 65%):  
SYNTHETIC THINKING, CRITICAL THINKING, CREATIVE/INNOVATIVE THINKING AND COMPOSITIONAL ABILITY/SKILL**

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 final exam questions. The time allowed for the final examination is 1.5 hours. 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, 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 or show an

evidence of family emergency.

### **EVALUATION CRITERIA FOR MID-TERM AND FINAL EXAMINATIONS:**

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 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.

### **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.

**COURSE SCHEDULE AND READING ASSIGNMENTS**

WEEK	DAY	DATE	TOPICS AND READINGS
1	Wed/Friday	Jan. 11/13	Sociological Theorizing Functionalist Theorizing <b>Chapters 8, 9 &amp; 22 of Zeitlin 2001</b>
	<b>Interactive Lecture</b>		
2	Wed/Friday	Jan. 18/20	Evolutionary Theorizing: Early Evolutionary Theory <b>Chapter 15 &amp; 22 of Zeitlin 2001</b>
	<b>Interactive Lecture</b>		
3	Wed/Friday	Jan 25/27	Evolutionary Theorizing: New Evolutionary Theories <b>Supplementary Reading</b>
	<b><u>Interactive Lecture</u></b>		
-----			
4	Wednesday	Feb. 01	The Enlightenment: Philosophical Foundations <b>Chapter 1 of Zeitlin 2001</b>
	<b><u>Group Discussion #1 (5%)</u></b>		
	<b>A) GROUP CRITICAL REVIEW #1 DUE</b>		
	<b>b) GROUP PROBLEM &amp; QUESTION#1 DUE</b>		
	<b><u>Class Discussion #1: Friday February 03</u></b>		
-----			



5 Wed/Friday Feb. 08/10 Structuralist Theorizing  
**Interactive Lecture** **Chapters 15 & 22of Zeitlin 2001**

6 Wed/Fri Feb. 15/22 Structuralist & Poststructuralist  
Theorizing  
**Interactive Lecture** **Chapters 15 & 22of Zeitlin 2001**

**FEBRUARY 16-17 READING BREAK**

---

---

7 Wed Feb. 24 Conflict Theorizing: Early Conflict  
Theory  
**Group Discussion #2 (5%):** **Chapters 15 or 17 of Zeitlin 2001**  
  
**a) GROUP CRITICAL REVIEW #2 DUE**  
**b) GROUP PROBLEM & QUESTION #2 DUE**

---

---

8 Wed/Friday Feb.29/Mar 2 Conflict Theorizing: Neo-Marxist  
Conflict Theory  
**Interactive Lecture** **Supplementary Reading**

---

---

**9 Interactive Lecture: Neo-Marxist Conflict Theory:** Wednesday March 07

**Midterm Exam: Friday March 09**

**Focus on Chapter 17 and/or 19 or 20 or 21 or 23 of Zeitlin 2001  
dealing with "The Debate with Marx's Ghost"**

---

---

10 Wed/Friday Mar 14/16 Conflict Theorizing: Neo-Weberian  
Conflict Theory  
**Interactive Lecture** **Supplementary Reading**

---

---

11 Wednesday Mar. 21 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 23**

---

---

12 Wed/Friday Mar. 28/30 Critical Theorizing: Early, Postmodern,  
and Feminist Critical Theories  
**Interactive Lecture** **Chapters 15, 16 & 17 of Zeitlin 2001**

13 Wed/Friday Apr. 04/06 Sociological Theory and Solutions to  
Social Problems  
**Students Oral Presentations**

14 Wed/Friday Apr. 11/13 Interactionist Theorizing  
**Interactive Lecture** **Chapters 26 & 27 of Zeitlin 2001**

**CAMOSUN COLLEGE**  
**SOCIOLOGY 220: SOCIOLOGICAL THEORIES: WINTER 2012 FINAL EXAM**  
**STUDY FOCUS:**

- ***Study thoroughly all the following sociological paradigms (main theories, paradigm shifts, and main theories of selected theorists) and associated major concepts for the final exam. Four applied questions based on these PARADIGMS will be provided for the final examination and you will be required to answer ANY ONE of your choice. Note that this is a long essay-type exam and emphasis is on synthetic thinking, critical thinking, creative/innovative thinking as well as compositional ability/skill of coherence of your answer, logical reasoning, and empirical evidence/examples.***

**PARADIGMS:**

1. Functionalism (including Neo-functionalism)
2. Evolutionism
3. Social Conflict (including Neo-Marxism and Neo-Weberian)
4. Interactionism
5. Feminism
6. Criticalism
7. Structuralism
8. Poststructuralism
9. Postmodernism

**FOCUS OF STUDY:**

- ***In each of the sociological paradigms, please focus on the following:***
  1. One of the main theories of the paradigm
  2. Paradigm shift provided by this main theory
  3. Main theory of one theorist of the paradigm
  4. Major concepts of the main theory of the paradigm
  5. Major concepts of the main theory of the selected theorist of the paradigm