



Course Code:	1014HSV
Course Name:	Introduction to Social Theory
Trimester:	Trimester 2, 2019
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Amy Bourke
Document modified:	21 May 2019

### Teaching Team

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

Amy Bourke – [amy.bourke@staff.griffithcollege.edu.au](mailto:amy.bourke@staff.griffithcollege.edu.au)

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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.

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## **Prerequisites**

Nil

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## **Brief Course Description**

This course provides an introduction to the contemporary debates in the social sciences and their relevance to social interventions in the health and human services arena. The social sciences provide human services practitioners with theoretical and methodological frameworks for professional practice. Frameworks, informed by the discipline of sociology, connect important concepts such as class, race, sex and age to social inequalities.

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## **Rationale**

In order to change society, or even to participate effectively in it, some understanding of how society works is essential. Social Theory provides the theoretical underpinnings for the discipline of sociology and also includes many of the central ideas found in anthropology, politics, education, social psychology, international relations, cultural studies, social work and human services. At the broadest level, social or sociological theory increases our understanding of society by elucidating social inequality, difference and change.

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## **Aims**

This course aims to expose students to the wider social and cultural context in which health and human services operate, including an understanding of culture, globalisation, environmental sustainability and issues surrounding disadvantage.

Specifically, students will explore and examine:

1. the foundations of modern social theory and their applications to key social issues through three key paradigms underpinning sociological thought: Functionalism, Conflict Theory and Symbolic Interactionism;
  2. social inequalities such as class, race/ethnicity, sex/gender and age in the first few weeks of this course followed by the exploration of major social institutions such as the social construction of crime/deviance, education & employment, health/illness, marriage & religion; and
  3. themes of inequality on a global scale including globalisation & economics, cultures & subcultures and environmental movements & sustainability.
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## **Learning Outcomes**

After successfully completing this course you should be able to:

1. Summarise and compare the three key theoretical paradigms that explain social inequality and social change.
  2. Explain the contributing factors to social inequality and discuss the issues associated with social change.
  3. Summarise social theory approaches to society's problems and their relevance to professional human services practice.
  4. Use research skills to identify and access appropriate academic literature.
  5. Critically analyse social theories in relation to social issues and reflect on their application and relevance to the role of a developing human services practitioner.
  6. Apply and test theoretical understanding using stipulated assessment criteria.
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## **Texts and Supporting Materials**

A list of required and recommended readings will be available on the 1014HSV MyStudy course site on the Griffith College student portal.

### **Required Text**

- Carl, J. D., Baker, S., Robards, B., Scott, J., Hillman, W. & Lawrence, G. (2012). *Think Sociology* (1st Australian ed.). Sydney, Australia: Pearson.
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## **Organisation and Teaching Strategies**

Teaching methods will include a combination of face-to-face strategies such as interactive lectures, tutorials and workshops. Tutorials and workshops facilitate consolidation, discussion and application of knowledge from the lecture.

It is standard practice at Griffith College that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site. Lecture Captured sessions are not intended as a substitute for a Lecture. Elements of the lecture may be edited from the Lecture Capture. Students are encouraged to attend the lectures in real time and use Lecture Capture as supplementary.

### *Class Contact Summary*

Lectures: 2 hours per week (weeks 1 - 12).

Tutorials: 1 hour per week (weeks 1 -12).

Workshops: 1 hour per week (weeks 1 - 12).

## **Attendance**

100% attendance is expected for all classes and to actively involve themselves in discussions. 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 completed 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 complete your readings and review the lecture notes plus attempt any tutorial/workshop 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.

## **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 will be made available to you on the 1014HSV MyStudy course website on the Griffith College portal and you are advised to download or print these out and bring them to each class so that extra notes can be added.

## **Independent Study**

Independent study requires that you spend time outside classes engaged in reviewing course materials available on the course site, completing readings, and undertaking research necessary to complete your assignments. Research includes reading the digitized readings, using library and internet facilities. For this 10 CP course, in addition to attending 4 hours of classes each week, you will need to spend at least 6 hours per week in your own time.

## **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 trimester [please see Griffith College Policy Library - Program Progression Policy - for more information].

