SOCA1010: Society & Culture: A Sociological Introduction
Course Outline
Semester 1, 2006

Course Co-ordinator: Dr John Germov
Room: W325a
Phone: 4921 6315
Fax: 4921 6902
Email: John.Germov@newcastle.edu.au
Consultation hours: Tuesday 9-10am and 12-1pm
or by appointment

Course Overview

<table>
<thead>
<tr>
<th>Year &amp; Semester</th>
<th>Semester 1 – 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Weighting</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Lecture, Tutorial and Email Discussion Group</td>
</tr>
<tr>
<td>Brief Course Description</td>
<td>SOCA1010 introduces students to the sociological perspective through an exploration of contemporary social and cultural issues. Topics may include: socialisation and identity, sex and gender, race and ethnicity, class and social inequality, globalisation and work, deviance and social control, and media and popular culture. Key sociological concepts and theories are used to examine social patterns, social action and social change.</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>2 hour lecture &amp; 1 hour tutorial/email discussion group per week for the semester. Students choose EITHER a 1 hour tutorial (face to face contact) OR a 1 hour of online contact via an email discussion group.</td>
</tr>
</tbody>
</table>

It is strongly recommended to purchase the textbook. It is available from the United Campus Bookshop (Callaghan campus) and the Co-op Bookshop (Newcastle city). The text is also available from the Short Loan section of the Auchmuty library, along with many course specific references to help with assessment items.

**Course Objectives**

On successful completion of this course students will be able to:

1. Demonstrate an understanding of a range of sociological perspectives, concepts and research approaches
2. Critically appraise and discuss the sociological literature
3. Conduct planning of library research for assignments using information literacy skills
4. Research and write an academic essay.

**Course Content**

Course content will be drawn from a selection of the following topics:

- What is sociology? Developing a ‘sociological imagination’
- An overview of sociological perspectives and social research
- Socialisation and identity
- Sex and gender
- Race, racism, ethnicity and multiculturalism
- Globalisation
- Work and unemployment
- Class and social inequality
- Deviance and social control
- Media and popular culture.

**Assessment Items**

1. **Tutorial exercises (15%): 500 words**
   
   Tutorial exercises will focus on the application of sociological knowledge and the development of students’ academic skills. Tutorial exercises involve the completion of prescribed reading and associated tasks that are to be presented in tutorials.

2. **Essay (40%): 1500 words due Week 12**
   
   The essay is chosen from a designated list of essay topics, which focus on key social and cultural issues identified in the course. The essay is designed to develop students’ skills in research, writing and sociological analysis.

3. **Library Research Report (15%): 500 words due mid-semester**
   
   This assignment is designed to develop information literacy skills. It involves the preparation of an essay plan and the identification of relevant resources for the essay assessment item.

4. **Formal exam (30%)**
   
   Multiple-choice exam based on lecture and prescribed reading material.
SOCA1010 is a prescribed course in the Bachelor of Social Science and open to all students as an elective. It is particularly relevant to students majoring in Sociology and Anthropology, Leisure and Tourism Studies, Politics, Industrial Relations & HRM, Public Management, Social Policy, Welfare Studies, Social Research, and those doing degrees in Arts, Social Work, and Teaching.

Callaghan Campus Timetable

<table>
<thead>
<tr>
<th>Lecture and Tutorial</th>
<th>Monday 3 – 5pm</th>
<th>Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>and Tutorial Tuesday</td>
<td>10 – 11am</td>
<td>[V108] Stephen Kerry</td>
</tr>
<tr>
<td>or Tuesday</td>
<td>11 – 12pm</td>
<td>[GP3-24] Stephen Kerry</td>
</tr>
<tr>
<td>or Tuesday</td>
<td>12 – 1pm</td>
<td>[GP2-18] Phoebe Everingham</td>
</tr>
<tr>
<td>or Tuesday</td>
<td>1 – 2pm</td>
<td>[W308] Phoebe Everingham</td>
</tr>
<tr>
<td>or Tuesday</td>
<td>2 – 3pm</td>
<td>[GP3-16] Stephen Kerry</td>
</tr>
<tr>
<td>or Tuesday</td>
<td>3 – 4pm</td>
<td>[W219] N/A</td>
</tr>
<tr>
<td>or Tuesday</td>
<td>5 – 6pm</td>
<td>[W218] Phoebe Everingham</td>
</tr>
<tr>
<td>or Wednesday</td>
<td>10 – 11am</td>
<td>[W238] Alex Beveridge</td>
</tr>
<tr>
<td>or Wednesday</td>
<td>12 – 1pm</td>
<td>[GP3-18] Stephen Kerry</td>
</tr>
<tr>
<td>or Wednesday</td>
<td>1 – 2pm</td>
<td>[GP1-30] Alex Beveridge</td>
</tr>
<tr>
<td>or Wednesday</td>
<td>2 – 3pm</td>
<td>[W243] N/A</td>
</tr>
<tr>
<td>or Wednesday</td>
<td>---------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>or Thursday</td>
<td>11 – 12pm</td>
<td>[GP1-30] Phoebe Everingham</td>
</tr>
<tr>
<td>or Thursday</td>
<td>12 – 1pm</td>
<td>[GP3-18] Alex Beveridge</td>
</tr>
<tr>
<td>or Thursday</td>
<td>1 – 2pm</td>
<td>[W218] N/A</td>
</tr>
</tbody>
</table>

Please note: Tutorial information is subject to change, but was correct as at February 3, 2006

Online Tutorial Registration: Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
- Registrations close at the end of week 2 of semester.

Plagiarism and Turnitin

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:
- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs. Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty. For further information on
the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link:
www.newcastle.edu.au/policy/academic/general/academic_integrity_policy_new.html

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may:

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking.

**Written Assessment Items**

Students are required to provide written assessment items in electronic form and hard copy.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised. Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form. Please go to the Policy and the online form for further information, particularly for information on the options available to you, at:


**Submission of Special Consideration/Extension of Time Applications**: Students can obtain and submit forms via the Student HUBS.

**Changing your Enrolment**

The last date to withdraw without financial or academic penalty (called the HECS Census Dates) for Semester 1 courses is: 31 March 2006.

