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| Course Code: | 1007LHS |
| Course Name: | Understanding the Social World |
| Semester: | Trimester 1, 2018 |
| Program: | Diploma of Arts and Communication |
| Credit Points: | 10 |
| Course Coordinator: | Laura Rodriguez Castro |
| Document modified: | 16 th January 2018 |

Teaching Team

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

Laura Rodriguez Castro - larc@portal.griffithcollege.edu.au

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. Understand the importance of the "sociological imagination".
 3. Apply sociological theory to an examination of social issues.
 4. Deploy written communication skills, drawing on sociological research.
 5. Identify and articulate skills facilitating effective social citizenship.
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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.

Each week, the weekly stimulus will link to an additional required reading or task, which is required to complete the assessment item.

Organisation and Teaching Strategies

Class Contact Summary

- 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 chapter, review the weekly stimulus and mini-lecture(s) before class so that each week you can actively contribute to your learning and the learning of others in the classroom. 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 textbooks, 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 3 hours of classes, you should be spending at least 7 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 mini-lectures
- Reading the weekly stimulus material
- Preparing for your assessment items (Quizzes and Discussion Board Posts)

The MyStudy site is a critical component of your engagement with the course. At the end of each week you are expected to write one post in the Discussion Board as part of your assessment.

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 relationship between the personal lives of individuals (biography) and the public life of a society (history). | Lecture/ Tutorial/ Workshop | Think Sociology (Chapter 1); |
| 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) |

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| 3 | <p>Sociological Research:</p> <p>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.</p> | Lecture/ Tutorial/ Workshop | Think Sociology (Chapter 15); |
| 4 | <p>Society and Culture:</p> <p>This week we consider 'culture' as the sum product of human society and as a framework for understanding the social world.</p> | Lecture/ Tutorial/ Workshop | Think Sociology (Chapter 12); |
| Module Two: Social Stratification | | | |
| 5 | <p>Race and Ethnicity:</p> <p>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?</p> | Lecture/ Tutorial/ Workshop | Think Sociology (Chapter 4); |
| 6 | <p>Class and Social Stratification:</p> <p>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?</p> | Lecture/ Tutorial/ Workshop | Think Sociology (Chapter 3); |
| 7 | <p>Sex, Gender and Sexuality:</p> <p>This week introduces sex, gender and sexuality as separate yet intimately interconnected social categories. We ask: What do a person's sex, gender and sexuality have to do with society?</p> | Lecture/ Tutorial/ Workshop | Think Sociology (Chapter 5) |

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| 8 | <p>Youth and Adulthood:</p> <p>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?</p> | Lecture/ Tutorial/ Workshop | Think Sociology (Chapter 6); |
| | Module Three: Social Institutions | | |
| 9 | <p>Globalisation:</p> <p>This week we contend with the effects of increasing flows of people, money and ideas across the world, and ask: what might this mean for our local culture(s)?</p> | Lecture/ Tutorial/ Workshop | Think Sociology (Chapter 11) |
| 10 | <p>Education and Employment:</p> <p>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?</p> | Lecture/ Tutorial/ Workshop | Think Sociology (Chapter 8); |
| 11 | <p>Family and Relationships:</p> <p>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 ask: What purpose do social relationships serve?</p> | Lecture/ Tutorial/ Workshop | Think Sociology (Chapter 9); |
| 12 | <p>Crime, Justice and Deviance:</p> <p>This week we think about social 'rules' and why some are enshrined in law while others are enforced</p> | Lecture/ Tutorial/ Workshop | Think Sociology (Chapter 7); |

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| | socially. We ask: What separates 'crime' from mere 'deviance', and who sets these boundaries? | | |
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Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

| Item | Assessment Task | Weighting | Relevant Learning Outcomes | Due Date |
|------|--------------------------------------|-----------|----------------------------|--------------|
| 1 | Quizzes | 20% | 1, 2, 3 | Weeks 7 & 13 |
| 2 | Discussion Activities (Module One) | 20% | 1, 3, 4, 5 | Week 4 |
| 3 | Discussion Activities (Module Two) | 30% | 1, 3, 4, 5 | Week 8 |
| 4 | Discussion Activities (Module Three) | 30% | 1, 3, 4, 5 | Week 12 |

Assessment Details

Quizzes (Individual)

Learning Outcomes Assessed: 1, 2, 3

Due Date: Weeks 7 and 13

Weight: 20%

Two online multiple-choice quizzes will be held during weeks 7 and 13. Each will consist of 20 multiple-choice questions worth .5 marks each and based on material and related readings from weeks 1-6 and 7-12 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.

