



Course Code:	1007LHS
Course Name:	Understanding the Social World
Semester:	Semester 1, 2017
Program:	Diploma of Arts and Communication
Credit Points:	10
Course Coordinator:	Shanene Ditton
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Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

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Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

Prerequisites

There is no assumed knowledge for this course. Students who have taken other introductory humanities and social science courses will find several points of continuity with this course.

Brief Course Description

This course introduces students to the social sciences in a fresh local context, both in terms of the theories social scientists use to explain Australian society and the ways in which those theories have an impact on social life.

Sociology is a diverse field of study – the study of how society is organised and experienced. Sociologists focus on issues of stratification in society (such as class, gender and ethnicity) and the social structures that shape people's lives (including, for example, religion, education and family). This involves considering how people's lived experiences are influenced by their backgrounds, but it also involves exploring how, despite the many inequalities and prejudices that abound in social life, people can be agents of social change. Sociology tackles local issues and global problems. By studying sociology you will learn to think about the world - and your place in that world - with a 'sociological imagination'. The 'sociological imagination' has broad application in all forms of employment, as well as in everyday life more generally.

Rationale

As an introduction to Sociology, this course provides you with the tools (sociological paradigms) to think critically about Australian society and the assumptions and prejudices held by many of its people. The course introduces you to a broad spectrum of social theory and emphasises critical analysis of common sense theories that seek to explain the human experience. The course poses a series of questions, including: How is one's sense of self shaped by gender and social class? What kinds of institutions hold our society together? How are social conventions and rules transmitted from one generation to the next?

1007LHS brings core sociological perspectives to bear on contemporary social issues, demonstrating their relevance and value to students of sociology and related social science disciplines. Sociological theory is seen as a productive tool for students to employ in the day-to-day, providing a way to understand others and 'make the familiar strange'.

Aims

Understanding the Social World aims to provide you with the foundational knowledge that underpins all courses in the Sociology majors/minors in the Bachelor of Arts, Bachelor of Journalism and the Bachelor of Public Relations at Griffith University. In particular, it aims to provide you with an opportunity to develop some of the core

skills and knowledge that are central to the work of Sociologists, including an understanding of social issues, basic research skills, written and oral communication skills, a capacity for reflection, and the ability to work independently and in groups. This will enable you to build on these skills, and develop higher order skills and capacities, in the more advanced second and third level Sociology courses that follow on from 1007LHS, as well as in related social science majors.

The course introduces you to theories that help explain the social forces that shape everyday life. You will develop skills in understanding and analysing a range of concepts, theories and perspectives on social life. A core aim is to foster a critical and interpretive understanding of the dynamic relationship between the individual and society; a skill that will underpin successful completion of more advanced social science courses. A deeper knowledge and understanding of the social forces that structure daily life will help you reflect on your place in society and the ways in which this knowledge might provide you with greater agency in your personal and professional interactions with social institutions.

Learning Outcomes

After successfully completing this course you should be able to:

1. Describe the basic principles of three sociological paradigms used to explain the social world.
2. Compare three sociological paradigms and explain their similarities and differences.
3. Apply sociological theory to an examination of social issues.
4. Analyse the importance of the "sociological imagination" in understanding the social world.
5. Deploy research skills, particularly library and database skills
6. Identify, articulate and practise skills facilitating effective social citizenship.

Texts and Supporting Materials

The required textbook is:

Carl, J., Baker, S., Robards, B., Scott, J., Hillman, W. & Lawrence, G. (2011). *Think Sociology*, Pearson, Australia.

Students must read the assigned chapter from the textbook prior to attending class.

In some weeks the weekly stimulus will link to an additional required reading which is required to complete the assessment item.

Organisation and Teaching Strategies

Class Contact Summary

- Lecture: 1 hour
- Tutorials/ Workshop: 3 hours

Attendance

100% attendance is expected for all classes. You are reminded that your attendance in class will be marked for all elements. To receive full attendance, you must be present in the classroom on all occasions. You are expected to bring work done at home to class for group and individual discussion. Further development of ideas is expected during tutorial time.

Preparation and Participation in Class

You are expected to read your textbook and the lecture notes plus respond to the weekly stimulus exercises before class so that each week you can actively contribute to your learning and the learning of others in your classes. You are expected to ask and answer questions and to initiate discussions and stimulate debate in group and class situations.

