



1. General Course Information

1.1 Course Details

Course Code:	1007LHS
Course Name:	Understanding the Social World
Trimester:	Trimester 3, 2020
Program:	Diploma of Arts and Communication
Credit Points:	10
Course Coordinator:	Dr Christopher Driver
Document modified:	14 September, 2020

Course Description

This course introduces students to the social sciences in a fresh local context, exploring the key theories social scientists use to explain Australian and global societies, and considering the ways that our understanding of the social world has 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.

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.

Assumed Knowledge

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.

1.2 Teaching Team

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

Name	Email
Dr Christopher Driver	Christopher.Driver@griffithcollege.edu.au

1.3 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 "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services. Information regarding accessing online classes via Zoom and other information pertaining to specific weeks can be accessed in the Timetable tile on the course website.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

Understanding the Social World 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 including, for example, Criminal Justice, Indigenous Studies, Islam-West Relations, Politics and International Studies, and Security Studies.

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.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Describe the basic principles of key sociological paradigms used to understand the social world.

2. Analyse social issues using the 'sociological imagination'.
3. Apply sociological theory to an examination of social issues.



2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	
Social responsibility and ethical awareness		✓	✓	
Cultural competence and awareness in a culturally diverse environment		✓	✓	



3. Learning Resources

3.1 Required Learning Resources

Furze, B, Savy, P, Webb, R, James, S, Petray, T, Brym, RJ and Lie, J 2015, *Sociology in Today's World*, 3rd edn, Cengage Learning Australia, South Melbourne.

NOTE: There are other versions of this textbook. Confirm that you have purchased the correct edition with localised material.

Students must read the assigned chapter from the textbook prior to attending the workshop. The Quiz assessment is directly linked to chapter content. Students are also required to cite the textbook in the Discussion Activities assignment.

In some weeks the discussion material for the Discussion Activities assessment task will link to a short additional reading which is required to complete the assessment item. These readings will be available digitally.

3.2 Recommended Learning Resources

Additional readings and resources will be posted on the course website if/when required.

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning

experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You 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 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].






Teacher and Course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
	Module One: Foundations				1
1	<u>Sociological Imagination</u> Watching: Minilecture 1: What is Sociology? Minilecture 2: The Sociological Imagination Chapter(s): A Sociological Compass in Sociology in Today's World	Review Moodle resources and complete Padlet tasks 1- 3.	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		

2	<u>Sociological Paradigms</u> Minilecture 3: Sociological Paradigms Chapter(s): A Sociological Compass in Sociology in Today's World	Guided Writing Task 1: 'Why should I bother getting a university degree?'	This workshop introduces key paradigms of sociological thought - Functionalism, Conflict Theory, Symbolic Interactionism and Feminist Theory - as possible "ways of seeing" social issues.		
3	<u>Sociological Research</u> Minilecture 4: Research Ethics Chapter(s): How Sociologists Do Research in Sociology in Today's World	Guided Writing Task 2: 'Using ABS data, design a research question that aligns with one or more of the major sociological paradigms'	This workshop introduces a number of ways Sociologists undertake research in order to demystify the research process and show that, as Sociologists-in- Training, you too can do sociology.		
4	<u>Culture & Socialisation</u> Minilecture 5: The Cultural Iceberg Minilecture 6: Norms Chapter(s): Culture in Sociology in Today's World Socialisation in Sociology in Today's World	Guided Writing Task 3: 'Analyse a folkway from the perspective of one of the major sociological paradigms'	This workshop considers 'culture' as the sum product of human society and as a framework for understanding the social world. We also think about the way we learn culture through the process of 'socialisation'.	Reflective Journal Submission #1	
Module Two: Inequalities					2
5	<u>Race & Ethnicity</u> Minilecture 7: The Social Construction of Race and Racism Minilecture 8: An Intersectional Approach to Identity	Guided Writing Task 5: 'Consider privilege and disadvantage operate in your	In this workshop, we think about race as a cultural construct with real social consequences, and what the differences might be between race and ethnicity.		





	Chapter(s): Race and Ethnicity in Sociology in Today's World	own life on the basis of race'			
6	<u>Class & Stratification</u> Minilecture 9: Class in Contemporary Australia Chapter(s): Class and Stratification in Sociology in Today's World	Guided Writing Task 6: 'Analyse an object that you wear, display or own and consider how it suggests a particular class location through its history, uses and symbolic connection/s to ideas/practices'	In this workshop, 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?		
7	<u>Sexuality & Gender</u> Minilecture 10: Sex, Gender and Sexuality Chapter(s): Sexuality and Gender in Sociology in Today's World	Guided Writing Task 7: 'How do you express gender?'	This workshop introduces sexuality and gender as separate yet intimately interconnected social categories that shape our lives in different ways		
8	<u>Disability, Ageing & Death</u> Minilecture 11: Youth and Old Age Chapter(s): Disability, Ageing and Death in Sociology in Today's World	Guided Writing Task 8: 'Describe a public space & evaluate its capacity to dis/en-able'	In this workshop we focus on the body, and how age and disability - always experienced bodily - affect our opportunities in the world.	Reflective Journal Submission #2	
Module Three: Institutions & Change					3
9	<u>Education and Work</u> Minilecture 12: Education with Official and Hidden Curricula Chapter(s):	Guided Writing Task 9: 'Describe your own or a family	This workshop focuses on institutions of learning (schools, university) and their	Mid-Trimester Quiz	