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of
semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to:

---

**University Contact Details**

**Faculty Student Service Office:**
- The Faculty of Education and Arts
- Room: GP1-22 (General Purpose Building) | Phone: 0249 215 314

**Dean of Students:**
- Dr Jennifer Archer
- Phone: 492 15806 | Fax: 492 17151 | resolutionprecinct@newcastle.edu.au

**University Student Support Unit:**
Various services are offered by the University Student Support Unit:

---

**Alteration of this Course Outline**

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

---

**Website for Rules Governing Undergraduate Academic Awards**


---

**Students with a Disability or Chronic Illness**

The University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator. Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 4921 5766, or via email at:
- student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at:

---

**Studentmail and Blackboard:** [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard...
discussion forum, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis. All lectures are delivered in PowerPoint and placed on the Blackboard website prior to the lecture each week. The website also contains links to staff contact details, the course guide, helpful web links, study tips, and assessment reminders.

**Online tutorial:** Students enrolled in the online tutorial should attend lectures. Online tutorial students can access the tutorial via the Blackboard website. Online students do not have to log-in for a specific tutorial time, but instead should check the tutorial site regularly and ensure that they submit weekly responses by the end of each Wednesday. The tutor will make a weekly response to online submissions by the end of Thursday. Students are encouraged to respond to each other’s posts.

**Written Assignment Presentation and Submission Details**

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**
- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University coversheet:** All assignments must be submitted with the University coversheet: [www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf](http://www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf)
- **Assignments are to be deposited in the relevant discipline assignment box:**
  - Callaghan students: School of Humanities and Social Science Office, Level 1, McMullin Building, MC127
- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the due date (eg other commitments or distance from campus) is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.
- **Keep a copy of all assignments:** All assignments are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

**Online copy submission to Turnitin via course Blackboard website**

In addition to hard copy submission, students are required to submit an electronic version of the following assignment to Turnitin via the course Blackboard website:
- **Major essay**
Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. **Assessment items submitted more than ten days after the due date will be awarded zero marks.**

**No Assignment Re-submission**

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

**Remarks**

Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:


**Return of Assignments**

Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

**Preferred Referencing Style**

Wherever you use information from another author's work, either a direct quotation or paraphrased information (rewritten in your own words) you must correctly reference the source of the information in a consistent format. In this course, it is recommended that you use the the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. For example: (Citizen 2003: 10). At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors).

**Further information on how to reference and write essays can be found in Appendix 1 and via the University library website:**
Student Representatives

We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

Teaching Staff

**Dr John Germov: Course Coordinator, Lecturer & Tutor**
- Program Convenor, Bachelor of Social Science
- Room: W325a, Behavioural Sciences Building
- Ph: 4921 6315
- Email: John.Germov@newcastle.edu.au
- Consultation hours: Tuesday 9-10, 12-1 or by appointment.

**Dr Pam Nilan: Lecturer**
- Room: W317, Behavioural Sciences Building
- Phone: 4921 5912
- Email: Pamela.Nilan@newcastle.edu.au
- Consultation hours: Mon 9-11, Tues 9-1, 4-5, Thurs 9-10, 2-5 or by appointment.

**Dr Ann Taylor: Lecturer**
- Room: W353, Behavioural Sciences Building
- Phone: 4921 6834
- Email: Ann.Taylor@newcastle.edu.au
- Consultation hours: Monday 1-2 and Tuesday 10-12 or by appointment.

**Mr Alex Beveridge: Tutor**
Room: W315, Behavioural Sciences Building
Phone: 4921 6772
Email: Alex.Beveridge@newcastle.edu.au
Consultation hours: Tues 9-10am & Thurs 10-11am or by appointment.

Dr Stephen Kerry: Tutor
- Email: Stephen.Kerry@newcastle.edu.au
- Room: W314, Behavioural Sciences Building
- Consultation hours: TBA

Ms Phoebe Everingham: Tutor
- Email: Phoebe.Everingham@newcastle.edu.au
- Room: W314, Behavioural Sciences Building
- Consultation hours: TBA

Study Skills Resources and Student Support Services

Free Auchmuty Library Orientation Tours and Courses
Take a library tour and find out:
- How to borrow a book using the NEWCAT library catalogue (accessible online)
- How to make use of Short Loans: relevant articles, chapters and books for SOCA1010 (some available online)
- How to enrol in free courses about: the Internet, Journal Databases (to find relevant articles for assignments), and online tutorials to help with computer software and academic skills such as referencing. See the library web pages for details or talk to the Information Desk staff who are always willing to answer questions on computers and library problems

InfoSkills Online Tutorial
The library website has an excellent self-paced (and quick) online tutorial to help you develop your library research, writing and referencing skills. Visit:

Auchmuty Library Short Loans
To ensure students have access to relevant material, a number of books, chapters and articles have been placed in the Short Loans section of the Auchmuty library. These resources, some of which are available online, are good starting points for assignments, but they are not comprehensive and you are encouraged to make use of all the resources the library has to offer.

Learning Support Program
The University’s Learning Support Program helps students with individual advice and workshops on essay writing, study skills, reading and note taking, public speaking and critical analysis. It is open to all students free of charge. Contact details:
- Room MC146, the top floor of the McMullin Building, Callaghan Campus.
- Office hours: 8.30am - 5.00pm, Monday to Friday, during semester and university vacations.
- Web: www.newcastle.edu.au/centre/elfsc/lsp/

University Counselling Service
The Counselling Service is available to students free of charge and is confidential. Psychologists and social workers assist in clarifying and resolving issues such as: personal and family difficulties, anxiety, depression, bereavement, relationship problems, and course-related problems such as examination stress. Contact details:


### Student Support Services

Student Support Services is a unit set up to ensure our students have the educational, emotional and physical support they need over the period of their involvement with the University of Newcastle. It is staffed by professional and dedicated staff who are available to assist students with personal, health and financial issues, learning skills, accommodation, jobs and careers.

- **Web:** [www.newcastle.edu.au/study/studentsupport/index.html](http://www.newcastle.edu.au/study/studentsupport/index.html)
Assessment Items, Due Dates and Grading System

Expectations of students: Attendance and tutorial preparation
Tutorial preparation consists of completing the prescribed textbook reading and any associated discussion questions and tutorial exercises. As you read, it is advisable to make well-organised notes; they will improve your understanding and help you to complete your assessment items as well as make it easier to revise for the exam. Please bring your Course Guide and Textbook to the tutorial each week.

Students should complete all assessment items. A pass is achieved when the combined marks for all assessment items total 50% or more, meaning that you may be able to fail an assessment item and still pass the course.