Learning Teams

Each week you will attend your class in which you come together with other students and your tutor to explore the weekly topic. Each week's tutorial includes small group activities in assigned 'Learning Teams', which are named after famous historical and contemporary Sociologists. These teams will be formed in Week 1 and you will work with your assigned team for the duration of the trimester. The tutorial provides a space for active, collaborative learning. As spaces for student-student and student-teacher communication, the tutorial provides an opportunity for you to get to know other students and to enhance your skills in presenting and discussing ideas and issues effectively.

Consultation Times

Attendance during consultation times is optional and students are encouraged to use this extra help to enable you to meet the stated learning outcomes.

Course Materials

Lecture notes, weekly stimulus material, and assessment information will be made available on MyStudy for students.

Independent Study

Independent study requires that you spend time outside classes engaged in activity necessary to complete your assignments. This includes reading the required text books, completing weekly activities and using library and internet facilities. For this 10 CP course, you will need to spend at least 10 hours per week engaged in

activities that will help your learning and fulfil the course objectives. Thus, provided you have well used the formal contact hours each week, you would then complete any remaining hours engaged in independent study.

MyStudy and Online Engagement

In addition to the weekly 4 hours of classes, you should be spending at least 6 hours every week completing the weekly tasks. This includes:

- Reading the assigned textbook chapter and reflecting on the ideas it contains
- Engaging with the weekly stimulus material and Discussion Board
- Preparing for your assessment items

The MyStudy site is a critical component of your engagement with the course. You are strongly encouraged to interact with your peers on the Discussion Board in the days prior to the workshop to road-test your initial ideas to that week's stimulus. That discussion will then continue face-to-face in the workshop.

Twitter

During your class you are encouraged to contribute to the #1007LHS Twitter back-channel which can be viewed on MyStudy. The use of Twitter is a form of 'public sociology' (Burawoy 2005) and when communicating on the back-channel, tweets should reflect your position as a 'Sociologist-in-Training'. You are also encouraged to contribute to the back-channel outside of class time in the days prior to and immediately following class. More information about the use of Twitter will be provided in Week 1, including a brief overview of the technology and examples of how Sociologists are using Twitter to advance the sociological imagination. Live-tweeting the workshop content is encouraged as this enables students who are unable to attend the Workshop to have a realtime feed of the Workshop and to contribute their own tweets to this feed.

Program Progression

Students are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 (Australian students) or equal to or greater than 4.0 (International students) in any semester [please see Griffith College Policy Library - Program Progression Policy - for more information].

Content Schedule

Weekly Teaching Schedule

Week	Topic	Activity	Readings
	Module One: Introducing Sociology		
1	Sociological Imagination: This week introduces C. Wright Mills' sociological imagination as a tool enabling us to grasp the	Lecture/ Tutorial/ Workshop	Think Sociology (Chapter 1);

	relationship between the personal lives of individuals (biography) and the public life of a society (history).		
2	Sociological Paradigms: This week introduces three key 'paradigms' of sociological thought - Functionalism, Conflict Theory and Symbolic Interactionism – as possible "ways of seeing" social issues.	Lecture/ Tutorial/ Workshop	Think Sociology (Chapter 2)
3	Sociological Research: This week introduces a number of the conventional ways Sociologists undertake research in order to demystify the research process and show that, as Sociologists-in-Training, you too can do sociology.	Lecture/ Tutorial/ Workshop	Think Sociology (Chapter 15);
4	Society and Culture: This week we consider 'culture' as the sum product of human society and as a framework for understanding the social world.	Lecture/ Tutorial/ Workshop	Think Sociology (Chapter 12);
	Module Two: Social Stratification		
5	Race and Ethnicity: This week we think about race as a cultural construct with real social consequences, and what the differences might be between race and ethnicity. We ask: What difference do a person's racial and ethnic identities make in their lives?	Lecture/ Tutorial/ Workshop	Think Sociology (Chapter 4);
6	Class and Social Stratification: This week we contend with the concept of 'class' and consider how economic realities and social stratification may be related to one another. We ask: Is Australia a classless society?	Lecture/ Tutorial/ Workshop	Think Sociology (Chapter 3);
7	Sex, Gender and Sexuality: This week introduces sex, gender and	Lecture/ Tutorial/ Workshop	Think Sociology (Chapter 5)

