

Camosun College
School of Arts & Science
Social Sciences Department

Sociology 100

Social Structure & Organisation

Section 1: Mondays, Wednesdays 6:00 p.m. to 8:50 p.m. [2005S]

Room: Fisher 200, Lansdowne Campus

Summer, 2005, July 6 to August 24

College closed Monday August 1

The updated course description will be available here

Instructor: Phil Bartle, PhD
Office hours: See:
Location: Fisher 324A and Cafeteria
Phone: 370 3934 during office hours (no voice mail, please)
E-mail:
Web Site: <http://www.scn.org/cmp/> (Click on "Camosun")

Calendar Description:

Basic principles and methods of sociology are introduced. Emphasis is placed upon society as institutionalised human behaviour, the various factors which control or alter it, and the effects upon the individual and the group. The major objective of the course is to develop a critical understanding of modern society.

Intended Learning Outcomes:

Students will be able to:

1. Demonstrate that the sociological perspective is a valid approach to studying, understanding, explaining, and predicting patterns of human behaviour, social structure and organisation.
2. Define the major concepts of sociology and use them to examine human behaviour and the social world.
3. Identify and describe the major sociological perspectives of functionalism, social conflict, and symbolic interactionism.
4. Apply the major sociological perspectives to examine research, social interaction, culture, inequalities, social institutions, and social change. Other perspectives will be introduced.
5. Identify the historical roots and the current directions of sociology.
6. Describe the influences of social structure and organisation on their lives, the times in which they live, and their society.

Required Materials

Henslin, James M., Dan Glenday, Ann Duffy and Norene Pupo.
2004. *Sociology: A Down-to-Earth Approach*, Third Canadian Edition.
Toronto: Pearson.

Bartle, P. *The Sociology of Communities, An Introduction*. 2005. Victoria: Camosun Imaging.

www.scn.org/cmp/ ... (click on Camosun).

Students are required to obtain internet access and an email address.

Package of three holed lined paper, 8 1/2 X 11, and a bold pen.

Willingness and ability to contribute to the course by participation in discussions.

Additional appropriate material from credible sources to which the instructor will refer.

Method of Instruction

The course will be based on a series of lectures and seminar type discussions in which the students are expected to participate. All students must obtain working email accounts and Internet access, and course discussion will continue through email and through the course web site.

Look at and thoroughly become familiar with the document, "[Course Conduct](#)" (available on the course web site) and be sure your approach to the class is within its parameters. Participation in the process is required.

Read each topic before coming to the class assigned to that topic.

Basis of Student Assessment

Evaluation will be based on two in-class examinations, each accounting for thirty percent of the final grade. Participation (positive contributions to the course), including a set of in-class assignments will account for ten per cent of the final grade. A final exam will account for thirty percent of the final grade. Each examination will consist of two essay type questions, selected (*by a student*) by drawing cards out of a hat at the time of the exam, and will cover material from the readings, lectures, and discussions. All examinations will be graded anonymously and on the basis of their sociological quality and English proficiency.

In evaluating the examination papers the emphasis will be on understanding and analysis rather than recitation of facts. Avoid memorizing sentences, in particular when it is not clear to you what the sentences mean. Papers indicating memorization will receive a grade of zero. As for analysis, your learning strategy should be to understand the relationships among facts, not the facts alone. Another important aspect of your paper is illustration. After discussion and analysis, give examples from personal, current and/or historical developments in society. This will show that you understand the concepts and theories and are able to apply them to society as tools for analysis. While personal feelings, beliefs and unsubstantiated opinions are welcome in the class and on line discussions, they should be avoided in the exams.

More specifically, your answers on the exam paper must:

1. show a full understanding of the thesis and include the main arguments of the topic;

2. cover all the major components of the topic;
3. be organised and cohesive;
4. be written in clear English, structured well, as a logical argument;
5. communicate ideas effectively;
6. focus on the topic;
7. avoid unrelated material from other topics or elsewhere;
8. avoid "fillers", padding, repetitions, and vague generalities; *and*
9. illustrate the answer by giving appropriate examples from personal experience or current affairs.

Examination Procedures

The dates of the first and second in-class examinations are chosen to minimize the chances of your having to write several examinations in the same week. The third and final examination will be held on the last day of classes. All examinations must be written in the section of the course in which the student is officially registered.

A grade of zero will be granted for absence during examination, unless the student produces a medical certificate confirming serious illness and writes the substitute exam within one week of recovery.