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## Content Schedule

### Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	Introduction to Social Theory and Developing a Sociological Imagination	Lecture	<i>Think Sociology</i> Chapters 1 & 2
	Understanding Paradigms	Tutorial	
	Overview of assessment portfolio and introduction to course site	Workshop	
2	Classism and Social Stratification	Lecture	<i>Think Sociology</i> Chapter 3
	Classism and Social Stratification	Tutorial	
	Nolan Chart (assessment 1 preparation)	Workshop	
3	Racism and Ethnicity	Lecture	<i>Think Sociology</i> Chapter 4
	Applying theory: Racism and Ethnicity	Tutorial	
	Expanding our sociological imagination (Assessment 3 Preparation)	Workshop	
4	Sexism and Gender	Lecture	<i>Think Sociology</i> Chapter 5
	Applying theory: Sexism and Gender	Tutorial	
	TBA	Workshop	
5	Ageism and Aging	Lecture	<i>Think Sociology</i> Chapter 6
	Applying theory: Ageism and Aging	Tutorial	
	Deconstructing gender, race, age, and class in advertising	Workshop	
6	Crime and Deviance	Lecture	<i>Think Sociology</i> Chapter 7
	Applying theory: Crime and Deviance	Tutorial	
	In class debate (assessment 4 preparation)	Workshop	
7	Education and employment	Lecture	<i>Think Sociology</i> Chapter 8
	Applying theory: Education and employment	Tutorial	
	TBA	Workshop	

<b>Break Week</b>	No classes		
<b>8</b>	Marriage, Family, and Religion	<b>Lecture</b>	<i>Think Sociology</i> Chapters 9 & 13
	Applying theory: Marriage, Family, and Religion	<b>Tutorial</b>	
	Discussion	<b>Workshop</b>	
<b>9</b>	Social Production of Health and Illness	<b>Lecture</b>	<i>Think Sociology</i> Chapter 10
	Applying theory: Social Production of Health and Illness	<b>Tutorial</b>	
	TBA	<b>Workshop</b>	
<b>10</b>	Globalisation, Capitalism, and the McDonaldisaton of Society	<b>Lecture</b>	<i>Think Sociology</i> Chapter 11
	Applying theory: Globalisation, Capitalism, and the McDonaldisaton of Society	<b>Tutorial</b>	
	TBA	<b>Workshop</b>	
<b>11</b>	Culture and Subcultures	<b>Lecture</b>	<i>Think Sociology</i> Chapter 12
	Applying theory: Culture and Subcultures	<b>Tutorial</b>	
	TBA	<b>Workshop</b>	
<b>12</b>	Social Justice, Environment, and Activism	<b>Lecture</b>	<i>Think Sociology</i> Chapter 14
	Exam Practice	<b>Tutorial</b>	

## Assessment

This section sets out the assessment requirements for this course.

### Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Portfolio - Comprehension and Analysis Tasks	60%	1, 2, 3, 4, 5, 6	Weeks 3, 4, 6, 8 & 12
2	Final Examination - selected response	40%	1, 2, 3, 6	Final examination weeks

## *Assessment Details*

### **1. Portfolio - Comprehension and Analysis Tasks**

#### Rationale:

The comprehension and analysis tasks contained within the portfolio are intended to test the student's ability to apply their knowledge and understanding of sociological, theoretical and methodological frameworks taught in the course. The assessment is also designed to assist students to develop critical thinking.

#### Assessment details:

The portfolio consists of a series of comprehension and analysis tasks based on the topics explored in class. Tasks include short answer and online quizzes, short written essays, opinion pieces, creative diagrams / mind-maps, written debates and activism activities. A more detailed breakdown of these tasks is provided in the Portfolio assessment descriptor on the 1014HSV MyStudy course site on the Griffith College student portal. Additional information and assistance to complete each task will be provided in lectures and tutorials.

#### Marking criteria:

Students will be awarded marks based on pre-moderated criteria published on the 1014HSV MyStudy course site on the Griffith College portal. Overall the portfolio is weighted at 60% of your total grade for this course. Each task within the portfolio is weighted between 5% and 20% of your total grade for this course. These activities must follow the academic conventions related to formatting, referencing, and word count.

Submission: Online submission to Turnitin.

#### Portfolio Task Breakdown

### **2. End-of trimester (Final) examination**

#### Rationale:

The final examination is intended to test the student's knowledge and understanding of sociological, theoretical and methodological frameworks taught in the course.

#### Assessment details:

The final examination will be held during the end-of-trimester exam period and will comprise series of multiple-choice questions based around key themes in the course.

#### Marking criteria:

Marks will be awarded for evidence that the student has understood, and can apply and evaluate, the content presented in lectures, tutorials, and the required readings. The end-of-trimester examination will be marked against established model answers and undergo a full moderation process.

Further details of assessment item expectations will be provided during class and in each assessment descriptor available on the 1014HSV MyStudy course site on the Griffith College portal.

#### **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  $\leq$  24 hours 10%
- > 24 hours and  $\leq$  48 hours 20%
- > 48 hours and  $\leq$  72 hours 30%
- > 72 hours and  $\leq$  96 hours 40%
- > 96 hours and  $\leq$  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 in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final piece of assessment in this course - marks for this item will be provided with the final course result.

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### **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 Information**

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## 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*

There are no out of the ordinary risks associated with this course.

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