	sexuality as separate yet intimately interconnected social categories. We ask: What do a person's sex, gender and sexuality have to do with society?		
8	Youth and Adulthood: This week we think about the thresholds of youth and adulthood: where infancy, childhood, adolescence, young-adulthood, and adulthood begin and end. We ask: What effects do social categories of age have on the lives of people who live them?	Lecture/ Tutorial/ Workshop	Think Sociology (Chapter 6);
	Module Three: Social Institutions		
9	Faith and Secularisation: This week we contend with the social function served by religion, and what trends in religiosity and secularisation might mean about our society. We ask: Is society losing faith?	Lecture/ Tutorial/ Workshop	Think Sociology (Chapter 13)
10	Education and Employment: This week we focus on institutions of learning (schools, university) and their effects on education. We also consider the links between institutionalised learning and employment. We ask: Do degrees and credentials reflect learning, or is there more to the story?	Lecture/ Tutorial/ Workshop	Think Sociology (Chapter 8);
11	Family and Relationships: This week we consider what makes a family in contemporary Australian society, and why institutions, such as government and religion, have particular investments in some relationships but not others. We	Lecture/ Tutorial/ Workshop	Think Sociology (Chapter 9);

	ask: What purpose do social relationships serve?		
12	Crime, Justice and Deviance: This week we think about social 'rules' and why some are enshrined in law while others are enforced socially. We ask: What separates 'crime' from mere 'deviance', and who sets these boundaries?	Lecture/ Tutorial/ Workshop	Think Sociology (Chapter 7);

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Discussion Activities	30%	1, 2, 3, 4, 6	Weeks 2-11
2	Quizzes	30%	1, 2	Weeks 4, 8 & 12
3	Academic Research Essay	40%	1, 3, 4, 5, 6	Week 11

Assessment Details

Discussion Activities (Individual)

Learning Outcomes Assessed: 1, 2, 3, 4, 6

Due Date: Weeks 2-11 inclusive

Weight: 30%

The purpose of the Discussion Activities task is to provide you, as a 'Sociologist-in-training', with weekly opportunities to discuss how the theories, topics and social issues covered in the course intersect with your own experiences. This is a reflective

task and asks you to think through contemporary debates and topics using a 'sociological imagination', connecting 'personal troubles' to 'public issues' (explained in Week 1). The Weekly Discussion task requires you to engage with stimulus material each week before the tutorial. You are then required to discuss the stimulus material with your peers in class and write a reflection. You may use current news events or texts from popular culture to accompany your response.

Criteria and Marking:

- Accuracy in response to stimulus
- Reference to the textbook
- Application of at least one (1) sociological paradigm
- Expression

Quizzes (Individual)

Learning Outcomes Assessed: 1, 2

Due Date: Weeks 4, 8 and 12

Weight: 30%

Three online multiple-choice quizzes will be held during weeks 4, 8 and 12. Each will consist of 20 multiple-choice questions worth .5 marks each and based on material and related readings from weeks 1-3, 4-7 and 8-11 inclusive. This includes the set chapters from the course textbook and material from lectures.

Criteria & Marking:

Feedback on Quizzes is available on MyStudy when the due date for the relevant quiz has passed. This is automated and accessible by students through MyStudy.

Academic Research Essay (Individual)

Learning Outcomes Assessed: 1, 3, 4, 5, 6

Due Date: Week 11

Weight: 40%

Task Description:

The research essay provides you with the opportunity to choose one of the weekly topics and explore a sociological question in greater depth. This assignment will require students to conduct individual research and respond to their question in an academic essay format. You will be provided with a list of essay questions to choose from relating to weeks 5-12. More detailed information and criteria will be made available to you early in the trimester.

Criteria & Marking:

The academic research essay will be assessed on the following criteria:

- Presentation: grammar, spelling and structure.
- Research: effective use of relevant and sufficient academic sources.
- Analysis: application of research to the essay topic, resulting in a clear and effective academic argument.

- Referencing: Harvard in-text and reference list.

Requirements to pass the course:

In order to pass this course, students must:

- 1. attempt and submit ALL assessment items, AND**
- 2. achieve a minimum cumulative total of 50% from all graded assessments.**

Submission and Return of Assessment Items

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Extensions

To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Penalties for late submission without an approved extension

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

Assessment Feedback

Marks awarded for assessment items will also be available on the online grades system on the Student Website within fourteen [14] days of the due date.

Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication		Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning		Yes	Yes
Team Work		Yes	Yes
Cultural Intelligence	Yes	Yes	Yes

English Language Proficiency		Yes	Yes
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Additional Course Generic Skills

Additional Course Information

Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of a breach of academic integrity made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are

considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

Risk Assessment Statement

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