The examination papers for the first and second examinations must be claimed by the student in person during the class session in which the papers are returned.

Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 80 - 85%	C = 60 - 64%	AUD = Audit

W = Official withdrawal has taken place.

Tutorial Assistance

Since the pool of questions from which examination topics will be chosen is known in advance, students are strongly urged to prepare draft essays based on these questions and bring them to the instructor (live, not by email) for review and tutorial assistance well before the exam date. This will ensure that the issues are understood and the papers are on the right track. Exam questions will not be answered or interpreted by the instructor through email.

Academic Misconduct

Academic misconduct includes, but is not limited to, the following acts:

- giving, receiving, or obtaining unauthorized information during any type of examination or test;
- obtaining or providing unauthorized questions or answers relating to any examination or test prior to the time of the examination or test;
- asking or arranging for another person to take any examination or test in one's place;
- disrupting classes or interfering with their presentation (eg by talking to a neighbour or reading during lecture presentations, disrespectful or other inappropriate behaviour);
- plagiarizing, that is, appropriating the work of another or parts or passages of another's writing, or the ideas or language of the same, and passing them off as a product of one's own mind or manual skill;
- Disruptive behaviour which limits the ability of the instructor to provide presentations.

Sleeping and eating quietly are not usually considered disruptive to this instructor, but extraneous talking or extraneous reading interfere with ability to lecture. Children who are reasonably well behaved are welcome visitors to the class. Academic misconduct will result in a grade of "F" for the entire course. The students should note that, in accordance with the college policy quoted above, mere access to unauthorized information (*for example, texts or lecture notes*) during any exam constitutes academic misconduct. It is not necessary for the instructor to prove that the information has been used by the student.

Tape Recording in the Classroom

In order to ensure free and open discussion of controversial ideas by the students, tape-recording of the proceedings is not permitted in class. Exceptions, however, will be made for students who are visually impaired or provide written proof that they are unable to write because of physical disability.

Procedure Changes

In order to deal with the day to day management of the course, new procedures or revisions to procedures may be implemented from time to time throughout the semester. Such procedures and revisions will be announced in class for two consecutive sessions before they are implemented. It is the responsibility of each student to keep informed of such developments.

All matters that are not covered by this course outline are governed by official college policies and procedures.

Course Content and Study Guide

Lectures will include explaining and answering the following topics and questions. These topics and questions, in turn, will constitute the source from which the examination questions will be chosen through a random selection process (*standard deck of cards*) at the time of the exam. Lectures will not be a substitute for the reading assignments, and vice versa.

This is a Summer Session course. The pace is fast. There are approximately four or five substantive topics per week, numbered as "Lessons." In the schedule below, each substantive topic is presented in Bold Font. Required reading is immediately after in normal font. Recommended reading follows in smaller font. Students who opt for not buying the text book, Henslin, should find much of their material in the recommended readings below. Also See [Web References for the course](#), and [Web References for the](#)

Book.

Lesson One

Introductions, Housekeeping, Ground Rules. Conduct of the Course. Participation. Totemic Groups

Recommended for Introductions:

[Course Conduct](#). (Read this before the drop date);

[Participation Assessment](#);

[Email Registration](#).

Blog, [What Can I get out of This course?](#)

Lesson Two

The Sociological Perspective

Bartle, Chapter One; What is Society?

Henslin, Chapter 1: The Sociological Perspective;

Recommended for The Sociological Perspective

Bartle, [Sociological Perspective](#);

Bartle, [Everyday Things](#)

Bartle, [Poker Game](#);

Bartle, Key Words, [Anthropomorphise](#);

Bartle, Key Words, [Applied Sociology](#);

Bartle, Key Words, [Clinical Sociology](#);

The [Dead Sociologists Society](#): Meander through this comprehensive site;

Trinity University, Texas; [A Tour Through Sociological Cyber Space](#);

The [Free Dictionary](#): Sociology;

Connect Online, [Top 20 Sociology](#);

The Canadian Encyclopaedia, [Comte](#);

Dead Sociologists Society: [Social Structure](#).

The Canadian Encyclopaedia, [Sociology](#).

Henslin; [Web Companion to Text Book](#).

John Macionis, [The Sociology Page](#).

♣**A**: Take any example (event or situation) from your own experience and describe it briefly. Show how it might be interpreted in an atomistic or pre sociological perspective. What would the sociological perspective add to an understanding of it?