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Due Date</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tutorial exercise: Group Presentation (20 minutes)</td>
<td>Weeks 4 &amp; 5</td>
<td>15%</td>
</tr>
<tr>
<td>This tutorial exercise focuses on the application of sociological knowledge and the development of students’ academic skills through group research and presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Library research &amp; essay plan (500 words)</td>
<td>April 13 Thursday 10am</td>
<td>15%</td>
</tr>
<tr>
<td>Designed to develop information literacy skills through the preparation of an essay plan and the identification of relevant resources for the essay (assessment item 3).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Essay (1500 words)</td>
<td>May 26 Friday 10am</td>
<td>40%</td>
</tr>
<tr>
<td>Designed to develop students’ skills in research, writing and sociological analysis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Exam (2 hour, closed book, multiple-choice)</td>
<td>Exam period</td>
<td>30%</td>
</tr>
<tr>
<td>Designed to examine knowledge and understanding of the breadth of course material. Questions are based on lecture content and prescribed readings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grading Guide

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF) An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P) The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C) The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D) Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD) All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>
Useful Reference Books for Assessment Items

In addition to the course textbook, students may find the following books useful in completing their assessment items.

**Recommended:**


Many study skills books are also available from the Auchmuty library.


**General introductions to sociology:**


**Sociology dictionaries:**


Overview: The media is often cited as a major agent of socialisation, particularly in terms of reinforcing gender stereotypes. How truthful is such a view? How influential is the media? Your group is to undertake a small research project on the representation of women and men in the print media (magazines and newspapers). You will be using the technique of content analysis, which involves searching for common themes (words, images, values) in written and visual material. You will then present your analysis to the class in a 20 minute presentation with a two page handout summary.

Instructions

- **In Week 2:** your tutor will place you in a group of 3-6 students to work together on the project. Record the names and contact details of your group members on the list below. Make a time to meet later that day or during the week to discuss the project.
- **Online tutorial group students** will be provided with separate instructions to do this task.

<table>
<thead>
<tr>
<th>Group member names:</th>
<th>Contact details:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>

- **All members must equally contribute to the presentation.** Group members will be asked to sign a group work contract on their contribution to the presentation.
- **Choose an example of the print media:** such as Women's Weekly, Who Weekly, Ralph, Time, or The Bulletin, to analyse the representation of gender in Australian society. Collect material by searching through a number of issues to find examples (written and visual).
- **To analyse your media example use textbook Chapter 4** and address the following:
  - a. What are the main direct and indirect (or hidden) messages conveyed?
  - b. To what extent does the media reinforce or challenge female and/or male stereotypes?
  - c. Is there anything the matter with media representations of gender?
  - d. What, if anything, could be done to change the situation?

- **Week 4 Groups should relate their content to Chapter 13** and consider how cultural globalisation affects gender identity and socialisation.
- **Week 5 Groups should relate their content to Chapter 14** and consider how influential the media is in terms of producing and reproducing gender.
For the Tutorial Presentation:

a. Address the above questions
b. Have a clear structure: introduce what you studied and what your speakers will cover
c. Provide examples of your chosen media to the class
d. Discuss some of the key issues raised by your analysis by referring to the relevant textbook chapter for that week.

For the Tutorial Paper:

a. List group members' full names and concisely summarise your presentation in a professional manner (maximum two A4 pages)
b. Copies should be given to all class members
c. References are not needed; sub-headings can be used
d. Do not use dot-points; instead use proper sentences.

- Please note that it is not possible to accommodate requests for PowerPoint facilities for this task, though most tutorial rooms have overhead projectors.

Procedure for dealing with group work problems:

One of the aims of group work is for group members to learn how to manage problems that may arise, such as some members not 'pulling their weight'. Group members are encouraged to discuss such problems within their group and attempt to negotiate their own resolution. In the event that group problems cannot be resolved and group members decline to sign the group work contract, Tutors will intervene by using the following procedure to ensure the fair and equitable assessment of students’ contribution to the group task:

1. Tutors will check on group progress and where possible will seek to resolve issues in class (acting as a mediator to help resolve group problems if time permits).

2. Tutors may decide to mark group members separately, so that the poor performance of individuals (due to clear lack of preparation) does not detrimentally affect the total group mark.

3. Alternatively, if some group members fail to present (either by not showing up on the day or failing to make a credible contribution), the Tutor can decide to ask the individual/s concerned to produce a 500-word written version of the assessment task (in essay format) by Friday 5pm of the presentation week. If the student does not fulfil this requirement they will fail the task and receive a zero mark. The remainder of the group will receive a group mark based on their presentation.
Assessment Item: Library Research & Essay Plan (LREP)

Weighting: 15%  
Due Date: Thursday 10am, April 13  
Total length: 500 words (inc. references)

Submission details: Hard copy must be submitted to the School Office by the due date

Marking criteria: See below.

The Library Research & Essay Plan (LREP) is designed to help you prepare for your Essay. The LREP is a systematic way to organise your thinking and information gathering on an essay topic. Before writing your essay you are required to do a LREP addressing the items below. Feedback on this assignment will help with your essay.

LREP Guidelines:

In completing this assignment use a report format based on the bolded headings below to structure your content. Use a University assignment coversheet. Please address all of the following:

1. **Essay topic:**
   - Write down the essay topic you will research (chosen from the essay topics below).
   - Note: Students can change essay topics after they submit their LREP if they choose, though this is inadvisable.

2. **Starting point: Interpreting the topic**
   - State your starting point for researching the essay topic. How did you interpret the topic? List the key words you used to conduct your library research. (2 marks)

3. **Relevant sources of information found:**
   - Provide a list of at least 6 references you found that are relevant to your essay topic. For each source of information:
     - Provide full bibliographic details in alphabetical order (for books, provide: author/s, date, title, publisher & place of publication; for journal articles: author/s, date, article title, journal title, volume number, issue number, first and last page number of article). **See the Essay and Referencing Guidelines in Appendix 1 for help.**
     - For each reference, explain in a sentence why you think it will be useful. (6 marks)
   - Note: The 6 references are included in the word limit.