Discussion Activities – Module One (Individual)

Learning Outcomes Assessed: 1, 3, 4, 5

Final Due Date: End of Week 4 (weeks 2-4 assessed)

Total Weight: 20%

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 and the sociological paradigms (conflict theory, functionalism and symbolic interactionism) introduced in Week 2.

The Discussion Activities task requires you to engage with stimulus material each week to make one Reflective Post in response to the weekly stimulus task. You **should** aim to write and publish your Reflective post in the Discussion Board in the two days following the workshop. You are encouraged to use additional sources such as current news events and texts from popular culture, and additional academic sources to support your response.

Module 1 is designed to have easily achievable criteria, allowing you to become familiar with the format and to test out your 'sociological imagination' before you move on to meet the more challenging demands of the later Modules. Your posts in Module 1 are assessed according to your demonstrated ability to describe the basic principles of the three sociological paradigms used to explain the social world (Learning Outcome 1) and the similarities and differences of these paradigms. Note that there is a **final due date** (end of week 4) at the end of the Module that should include the posts from weeks 2,3 and 4.

Criteria and Marking:

- Accuracy in response to stimulus
- Reference to the textbook
- Application of at least one (1) sociological paradigm
- Expression and referencing
- 500 words in length per weekly post (note: this is an upper limit – the lower limit is provided by meeting all of the task criteria).

Discussion Activities – Module Two (Individual)

Learning Outcomes Assessed: 1, 3, 4, 5

Final Due Date: End of Week 8 (weeks 5-8 assessed)

Total 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 and the sociological paradigms (conflict theory, functionalism and symbolic interactionism) introduced in Week 2.

Discussion Activities in Module 2 provides an opportunity for you to demonstrate your deepening attainment of sociological knowledge. In Module 2 of the Discussion Activities task, you will be assessed on your development of higher-level skills involving the application of sociological theory to social issues.

The Discussion Activities task requires you to engage with stimulus material each week to make one Reflective Post in response to the weekly stimulus task. You **should** aim to write and publish your Reflective post in the Discussion Board in the two days following the workshop. You are encouraged to use additional sources such as current news events and texts from popular culture, and additional academic sources to support your response. Note that there is a **final due date** (end of week 8) at the end of the Module that should include the posts from weeks 5,6,7 and 8.

Criteria and Marking:

- Accuracy in response to stimulus
- Reference to the textbook
- Application of at least one (1) sociological paradigm
- Expression and referencing
- 500 words in length per weekly post (note: this is an upper limit – the lower limit is provided by meeting all of the task criteria).

Discussion Activities – Module Three (Individual)

Learning Outcomes Assessed: 1, 3, 4, 5

Final Due Date: End of Week 12 (weeks 9-11 assessed)

Total 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 and the sociological paradigms (conflict theory, functionalism and symbolic interactionism) introduced in Week 2.

The purpose of the Discussion Activities task in Module 3 is to provide you with opportunities to think through contemporary debates about social institutions using sociological theory. The Module 3 Discussion Activities task is designed to assess your mastery of the sociological paradigms and their application to social issues.

The Discussion Activities task requires you to engage with stimulus material each week to make one Reflective Post in response to the weekly stimulus task. You **should** aim to write and publish your Reflective post in the Discussion Board in the two days following the workshop. You are encouraged to use additional sources such as current news events and texts from popular culture, and additional academic sources to support your response. Note that there is a **final due date** (end of week 12) at the end of the Module that should include the posts from weeks 9,10 and 11. .

Criteria and Marking:

- Accuracy in response to stimulus
- Reference to the textbook

- Application of at least one (1) sociological paradigm
- Expression and referencing
- 500 words in length per weekly post (note: this is an upper limit – the lower limit is provided by meeting all of the task criteria).

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 |

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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