Lesson Three

Three Classical Perspectives

Marx, Weber and Durkheim

Conflict, Functional and Symbolic Perspectives

Bartle, Chapter Three; The Eye of the Beholder.

Henslin, Chapter 1: The Sociological Perspective;

Recommended for Three Classical Perspectives

Dead Sociologists Society: [Sociological Perspectives](#);

Bartle, Precursor of the Conflict Perspective: [Karl Marx](#);

Bartle, Precursor of the Structural Functional Perspective: [Emile Durkheim](#);

Bartle, Precursor of the Symbolic Interaction Perspective: [Max Weber](#);

Bartle, [Durkheim and Weber](#);
Bartle, Key Words, [Conflict](#);
Bartle, Key Words, [Functionalism](#);
Itgo; Murray State University, Joe Dunman, The [Durkheim Archives](#);
Dead Sociologists Society: [Marx](#);
Dead Sociologists Society: [Weber](#);
Dead Sociologists Society: [Durkheim](#).

♣2a: Start with an example (event or situation) in your own life. Describe it briefly. Choose any two of the three classical perspectives, conflict, functional, or symbolic interaction, and explain how a sociologist might write in different ways about the event or situation. **OR** (your choice)

♣2b: Start with an example (event or situation) in your own life. Describe it briefly. Choose any two of the three "fathers of sociology," **Marx, Weber or Durkheim**, and explain how they might write in different ways about the event or situation.

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Lesson Four

Epistemology and Social Research

How do you know? How do we find out?

Henslin, Chapter 2. What Do Sociologists Do?

Bartle, Chapter Fifteen; Search and Research

Mobius: It is not always what you expect; do not assume.

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Recommended for Epistemology and Research:

Bartle, [Knowing](#);

Bartle, [Kinds of Research Methods](#);

Bartle, [Participant Observation and Unobtrusive measures](#);

Bartle, [Preliminary Family and Community Data](#);

Bartle, [Problems of Prediction and Cause](#)

Bartle, [Social Organization of Family or Community](#);

Bartle, [Using the Six Dimensions in Family Research](#);

Bartle, [Participant Observation and Unobtrusive measures](#)

Bartle, Key Words, [Causal](#);

Bartle, [Community Research](#);

Bartle, [Kinds of Research Methods](#);

Trinity, Texas, [Guide to Writing a Research Paper](#);

Dead Sociologists Society: [Sociological Research](#);

The [Web Centre for Social Research Methods](#);

American Statistical Association: [Knowledge](#);;

NCSU; [Knowledge](#):

Cornell: [Unobtrusive Measures: Tutorial](#); [Tutorial 2](#)::

CFMC: [Validity](#).

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♣3a: Identify some of the difficulties associated with empiricism. Use an example from your own life experience, and show what wrong conclusions might be made by a sociologist observing it, and why they might happen. How would a sociologist try to correct for or avoid such mistakes? **OR** (your choice)

♣3b: Bartle adds an eighth research approach to the seven described by Henslin. Under what conditions would you use that approach, and in what other conditions would you avoid it? Why? (Use an example from your own life).

Lesson Five

Culture

Henslin, Chapter 3. Culture

Bartle, Chapter Two Re Viewing Culture

Recommended for Culture:

Bartle, [Is Culture Inside Us or Outside Us?](#)

Bartle, [Culture, Symbols and Dimensions](#)

Bartle, [So You Want to Preserve Your Culture](#)

Bartle, [Superorganic; Another View of Culture;](#)

Bartle, Key Words, [Culture;](#)

Bartle, [Cultural Dimensions,](#)

Bartle, [Dimensions, Six Dimensions;](#)

Bartle, [Culture; Different Meanings;](#)

Bartle, [Culture and Social Animation;](#)

Bartle, Key Words, [Aesthetics;](#)

Horace Miner, [Body Ritual Among The Nacirema;](#)

UPENN: [Cultural Hegemony;](#)

Trinity University, Texas; [A Tour Through Sociological Cyber Space;](#)

Dead Sociologists Society: [Culture.](#)

Blog, [Superorganic;](#)

Blog, [Dimensions.](#)

Blog, [Technology;](#)

♣4a:: Distinguish between pop culture, high culture, and culture as we use the word in the social sciences? Provide examples from your own personal life. Why would social scientists use the word "culture" when they already have a perfectly good word, "society?" **OR** (your choice)

♣4b: Is culture inside or outside us? **OR** (your choice)

♣4c:: What major differences distinguish mainstream Canadian culture from that of the Nacirema?