4. **Provide a brief essay plan:**
   - Based on your research to date, write a brief essay plan for your topic that outlines the content and structure of your essay. Your plan should be outlined as follows:
     - **Introduction:** requires a clear statement about how you intend to answer the question/address the topic and the theoretical perspectives to be used (1 mark)
     - **Body:** should address how your essay will cover the 4 aspects of the sociological imagination template: historical, cultural, structural and critical (4 marks). You should also give some thought to the logical flow of your material (1 mark)
     - **Conclusion:** a short statement linking your content and argument to the topic (1 mark)
   - The essay plan should be about 200-250 words and briefly indicate what you plan to cover. Short grammatical statements in dot points are acceptable (for this assignment only).

5. **What still needs to be done? What would you have done differently?**
   - Your LREP is a plan and therefore you are not expected to have all the information at this stage. On further reading and note-taking you may need to revisit your plan or conduct more library research. Provide a brief statement of what your next steps will be to complete the essay (eg information you still need to obtain). Reflect on what you might do differently next time.

---

1. The LREP was developed by Lauren Williams and John Germov and is adapted from Germov, J. (2000) *Get Great Marks for Your Essays, 2nd edn*, Sydney: Allen & Unwin.
Assessment Item: Essay

Weighting: 40%  Due Date: Friday 10am, May 26  Length: 1500 words
Submission details: One online copy to Turnitin and one Hard copy to the School Office
Marking criteria: See Appendix 3.

Essential Essay Instructions, Guidelines and Expectations

The essay is a method of communicating your knowledge and understanding about a topic within a given timeframe and word limit. Essay writing helps to develop skills of critical analysis and communication by providing a method of collecting your ‘thinking’ about a topic in a logical, credible and persuasive way. In a sociology essay you are expected to:

- Use of a minimum of SIX academic sources, at least TWO of which should be from refereed journal articles (all should be referenced in your essay). The minimum of SIX academic sources exclude newspapers and current affairs magazines, and generic information from websites (online refereed journal articles and online reports by governments and non-government agencies are accepted).
- Read widely to critically review the field of sociological literature on a topic
- Analyse a topic, develop a logical argument and use supporting evidence from your reading. Do not just give descriptive information, but also discuss various explanations/theories in the literature
- In the introduction, briefly define key terms and introduce your argument/stance (i.e., your approach to answering the question and what your essay will cover)
- In the body of your essay, consider relevant historical, cultural, structural and critical factors
- In the conclusion, briefly summarise the evidence and argument you have presented to answer the question
- Direct quotes should NOT exceed 10% of your total word count
- Short quotations (less than 30 words) must be placed inside single ‘quotation marks’; long quotations (30 words or more) are indented, but should be kept to minimum
- Do not use dot points in your essay
- Students may study collaboratively, but are warned not to copy each other’s work as this may result in a fail grade
- Follow the Essay and Referencing Guidelines in Appendix 1. Ensure your material is referenced correctly using the Harvard in-text citation system and avoid plagiarism
- Relevant information for essay topics can be found in your textbook, lecture references, and the Short Loan section of the Auchmuty library. You are encouraged to find your own sources as well.

Essay Topics: Choose ONE of the following

**Essay topic 1:** Is class inequality in Australia inequitable?

**Essay topic 2:** Gender socialisation theory provides an inadequate explanation of gender inequality in contemporary Australia. Discuss.

**Essay topic 3:** Why do some commentators claim we are witnessing the ‘decline of the family’ in Australia?

**Essay topic 4:** Has the reconciliation movement been effective in addressing the practical and symbolic features of social disadvantage faced by Indigenous Australians?
Handy hint: Use a Course folder/workbook to keep your notes organised
It’s helpful to keep your entire lecture, tutorial and reading notes in a folder or workbook. Keeping all of your course information in one place will help get you started on assignments & make exam preparation easier.

Week 1: The Sociological Eye: Studying Society and Culture
Lecturer: Dr John Germov

The first lecture provides a general overview of the discipline of sociology and highlights the key features of SOCA1010, which focuses on contemporary social and cultural issues in Australia. The Sociological Imagination Template (devised from Willis 2004) is introduced as a handy way of summarising the sociological perspective and what it means to look upon the world with a ‘sociological eye’.

The Sociological Imagination Template

![Sociological Imagination Template Diagram]

Lecture references:

Key concepts: sociology, sociological imagination, social structure, agency.

Tutorial reading:
▪ Obtain a copy of the Textbook and read Chapter 1
▪ Organise your Course Folder/Workbook.

Tutorial activity:
▪ Tutors will highlight key features of the Course Guide, answer any questions, and outline the expectations of students.
▪ Tutorial class lists will be confirmed: students should ensure they have enrolled in a tutorial via the Online Registration System.
▪ Complete the Sociological Reflection in-class exercise below

Sociological reflection exercise: a sociological autobiography
Reflect on your own life in a sociological way by briefly applying the four features of the sociological imagination template to highlight some of the significant factors that have influenced the person you have become (your beliefs, behaviour, hobbies…). Consider:
  o Historical factors: What past events have influenced you? How has your family background or past experiences shaped the person you’ve become?
  o Cultural factors: In what ways has your cultural background played in influencing your beliefs, behaviour, likes and dislikes?
  o Structural factors: How have social institutions influenced you?
  o Critical factors: Have your views/opinions changed over time? Why/why not?
Sociological theory grew out of some very simple questions about the social and economic realities of ordinary people such as: Why are we poor? Why are some people rich and getting richer? Why are there no good jobs available in my town? What is the symbolic value of (a) education and (b) sport? However, the answers to these questions are complex and demand some hard critical thinking – using the sociological imagination – which is where social theories come from. Sociological theories can be used to ask and even answer some interesting research questions, like those above. This lecture aims to give an accessible overview of some of the key sociological theorists: Durkheim, Marx, Weber, Foucault.

Key concepts:
Functionalism, Marxism, feminism, class, social order, discourse, pastiche, postmodern, post-colonial.

Lecture references:

Tutorial reading:
- Textbook Chapter 2, pp. 28-54, 56-59 (Functionalism), 83-84.

Tutorial questions & in-class exercise:
- Which sociological theories appeal to you and why?
- Your tutor will place you into a small group and discuss the Doing Sociology Exercise to be presented in tutorials during Weeks 4 & 5.