	<p>Education in Sociology in Today's World</p> <p>Work and the Economy in Sociology in Today's World</p>	<p>member's experience of transitioning between education and employment. What are the barriers or pathways that were/n't available to them?'</p>	<p>effects on education. We also consider the links between institutionalised learning and employment.</p>		
10	<p><u>Families & Relationships</u></p> <p>Minilecture 13: The "Normal" Australian Family</p> <p>Minilecture 14: Families on the Fringe</p> <p>Chapter(s):</p> <p>Families in Sociology in Today's World</p>	<p>Guided Writing Task 10:</p> <p>'Describe a social norm that applies to families in your wider society'</p>	<p>This workshop considers 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.</p>		
11	<p><u>Globalisation</u></p> <p>Minilecture 15: Understanding Globalisation</p> <p>Chapter(s):</p> <p>Globalisation and Development in Sociology in Today's World</p>	<p>Guided Writing Task 11:</p> <p>'Research the social impact of your clothing choices and consumption of fashion'</p>	<p>This week we contend with the effects of increasing flows of people, money and ideas across the world, and ask what this might mean for our local cultures and for a global society.</p>		
12	<p><u>Environmental Sustainability</u></p> <p>Minilecture 16: Crisis!</p> <p>Chapter(s):</p> <p>Environmental Sustainability in Sociology in Today's World</p>	<p>Guided Writing Task 12:</p> <p>'Research and evaluate the impact of climate change on life in your local community in 2100'</p>	<p>This workshop frames environmental issues as inherently social issues, and asks how a sociological perspective can contribute to environmental sustainability into the future.</p>	<p>Reflective Journal Submission #3.</p>	



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Quizzes	20%	1, 2, 3	Weeks 9 & 13
2	Reflective Journal 1	20%	1	Week 4
3	Reflective Journal 2	30%	2	Week 8
4	Reflective Journal 3	30%	3	Week 12

5.2 Evidence of Learning Task Detail

Quizzes (Individual)

Learning Outcomes Assessed: 1, 2, 3

Due Date: Weeks 9 and 13

Weight: 20%

Two online multiple-choice quizzes will be held during weeks 9 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. Questions on the quiz are multiple choice and are taken from the assigned textbook, course profile, and other relevant course material identified by instructors.

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.

Reflective Journal Entries

The purpose of the your Reflective Journal is to provide you, as a 'Sociologist-in-training', with the opportunity 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 key sociological paradigms introduced in Week 2.

Criteria and Marking:

- Accuracy in response to discussion material and writing prompt
- Reference to the textbook
- Description and discussion of at least one sociological paradigm
- Written 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)

Module One (Individual)

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 discussion activities in Module 1 are assessed according to your demonstrated ability to describe the basic principles of the key sociological paradigms used to explain the social world (Learning Outcome 1) and the similarities and differences of these paradigms.

Learning Outcomes Assessed: 1, 2, 3

Final Due Date: End of Week 4 (weeks 3 and 4 assessed)

Total Weight: 20%

The Discussion Activities task requires you to engage with discussion material each week (from week 3) to write a discussion activity in your Reflective Journal in response to the weekly writing prompt. You should write your weekly discussion in a word document (template provided). The Reflective Journal document must include all of your discussion activities for the relevant weeks. Submit your Reflective Journal by the due date through Turnitin. Note that there is a final due date (end of week 4) at the end of the Module that should include the discussion activities from weeks 3 and 4.

Module Two (Individual)

The Module 2 tasks provide an opportunity for you to demonstrate your deepening attainment of sociological knowledge (Learning Outcome 2). In Module 2 you will be assessed on your development of higher-level skills involving the application of sociological theory to social issues.

Learning Outcomes Assessed: 1, 2, 3, 4

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

Total Weight: 30%

Submit your Reflective Journal by the due date through Turnitin. Note that there is a final due date (end of week 8) at the end of the Module that should include the Discussion Activities from weeks 5, 6, 7 and 8.

Module Three (Individual)

The purpose of the tasks in Module 3 is to provide you with opportunities to think through contemporary debates about social institutions using sociological theory (Learning Outcomes 3 and 4). The Module 3 Discussion Activities task is designed to assess your mastery of the sociological paradigms and their application to social issues.

Learning Outcomes Assessed: 2, 3, 4

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

Total Weight: 30%

Submit your Reflective Journal by the due date through Turnitin. 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.

5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

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.

Requests for extension

To apply for an extension of time for an evidence of learning item, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment 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. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - [Policy Library](#) - for guidelines regarding extensions and deferred assessment.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the course site fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the course site. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the course site and made available to students through the Moodle Course Site.

The sum of your marks of evidence of learning items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > [Academic Integrity Policy](#)

Reasonable Adjustments for Assessment – The Disability Services policy

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

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

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