Lesson Six

Socialisation, Social Construction of Reality

Henslin Chapter 4. Socialisation;

Bartle, Chapter Four; Becoming Human

Recommended for Socialization:

Bartle, [Sapir and Whorf;](#)

Bartle, [Socialization, Chickens and Eggs;](#)

Bartle, Key Words, [Enculturation;](#)

Dead Sociologists Society, [Socialization;](#)

Dead Sociologists Society: [Sexuality;](#)

Henslin, [Homosexuality;](#)

Dead Sociologists Society: [Education;](#)

UMSL: [Socialization;](#)

Canadian Government, [Ghana to Canada;](#)

Blog, [Socialization;](#)

Blog, [Resocialisation.](#)

♣5:: "*Language determines our reality.*" Identify the origins of the concept. Discuss. Use personal examples.

Lesson Seven

Social Structure and Social Interaction

Henslin Chapter 5. Social Structure and Social Organisation.

Recommended for Social Structure and Interaction

Goffman: The [Presentation of Self](#);

Bartle, Key Words, [Institutional Dimension](#);

Bartle, Key Words, [Interactional Dimension](#);

Bartle, Key Words, [Community](#);

Dead Sociologists Society: [Cooley](#); [Cooley W](#);

Dead Sociologists Society: [Mead](#); [Mead 3](#), [Mead 4](#);

Miner: [Nacirema](#);

The Home Port Collective: [Scott S Blake](#); Cultural Power and Discursive Effects;

Adam Barnhart; [Goffman](#);

University of Chicago: [Goffman](#);

University of Chicago: [Berger](#);

Dead Sociologists Society: [Social Structure](#).

♣6a: Explain what sociologists mean by "The social construction of reality." Illustrate with an example from your own life or observations. **OR** (your choice)

♣6b: Explain the concept "dramaturgy." Why is this not about plays and movies? Illustrate with an example from your own life or observations

Lesson Eight

Social Inequality. Class. Stratification

Henslin Chapter 6: Social Inequality

Bartle. Chapter Eight; not Equal

Recommended for Social Inequality:

Dead Sociologists Society, [Social Stratification](#);

Bartle, [Factors of Poverty](#), the Big Five;

Bartle, [Inequality](#);

Bartle, [Marx and Weber on class](#);

Bartle, [Mosaic or Melting Pot?](#)

Blog, [Inequality](#).

Recommended for Global Inequality:

Bartle, Key Words, [Factors of Poverty](#);

Dead Sociologists Society: [Global Stratification](#);

Global Policy Reform: [Albert](#);

Fordham; [Wallerstein](#);

University of Chicago: [Wallerstein](#);

IRNA: [Chomsky](#),

Blog, [External Aid](#);

♣7a: Marx used one element to distinguish between two social classes (others being unimportant) while sociologists later used three elements to separate various (more than two) classes. What were the two classes emphasised by Marx, and what were the elements of inequality that later writers described? Where would you personally fit in either of those ways of describing social class? **OR** (your choice)

♣7b: Explain how this class and this college are institutions for creating and increasing social inequality.

Lesson Nine

Gender Inequality

Henslin Chapter 7: Inequalities of Gender

Bartle. Chapter Eight; not Equal

Recommended for Gender Inequality:

Bartle, [Gender Strategies](#),

Bartle, [Female Genital Mutilation](#);

Bartle, Key Words, [Gender](#);

Bartle, [Gender and Language](#)

Bartle, Key Words, [Feminism](#);

Dead Sociologists Society, [Gender Stratification](#);

Dead Sociologists; [Harriet Martineau](#);

Dead Sociologists; [Jane Addams](#);

University of Chicago, Dorothy Smith; [The Everyday World As Problematic](#);

Arizona State University, Marie Campbell, [Dorothy Smith](#);

Patricia Hill Collins; DSS; [Black Feminist Thought](#).

Blog, [Gender](#);

Blog, [Feminism](#).

♣8a: Distinguish between gender and sex. Why do sociologists make that distinction? .Take an example from your own observations to demonstrate how some one has incorrectly identified a gender difference as a sex difference. How would you rectify the error? **OR** (your choice)

♣8b: Identify some of the economic and political costs of gender discrimination.. Illustrate from personal observations.