Handy hint: Keep a glossary of key concepts
As you come across key terms in the lectures and readings it is handy to write them down (with definitions) in a separate place, such as a glossary at the back of your course folder/workbook or in a computer file. The glossary will act as a handy summary when studying for the exam and as a personal reference tool you can dip into when needed.
Week 3: Sex and Gender
Lecturer: Dr Pam Nilan

Some quick definitions: SEX refers to biological differences between male and female persons, GENDER refers to social and cultural differences between masculinity and femininity. As sociologists we are concerned with gender – how people act and think in gendered ways. Patriarchy, the unequal balance of structural power between men and women, is also a major focus of sociological enquiry. We ask questions like: How do gender stereotypes get reinforced in the media? Why are women still paid so much less than men? Why do men suffer poor health outcomes and shorter lives? We look at the rigidity of gender categories in Australia, and how people internalise strict ideas about gender. The lecture also covers the major kinds of feminist theorising, and looks at the new academic field of queer theory, which examines sexuality.

Key concepts: sex, gender, socialisation, Liberal Feminism, Radical Feminism, Poststructuralist Feminism, sexuality, performativity, queer theory, heterosexism.

Lecture references:

Tutorial reading:
- Textbook Chapter 2, pp. 71-82, Chapter 4, pp. 126-139, 146-148.

Tutorial questions & update on the Doing Sociology Exercise:
- Textbook page 149-150.
- Group Presentations progress update on the Doing Sociology Exercise.

Week 4: Globalisation
Lecturer: Dr Pam Nilan

The concept of globalisation refers to all those processes in which the peoples of the world are incorporated into a single society, global society (Albrow 1990). On the one hand we are talking about global economic integration, where all the national economies of the world are closely linked and interdependent. On the other hand we are talking about culture and information technology, what Castells (1996) calls the ‘network society’. The great fear of many about cultural globalisation is that all the interesting cultural features of regions and countries will be swept away in a vast tide of American culture. The English language is integral to such a process. Globalisation also gives rise to what Beck (1992) calls ‘risk’ society, where individuals experience feelings of high personal risk, in part because global transnationals and the nation state make them feel that way – that they must take ultimate responsibility for everything that happens to them. Of course this fuels consumerism.

Key concepts: globalisation, information technology, detraditionalisation, network society, McDonaldisation, space of flows, risk society.
Lecture references:

Tutorial reading:
- Textbook Chapter 13.

Tutorial questions:
- Textbook page 434.

**Doing Sociology Exercise**
- **Group presentations begin**: this week’s presenters should relate their content to Chapter 13 in terms of how cultural globalisation affects gender identity and socialisation.

Week 5: Media, Popular Culture and the Networked Society
Lecturer: Dr Pam Nilan

Media ‘mediate’ between ourselves and reality and the media have always been with us. In Medieval times the usual ways people received factual information was through the town crier. They received stories and myths through ballads and bards, they were brought to cultural reflection through the meaning of Passion Plays from the Bible performed by travelling troupes. Nowadays people are literate in all ways and media technologies are a million times more complex, yet the process is the same. Media both reflect reality for us and constitute reality for us at the same time. Sadly, we cannot look through media to see the truth. Media representations are always just that – representations. Media is part of popular culture, but popular culture includes trends, activities, fashions, cultural and leisure practices, kinds of talk and behaviour. We usually think of popular culture as belonging to the young, but think then of bus tours and lawn bowls? In the globalised world, both media and popular culture are commodified for us by global and transnational culture industries – we are ‘networked’ in to the global interface of culture.

**Key concepts:** mass media, time-space compression, high culture, popular culture, semiotics, habitus, hyper-real, simulacra, branding.

Lecture references:

Tutorial reading:
- Textbook Chapter 14.

Tutorial questions:
- Textbook page 461.

**Doing Sociology Exercise**
- **Group presentations continue**: this week’s presenters should relate their content to Chapter 14 and consider the power and influence of the media.
Week 6: Crime and Deviance
Lecturer: Dr John Germov

This lecture will explore sociological analyses of crime and deviance. It focuses on victimisation, the creation of ‘moral panics’, and the increasing medicalisation of deviance.

Key concepts:
crime, deviance, medicalisation, moral panics, subcultures, criminalisation

Lecture references:

Tutorial reading:
- Textbook Chapter 10.

Tutorial questions:
- Textbook page 340.
- Discussion of LREP assignment due in 2 weeks
  - Brainstorming of essay topics in class

Handy hint: If in doubt, ask for help
If you are unsure about how to proceed with an assessment task, ask your tutor for help. Tutors are there to help you, so ask questions for clarification in class or if you have specific questions about your work, make an appointment to see your tutor outside of class time.

Lecturer: Dr John Germov

What’s happening to work? In decades past, futurists predicted a utopian age of the leisure society was within reach, with arduous and mundane work replaced by machines and new technologies. Yet despite the information technology revolution, people are working longer and more unsociable hours. Work intensification, work-related stress, job insecurity, casualisation and under-employment are now commonplace. While the end of work appears nowhere in site, some authors suggest the ‘work ethic’ has been overtaken by a ‘consumption ethic’, that fundamentally underpins work and social life in advanced capitalist societies.

Key concepts:
consumption, leisure society, neo-liberalism, risk society, sexual division of labour, social construction of work, work ethic, under-employment
Lecture references:

Tutorial reading:
- Textbook Chapter 11.

Tutorial questions:
- Complete the ‘How to Reference’ exercise as preparation for your tutorial.

How to Reference Exercise: Before starting this exercise, read the Essay and Referencing Guide in Appendix 1 of this Course Guide.

Instructions: Based on the notes below, reference the following paragraph, which has a number of missing references. In addition, write out a reference list in a consistent format based on the references cited in the paragraph.

- American sociologist Mills came up with the ‘sociological imagination’.
- Page 15 of his book: he defined it as ‘a quality of mind that seems most dramatically to promise an understanding of the intimate realities of ourselves in connection with larger social realities’.
- p. 226: ‘many personal troubles cannot be solved merely as troubles, but must be understood in terms of public issues . . . public issues must be revealed by relating them to personal troubles’.
- a sociological imagination involves linking ‘private troubles’ with ‘public issues’.

- Willis says the sociological imagination is made up of four interrelated parts: historical (influence of past events), cultural (influence of values, traditions…), structural (influence of social institutions) and critical (consideration of alternatives or improvements).
- Considering these four aspects for any topic is a good way to understand how to think/analyse sociologically.