Lesson Ten

Race Inequality

Henslin Chapter 8: Inequalities of Race and Ethnicity

Bartle. Chapter Eight; not Equal

Recommended for Race Stratification:

Dead Sociologists Society, [Racial and Ethnic Stratification](#);

Bartle, [Age, Race and Sex](#);

Bartle, [Home vs Work Conflict](#);

Bartle, [Mosaic or Melting Pot?](#)

Bartle, [Racial Categories and Biology](#);

Bartle, [Mosaic or Melting Pot?](#)

Dead Sociologists Society: [duBois](#);

Dead Sociologists Society: [Racial and Ethnic Stratification](#);

Martin Jacques, [The Global Hierarchy of Race](#).

♣9a: We inherit our physical characteristics through genes from our biological parents. Why, then, is there a problem with using biology to determine racial categories? Illustrate your answer with an example from your personal experience. **OR** (your choice)

♣9b: In describing Canadian society, distinguish between a mosaic and a vertical mosaic? Describe two events or circumstances in your own life which illustrates the difference.

Lesson Eleven

Age Inequality

Henslin Chapter 9: Inequalities of Age
Bartle. Chapter Eight; not Equal

Recommended for Age Stratification:

Bartle, [Age, Race and Sex](#)

Dead Sociologists Society: [Age Stratification](#);

Canadian Association for Retired Persons: <http://www.fifty-plus.net/>;

American Association of Retired Persons: <http://www.aarp.org/>.

US AoA;

♣10a: In what way can we see a secondary school graduation ceremony as a modification of a puberty rite? Why, ie sociological reasons, do we pay so much attention to this otherwise mundane event? **OR** (your choice)

♣10b: Apart from history and social inertia, what are some of the social reasons why elders are not so respected and obeyed in mainstream Canadian society as in other societies, including those that send immigrants to Canada. TBA.

Lesson Twelve

First In-Class Test

Recommended for Essay exams::

Bartle, [Glossary](#)

Bartle, Before you write that exam; [Writing Errors](#)

Lesson Thirteen

Bureaucracy, Organization, Organizing Formal Organizations

Henslin, Chapter 10: Bureaucracy and Formal Organisations

Bartle, Chapter Seven; Organization and Strength

Recommended for Bureaucracy and Formal Organizations::

Bartle, [Organization](#)

Bartle, [Sixteen Elements of Organizational Strength](#);

Dead Sociologists Society, [Weber on Bureaucracy](#);

Dead Sociologists Society, [Bureaucracy and Formal Organizations](#).

Dead Sociologists Society: [Weber](#),

Dead Sociologists Society: [Marx, Alienation](#):

Dead Sociologists Society: [Bureaucracy and Formal Organizations](#).

♣Ja: Identify a bureaucracy with which you have had some experience. Examine each of Weber's five characteristics, and how they might apply to the organization you chose. How do each contribute, or not contribute, to its strength. Identify a sixth element which Weber may have missed, and why you would include it. **OR**

♣Jb: Identify an organization with which you have had some experience. Identify each of Bartle's sixteen elements of strength, and how they might apply to the organization you chose. Choose six. How do each contribute, or not contribute, to its strength.

Lesson Fourteen

Economy, The Economic Dimension

Henslin, Chapter 11: The Economy, Money and Work
Bartle; Chapter Five: The Six Dimensions.

Recommended for Economy:

Bartle, [So What About Corporations](#)

Dead Sociologists Society, [Economic Sociology](#).

Bartle, [Economic Dimension](#);

Bartle, [Factors of Poverty](#); The Big Five;

Bartle, [Key Words, Economy](#);

Dead Sociologists Society: [Economy](#).

Lesson Fifteen

Politics, The Political Dimension

Henslin, Chapter 12: Politics, Power and Authority
Bartle; Chapter Five: The Six Dimensions.

Recommended for Politics:

Bartle, [Political Dimension](#);

Bartle, [Key Words, Political](#);

Bartle, [The Power of Suns](#);

Dead Sociologists Society: [Politics](#).

♣**Q**: Corporations are required to make a profit in order to survive and grow. What are the consequences of this on the nature of society? Identify a corporation with which you have had some personal experience. To what extent does it concentrate on its major goal, making a profit? Analyse how this affects its contribution to society.

♣**K**: Choose the economic dimension or the political dimension of society. How does it differ from the everyday notion of economics or politics? Indicate an event or condition in your own life which illustrates this difference. How would that incident or condition need to change if it were to be part of the everyday (orthodox) notion of economics or politics?

Lesson Sixteen

Family, Kinship, Marriage

Henslin Chapter 13, The Family; Initiation into Society
Bartle, Chapter Nine, Family.

Recommended for Family and Kinship:

Dead Sociologists Society: [Family](#);

Bartle, [Seven Biases in Family Literature](#);

Bartle, [Love and Marriage](#);

Bartle, [Family Politics](#);

Bartle: Families in [First Nations, Visible Minorities and Immigrants](#);

Bartle, [Home vs Work Conflict](#);

Bartle, [Mosaic or Melting Pot](#);

Trinity, Texas: [Marriage and Family Processes](#);

Texas; [Singlehood and Alternative Family Forms](#).

Blog: [Nuclear Family](#);

Blog, [The word "family"](#);

Blog, [Divorce](#);

♥**Aa**: Explain how the search for "what is" not for "what should be" affects our notion of a conjugal nuclear family and its role in society. Use an example from your own experience. **OR** (your choice)

♥**Ab**: How are families changing today? Compare them with the past fifty years, and what is expected over the next fifty years. Identify a family in which you consider, or once considered, yourself a part. How does it fit into that change you have just described? **OR** (your choice)

♥**Ac**: Explain how Bartle's description of the Akan matrilineage throws doubt on the notion of the nuclear conjugal family being a cultural universal.

Lesson Seventeen

More on Family, Kinship, Marriage. Matriliney. Ethnicity.

Recommended for Akan Kinship:

Bartle, [Akan Case Study](#)

Bartle: [Cross Cousin Marriage](#);

Bartle, [Covert Gynocracy](#)

:

Lesson Eighteen

Education

Henslin Chapter 14: Education and Religion

Bartle, Chapter Four; Becoming Human.

Bartle; Chapter Five: The Six Dimensions.

Bartle, Chapter Nine It Takes a Village.

Recommended for Education:

Dead Sociologists Society, [Sociology of Education](#);

Bartle: [Social Promotion](#); Failing Grades, Passing Students;

Electronic Journal of Sociology, Commodification of Education, [Peter Roberts](#);

Electronic Journal of Sociology, Commodification of Education, [Beckett](#).

♥**2a**: What reasons can you give for giving a child a pass (promotion) into a higher level even when that child has not completed the grade requirements? What reasons against? Can you use the same reasoning to give a university level student a higher grade than earned by the course requirements? Illustrate with personal experiences. **OR** (your choice)

♥**2b**: What is a "hidden curriculum" in schools? Why is it associated with one of the three classical perspectives? Identify several examples, including at least one not in the text book, referring to your own experience.

Lesson Nineteen

Religion

Henslin Chapter 14: Education and Religion

Bartle; Chapter Five: Worldview, Belief.

Bartle, Chapter Ten, Religion.

Recommended for Religion:

Bartle, [Values Aesthetics Dimension](#);

Bartle, [Worldview Dimension](#);

Bartle, Key Words, [Belief](#);
Bartle, Key Words, [Worldview](#);
Dead Sociologists Society, [Sociology of Religion](#);
Dead Sociologists Society: [Durkheim](#);
Dead Sociologists Society: [Weber](#);
Moriyuki Abukuma, Japan; [Weber's Sociology of Religion](#);
[Hartford Institute for Religious Research](#).
Itgo: Durkheim: [Religion](#);
Donnenworth, [Religion and Homosexuality](#);
Isizoh; [African Traditional Religion](#);
Land Reform: [Liberation Theology](#);
Socinian: [Liberation Theology](#);
Earthlink: [Liberation Theology](#);
Sociology Web Ring, Johnson County CC, Kansas, [Mark Foster](#);
University of Chicago: [Geertz](#).

Lesson Twenty

Comparative Religion, Bartle's "Three Souls"

Bartle, Slide Presentation

Recommended For Akan Religion:

Bartle, [The Spirit in Us](#) and illustrated essays in the series.

Bartle, [Three Souls](#):

♥3a: Explain what is meant by "being possessed." Using Bartle's material, show how this can describe both human and inanimate objects. Describe some socio-cultural functions of possession. **OR** (your choice)

♥3b: When missionaries went to Africa to convert people to Christianity, they met with syncretism. Using the Akan material of Bartle, show how this related to historical beliefs and practices, and to the social process stimulated by the missionaries' activities.