- Page 29: ‘if most sociologists insist that developing a “sociological imagination” is a good idea, there is no agreement about how it can best be achieved… as different sociologists apply different assumptions and theories, and these ideas shape their work.’ There is no single version of sociology, but rather sociologies, reflecting different viewpoints or theories about how to study and explain social life.

- p. 419: The gender division of labour still exists. ‘Women do about two thirds of childcare tasks, at least three quarters of the routine everyday indoor housework tasks, and spend about three times as many hours as men on the latter.’
- p. 420: The gender gap is decreasing, ‘mainly because women are doing much less, rather than men doing much more.’
Insert the references into this paragraph based on the above notes

Mills coined the term the ‘sociological imagination’ to summarise the key aspect of thinking sociologically, by imagining a link between ‘private troubles’ and ‘public issues’. As he states, many personal troubles cannot be solved merely as troubles, but must be understood in terms of public issues... public issues must be revealed by relating them to personal troubles. A good example of this is the sexual division of labour in Australian public and private life, which refers to the types of work women and men generally do, such as women doing housework or being sales assistants and secretaries, while men do better paid jobs such as doctors and mechanics. For example, a recent empirical study by Baxter found that Australian women still do more housework than men, but the gender gap is declining. She argues that the main reason for the decline is not that men are sharing more of the load, but that women are actually spending less time on household work.

Willis expands on Mills' ideas and suggests that applying a sociological imagination to various issues involves a consideration of four interrelated factors: historical, cultural, structural and critical. While sociologists commonly evoke the sociological imagination, Bessant and Watts note that differing viewpoints among sociologists mean that there is no single, agreed upon sociological theory of social life, but rather numerous 'sociologies'.

Reference list
Handy hint: Check your Studentmail and Blackboard regularly
A reminder that University staff, including tutors, regularly attempt to contact students via their studentmail account; plus there are also many handy hints and information on the SOCA1010 Blackboard website – so aim to check both weekly.

Week 8: Class & Inequality
Lecturer: Dr Ann Taylor
This lecture will discuss the evolution and usefulness of class as a concept in sociology comparing the approach of such figures as Marx, Weber and Bourdieu. It will discuss the shifts from understanding class in a traditional capital-labour schema and through group location in relations of economic production (in debates about the ‘new middle class’ and ‘underclass’), to a further emphasis on cultural capital, consumption and leisure. Historical evidence about the significance and persistence of social class and class-related inequality in Australian society will be examined.

Key concepts: class, consumption, cultural capital, leisure, new middle class, underclass

Lecture references:

Tutorial reading:
- Textbook Chapter 3.

Tutorial questions:
- Textbook page 123.

Reminder – LREP Assignment due: Thursday, 10am – April 13

Mid-semester Recess: Friday 14 April – Friday 28 April
Week 9: Aboriginal Australians: The Perpetuation of Inequality

Lecturer: Dr Ann Taylor
Film: *The Last Dream: Secrets*

Indigenous Australians continue to experience significant social inequality and prejudice in Australia. This lecture reviews the sociological debates on race and racism in the context of Australian politics – past and present. ‘The Last Dream’ documentary by John Pilger shows the historical dispossession and social marginalisation suffered by Aboriginal Australians.

Key concepts: assimilation, colonialism, identity politics, structural inequality, institutional racism, race, racism, self-determination, social Darwinism, stolen generation.

Lecture references:


Tutorial reading:
- Textbook Chapter 6.

Tutorial questions:
- Textbook page 218, questions 2-8.
- Feedback and return of marked LREP assignments in tutorial

Week 10: Ethnicity, Multiculturalism, & Refugees: On Being ‘Un-Australian’

Lecturer: Dr Ann Taylor
Film: *Admission Impossible*

From the White Australia policy, to assimilation policies, to multiculturalism, the rise of One Nation, and most recently ‘refugees in detention’ – this lecture presents a sociological review of immigration and refugee debates in Australia, with particular attention to moral panics, national identity and the rise of notions of ‘un-Australian’.

Key concepts: assimilation, discrimination, ethnocentrism, identity, moral panics, stereotypes, multiculturalism, nationalism

Lecture references:


Tutorial reading:
- Textbook Chapter 5.

Tutorial questions:
Week 11: Sex, Intimacy and the Family: Australian Trends

Lecturer: Dr Ann Taylor

The rapid rate of social change around sexual relationships, partnership commitment and decisions about when to have children appears in debates in the media and in political discussion. What can sociologists say about sexual practices, the relationship between individual choices and global and national trends in choosing partners and deciding whether and when to have children? This lecture will discuss whether we are in danger of becoming isolated consumers in a global capitalist world. It will consider whether it is true that the family is the essential bedrock of any society and ask what a family actually is. It will review research on what is going on in families and ask whether friendship is more important to many people. Does Australia have a crisis in its birth rate and what should be done about this?

Key concepts: birth rate, domestic division of labour, households, individualism, kinship, nuclear family, maternalism, population replacement level

Lecture references:

Tutorial reading:
- Textbook Chapter 9.

Tutorial questions:

Week 12: The Social vs Genetic Origins of Health

Lecturer: Dr John Germov

We are constantly bombarded with health messages urging us to individual responsibility for our health. With recent advances in genetics, we are also witnessing the return of biological arguments about human health and behaviour. Yet we hear comparatively little about the social origins of health and illness or our social responsibility to address the living and working conditions that impact on our health. There are clear social determinants of health and illness, evidenced by social patterns of illness among women and men, the poor and the wealthy, Indigenous and White populations; and where there are social origins, there are social solutions.

Key concepts: biological determinism, biomedical model, geneism, new genetics, risk society, social construction of illness, social distribution of illness, socio-biology, structure-agency debate
Lecture references:

Tutorial reading:
- Textbook Chapter 8.

Tutorial questions:
- Textbook page 279, questions 1-2, 4 & 6.

Reminder – Essay due: Friday, 10am – May 26

**Week 13: Some Sociological Conclusions**

**Exam Revision & Course Evaluation**

**Course Choices for Semester 2**

**Lecturer: Dr John Germov**

This lecture summarises the key features of the sociological perspective and provides you with a few tools for further developing your own sociological imagination.

**Key concepts:** agency, scientism, social structure, sociological determinism.

Lecture references:

Tutorial reading:
- No reading this week.

Tutorial questions:
- Exam revision – tutors will be happy to answer your questions.

**Week 14: No lectures or tutorials this week**

In accordance with University policy the final week of semester is scheduled as a study vacation.
Appendix 1: Essay and Referencing Guidelines


Essay structure

The basic structure of an essay involves three parts:

- **the introduction**: clarifies an essay topic for the reader. It should include what your essay will cover, the stance or argument you will take, and briefly define any key terms where necessary.
- **the body**: a series of logically connected paragraphs where you describe and analyse material relevant to the topic (provide supporting evidence and explanations based on your reading of the literature).
- **the conclusion**: a short summary, usually in one paragraph, of the evidence and argument presented to answer the essay question. New information should not be included in the conclusion.

Subheadings: unless otherwise stated, the use of subheadings in essays is optional.

In writing a university level essay you should:

- Use formal expression and avoid emotive phrases such as slang, clichés and stereotypes.
- Critically analyse (i.e. evaluate strengths and weaknesses) the relevant literature on a topic by taking into account opposing viewpoints.
- Always make use of supporting evidence drawn from authoritative and verifiable information sources. Unless you are requested to do so, avoid anecdotal, hypothetical and personal examples.
- Acknowledge the sources of information used by an accepted system of referencing. This way you avoid plagiarism (theft of another author’s work). It also allows readers (including markers) to confirm and follow-up on material you present.

What about my opinion? Making your argument, theme or thesis

Your opinion or your preferred explanation or answer to a topic (sometimes called argument, theme or thesis) can only be persuasive if it is based on authoritative sources of information (i.e academic books and journals that are related to the discipline you are studying). You should aim to form your opinion about a topic only after you have read the relevant literature and become aware of differing viewpoints. The argument you present in your essay is your considered opinion about a topic, supported with detailed evidence and references.

Interpreting your topic: use the library research and essay plan

The assignment on page 10 provides you with a systematic way to interpret your topic and plan your essay. To help interpret your topic, use your lecture notes and textbook to gain a general understanding of the topic. However, do not reference or re-use lecture notes in your essays. If you want to use information used in a lecture, you will need to find the original source by conducting your own library research. Start with other introductory sociology books and a sociology dictionary, and use the lecture, tutorial and essay references as a guide.

When you take notes make sure that you record the bibliographic details (authors, dates of publication, titles, page numbers etc.) of the sources of information you used, as this will help you later when you need to compile your reference list.
Writing up your essay

- **Drafts:** Writing is a time-consuming process. Once you have completed your notes, you should allow yourself enough time to produce at least **2 or 3 drafts** before submitting your work.
- **Consider word limits as word targets:** aim to write as close to the word limit as possible – 10% above or below the limit is acceptable.
- **Proof reading:** always carefully check your final draft for any spelling, grammatical or referencing mistakes as marks will be deducted for such errors.

What is referencing?

When you use information from books and journal articles in assignments, you will generally be required to acknowledge your information sources – this is known as referencing. You should reference research findings, statistics, concepts and theories. You must always provide a reference for direct quotes AND paraphrased information (material put into your own words but derived from another source). This may mean that every paragraph in your assignment has at least one reference in it.

How to use the Harvard in-text referencing system

There are many types of referencing systems. The preferred one in the Social Sciences is known as the Harvard in-text referencing system which is very similar to the APA system used by psychologists. The Harvard system includes references in the text of the essay, for example: (Bessant and Watts 2002: 5) – this reference tells the reader that information presented in the sentence or paragraph came from a source written by Bessant and Watts (surnames only) published in 2001 and found on page 5. All the other details about the information source such as the title, publisher and place of publication (known as bibliographical information) appear in a list of references at the end of your essay. Here are two examples of what in-text references can look like:

- Apple (1988: 56) states that... - here the author’s name is part of the sentence. Note the space between the author and the bracket. You may see some variations such as: (1988, p. 5) or (1988, 5) – choose one and be consistent.
- It can be argued that... (Bryson 1992: 10-16). – if the author is not mentioned in the sentence, then the full reference comes at the end, all in brackets, with the full stop after the bracket

Direct quotes and paraphrased material:

- In general, aim to paraphrase (put in your own words) the information you gather from other sources. **You must still provide a reference for paraphrased information.**
- **Keep direct quotes to a minimum:** no more than 10% of the word count. Copying slabs of information word for word is unacceptable as it is impossible to assess your understanding of the material.
- **When using a direct quote, always keep:** the exact wording and spelling of the original source. Always include page number/s with the reference.
- **For direct quotes less than 30 words:** place in single quotation marks.
- **For direct quotes greater than 30 words:** do not use quotation marks, but instead indent the quote from both the left and right margins.

Bibliographic details and formatting your reference list

Your reference list is attached to the end of your essay and includes all the bibliographic details of the information sources referenced in your essay. It is only necessary to include the actual information sources that you referenced in your essay. Do not include other sources.
that you might have looked at, but not referenced. A reference list should be formatted consistently and organized in alphabetical order (by author surname). The following reference list template includes examples of the information you need to record and include in your reference list.

**A reference list template**

**For books provide:**
- All author surnames and initials of first names
- Date of publication
- Book title (italicised or underlined)
- Edition (where relevant)
- Place of publication
- Publisher


**For a chapter in an edited book, provide:**
- All author surnames and initials of first names
- Date of publication of the book in which the chapter is contained
- Chapter title in inverted commas
- Initials and surnames of editors, including the abbreviation (ed. or eds.)
- Book title (italicised or underlined)
- Edition (where relevant)
- Place of publication
- Publisher


**For a journal article, provide:**
- All author surnames and initials of first names
- Date of publication of the journal in which the article is contained
- Article title in inverted commas
- Journal title (italicised or underlined)
- Volume and Issue numbers (where relevant; sometimes a month or season is used instead)
- First and last page numbers of the article (where available)


**For a web source, provide:**
- All author surnames and initials of first names where available (sometimes the author is an organisation)
- Date of publication or last revision/modification (often included at the bottom of a web site)
- Title of the publication and or particular section of a web site (italicised or underlined)
- Title of the web site and the web address (URL)
- Date you accessed the web site (because web information is often subject to change)


**Note:** Web Example 2 refers to the same journal article by Baxter used earlier for referencing a hard copy of a journal article. When the journal article is accessed online, the main difference in referencing is the inclusion of the web address and the date accessed. Note that for some online versions, there are no page numbers available.
Appendix 2: Group Presentation Feedback Guide

Weighting: 15%

Print media analysed:
Group (please circle): A B C D

SOCA1010 Group Work Agreement
Each group member will receive the same grade, except when individuals have not contributed. If this is the case, group members should report this to their Tutor. Otherwise, all members should sign this agreement.