Lesson Twenty One

Second Test

Recommended for Essay exams::

Bartle, [Glossary](#)

Bartle, Before you write that exam; [Writing Errors](#)

Lesson Twenty Two

Deviance and Social Control

Henslin Chapter 16: Social Deviance and Social Control

Bartle; Chapter Eleven: Deviates and Control;

Recommended for Deviance and Social Control::

Dead Sociologists Society, [Crime and Deviance](#);

Bartle, [Restorative Justice](#);

Restorative Justice: [Circles](#); [Justice Reform](#); [Turtle Island](#).

Blog, [Deviance](#).

♥5: What is the difference between a deviant and a criminal? Who determines the boundary? What are the social consequences of making that distinction? Illustrate with personal experiences or current events.

♥6: Identify three sociological principles or concepts that you have learned in this course. Show how your own perspective has been modified, from what to what, for each of them.

Lesson Twenty Three **Crime, Justice and Restorative Justice**

♥7a: Explain how sociologists cast doubt on official crime statistics? **OR** (your choice)

♥7b: Explain restorative justice and community justice fora. How and where would you apply these in Canadian society?

Recommended for Crime and Justice:
Bartle, [Criminal Sentence Purposes](#);
Bartle, [Restorative Justice](#);

Lesson Twenty Four **Population and Urbanization**

Population

Henslin Chapter 17: Population, Urbanisation and the Environment
Bartle Chapter Twelve: More People; More Strangers

Recommended for Population:
Dead Sociologists Society, [Population and Urbanization](#);
[Statistics Canada](#).

♥8a: Populations in least developed countries have shallow sloped age pyramids, while those in wealthy countries have narrow age pyramids. Explain the causes and consequences of those differences. **OR**

♥8b: Describe two typical age pyramid patterns, what are the characteristics of the countries where they are found? How does that relate to social organization?

Urbanisation

Henslin Chapter 17: Population, Urbanisation and the Environment
Bartle Chapter Twelve: More People; More Strangers

Recommended:
Dead Sociologists Society, [Population and Urbanization](#).

♥9a: From the time of Mohenjo Daro on the Indus River, up to today, cities needed to have farms nearby. Explain the sociological interpretation of this. How does this relate to the social organization of Victoria? How does it affect you?

OR (your choice)

♥9b: Explain how *gemeinschaft* and *gesellschaft* relate to degree of urbanism, and what human groups might do to counter the process. Illustrate with personal examples.

Lesson Twenty Five **Social Change**

Henslin Chapter 18: Social Movements and Social Change

Bartle, Chapter Twelve; More People; More Strangers;

Recommended for Social Change:
Dead Sociologists Society, [Social Change](#);
Dead Sociologists Society: [Marx](#);
Dead Sociologists Society: [Weber](#);
Bartle, Key Words, [Acculturation](#);
Bartle, Key Words, [Community Empowerment](#);
ICAAP: [Social Change Site](#);
University of Chicago: [Revolution](#).
Canadian Government, [Ghana to Canada](#).

♥10a: Discuss culture lag, giving examples. Refer to the six dimensions. Illustrate with your own life experience. How will you be affected by social change thirty years from now? **OR** (your choice)

♥10b: Compare the approaches of Marx and Weber to social change related to nineteenth century capitalism and the industrial revolution. Relate these issues to social change today, and your own life.

Lesson Twenty Six Course Review

Recommended for Course Review
Bartle, [Glossary](#)
Bartle, Before you write that exam; [Writing Errors](#)

♥J: Potential question to be determined by students in class discussion. Instructor reserves the right whether or not to put this question into the hat, and what other cards may be in the hat at the same time.

August 25-25

Final exam

Time and Venue set by College

Deck:



[Overheads](#)

Recommended Materials or Services to Succeed in the Course:

You do not have to be bad to get better. Students are encouraged to utilise support services available at the Writing Centre to prepare for their essay exams.

Learning Support and Services For Students:

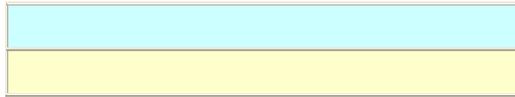
There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at

<http://disted.camosun.bc.ca/students/students.htm>
<http://www.camosun.bc.ca/resources/index.php>

Academic Conduct Policy

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-8



		Updated:
		2005.06.04