We the undersigned agree that we have all equally contributed to this group work project:

Names (please print): Signatures:
1. 
2. 
3. 
4. 
5. 
6. 

<table>
<thead>
<tr>
<th>Structure marks</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction, logical flow, conclusion</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Appropriate length</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity and coherence of oral presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relevance of material presented marks</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated sociological understanding of the issues</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpretation and analysis of material marks</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated application of sociological insights</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Incorporated relevant Textbook chapter for that week</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutorial handout marks</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate summary of material</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Written in a clear, concise and professional style</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Group Mark/Grade: /15

General remarks
Appendix 3: Essay Feedback Guide

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Unacceptable</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introduction, logical flow, conclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Establishment and development of argument</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Terms defined</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Definition of key terms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Relevance of content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understanding of essay topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use of sociological concepts/research/theories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Quality of supporting evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Detail and appropriate academic sources used)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical analysis and original thought</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognition of opposing points of view</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Critical evaluation of evidence and theories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Original thought</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall presentation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clarity of expression, spelling and grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paragraph and sentence structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Correct/consistent in-text referencing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appropriate use of Harvard or APA system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Correct and consistent reference list</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All in-text references appear in reference list</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Minimum of 6 academic sources of which 2 must be refereed journal articles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Appropriate length</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Within 10% of the word limit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General comments**

Mark/Grade: /40

Marker:

Appendix 4: Careers and Courses in Sociology & Anthropology

What can you do with a degree in sociology and anthropology?
Graduates in sociology and anthropology develop skills and knowledge applicable to a wide variety of jobs, such as:

- **Work involving social groups and social processes**: minority and ethnic groups, crime and substance abuse, youth issues, family matters, industrial relations, poverty
- **Social research**: devising surveys, collecting data, and conducting interviews and fieldwork, including the analysis, interpretation and presentation of data collected
- **Social policy and planning**: community development, cultural resource management, social justice work, health policy and organisation, multicultural affairs

Where do graduates in sociology and anthropology work?
Many areas of the public and private sectors employ graduates with social science skills. For example:

- **Federal, State and Local Governments**: social services, teaching, industrial relations, criminal justice work, policy development and implementation, case management, group work with youth or the elderly, urban planning, general administration, migrant and multicultural affairs...
- **Community and Non-profit Organisations**: administration, overseas aid & development agencies, social research, policy development, lobbying...
- **Business**: consumer/social research, public relations, publishing, personnel, training.
- **Further Study and Academic Work**: Honours, Masters and PhD study, university and TAFE teaching, research officer work.

Semester 2 Course Choices: 1000 Level

**SOCA1020: Introduction to Social and Cultural Anthropology**
SOCA1020 complements SOCA1010 by introducing students to the history of anthropology and of anthropological thought, the nature of anthropological fieldwork, and examines how the study of other cultures and societies can help us deal with urgent problems confronting today's world (e.g. Aboriginal Australia, South East Asia, Islamic societies, Melanesia).

**SOCS1100: Professional Practice & Key Debates in the Social Sciences**
Restricted to Bachelor of Social Science students only: A prescribed course for the BSocSci that introduces students to the nature of social science work and careers, with a focus on key debates in social policy, program management and social research. Through a series of practical workshops students gain professional skills in IT literacy, and effective written, oral, interpersonal and group work communication skills.

**SOCA1040: Sociology of Children and Families**
The course encourages a critical perspective by examining debates about the historical and cultural variability of families and the social construction of children and childhood. The diversity of family forms in contemporary Australia will be examined in the context of class, gender and sexuality, race and ethnicity.

**GEND1020: Introduction to Gender Studies**
Provides a theoretical introduction to Gender Studies utilising an interdisciplinary approach. This is a core course in the Gender Studies Major offered by the Faculty.

**SOCA1200: Health Sociology**
Examines the social context of health and illness, such as why health inequalities exist between social groups in Australia, the dominant role of medicine in shaping notions of health and illness, the delivery of health care, and relations with allied and alternative health professions.
<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic, Reading &amp; Assessment at a Glance</th>
</tr>
</thead>
</table>
| 1    | February 20   | The Sociological Eye: Studying Society & Culture – Chapter 1  
Tutorials & Lectures begin this week: Enrol in a tutorial ASAP |
| 2    | February 27   | Sociological Theory – Easy As! – Chapter 2, pp. 28-54, 58-9, 83-4  
Establish Presentation Groups in tutorials  
Reminder: Take a Library Orientation Tour |
| 3    | March 6       | Sex and Gender – Chapter 2 pp 71-82 & Chp 4 pp 126-39, 146-48  
Reminder: Progress report on Research Groups in tutorials |
| 4    | March 13      | Globalisation – Chapter 13  
Group presentations in tutorials begin |
| 5    | March 20      | Media, Popular Culture and the Networked Society – Chapter 14  
Group presentations in tutorials continue |
| 6    | March 27      | Crime and Deviance – Chapter 10 |
| 7    | April 3       | The End of Work and the Leisure Society – Chapter 11  
How to reference in-class exercise |
| 8    | April 10      | Class and Inequality – Chapter 3  
LREP Assignment due: Thursday 10am – 13 April  
Note: Good Friday Holiday |
|      |               | **Mid-Semester Recess: Friday 14 April – Friday 28 April** |
| 9    | May 1         | Aboriginal Australians: The Perpetuation of Inequality – Chapter 6  
LREP Assignments returned & discussed in tutorials |
| 10   | May 8         | Ethnicity, Multiculturalism & Refugees: On Being ‘Un-Australian’  
– Chapter 5 |
| 11   | May 15        | Sex, Intimacy and the Family: Australian Trends – Chapter 9 |
| 12   | May 22        | The Social vs Genetic Origins of Health – Chapter 8  
Essay due: Friday, 10am – May 26 |
| 13   | May 29        | Some Sociological Conclusions  
Course Choices for 2nd Semester  
Exam Revision |
| 14   | June 5        | Study week – No lectures or tutorials this week |

**Queen’s Birthday Public Holiday: Monday 12 June**  
Examination period: Tuesday 13 June – Friday 30 June