



# SOCL11055 *Sociology of Australian Society*

## Term 1 - 2017

Profile information current as at 27/04/2024 10:45 am

All details in this unit profile for SOCL11055 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

Sociology is a distinctive way of critically understanding the social forces that shape the self, Australia and the world - whatever professional paths you take. This unit will enable you to start thinking critically about Australian society, your place in it as part of an increasingly diverse and globalising world. It will help you to develop a deeper understanding of the underlying social forces that shape social inequality and individual autonomy using critical thinking and reflective practice

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2017

- Distance

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online Quiz(zes)**

Weighting: 25%

#### 2. **Written Assessment**

Weighting: 25%

#### 3. **Written Assessment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Moodle

**Feedback**

The online quizzes were an effective way of reviewing understanding.

**Recommendation**

Continue with quizzes

**Action**

Quizzes remained but the timing was changed so the first quiz was earlier and the first written assessment was later

#### Feedback from Moodle

**Feedback**

The lectures have been pre-recorded several years ago. They could do with an update.

**Recommendation**

Lecturers were recorded last year but will be updated for T1 2017

**Action**

Lectures were updated

#### Feedback from Moodle

**Feedback**

The indigenous perspective could have been integrated better,

**Recommendation**

We will continue to find ways to indigenise the course more thoroughly

**Action**

This needs further development

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Explain the interactions between self and Australian society in a broad historical, cultural and social-structural context.
2. Apply sociological frameworks to major forms of social inequality in Australia in global context, such as class, race and gender.
3. Define basic sociological concepts.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
<b>1 - Online Quiz(zes) - 25%</b>			•

Assessment Tasks	Learning Outcomes		
	1	2	3
2 - Written Assessment - 25%	•		
3 - Written Assessment - 50%		•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	
5 - Team Work			
6 - Information Technology Competence	•	•	•
7 - Cross Cultural Competence	•	•	
8 - Ethical practice	•	•	
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 25%		•	•			•				
2 - Written Assessment - 25%	•		•	•						
3 - Written Assessment - 50%	•	•	•	•						

## Textbooks and Resources

### Textbooks

SOCL11055

#### Prescribed

#### **The sociological quest: an introduction to the study of social life**

Edition: 5th edn (2011)

Authors: Willis, E

Allen & Unwin

Crows Nest, NSW, Australia

ISBN: 9781742372822

Binding: Paperback

#### **Additional Textbook Information**

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### **You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Shane Hopkinson** Unit Coordinator

[s.hopkinson@cqu.edu.au](mailto:s.hopkinson@cqu.edu.au)

## Schedule

### **Week 1 - 06 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Becoming Sociological Detectives	<b>Textbook:</b> Willis 2011 Ch. 1 & 2 <a href="#">Meme 2001 Sherlock Holmes &amp; Sociology (URL)</a> <a href="#">Albrow 1999 Ch. 1</a> (PDF online)	

### **Week 2 - 13 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
The Sociological Imagination I: History & Culture	<b>Textbook:</b> Willis 2011 Ch. 4	

### **Week 3 - 20 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
The Sociological Imagination II: Structure & Critique	<b>Textbook:</b> Willis 2011 Ch. 5	

### **Week 4 - 27 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Doing Social Research	<b>Textbook:</b> Willis 2011 Ch. 3 <a href="#">Albrow 1999 Ch. 2</a> (PDF online)	20 Question MC QUIZ 1 Friday (31st Mar 2017) 6am-10pm AEST

#### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Intersectionality and taking the perspective of the Other	<a href="#">Babakiueria [Online video]</a> Hackstaff 2010 <a href="#">Family Genealogy [URL]</a>	

#### Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

#### Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Social Structures I: Class</b> A. Climate change B. Health	<a href="#">Albrow 1999 Ch. 4</a> (PDF online) Walter & Sagers 2007 Poverty & Social Class (CRO) Germov 2013 Imagining Health Problems as Social Issues (CRO)	<b>Demonstrating your Sociological Imagination</b> Due: Week 6 Friday (21 Apr 2017) 11:45 pm AEST

#### Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Social Structures II:</b> Family & Gender (DV)	Bessant & Watts 2007 Ourselves in Families (CRO) Torres 2000 Indigenous Australian Women (CRO) <a href="#">Transgender Basics [Youtube clip]</a>	

#### Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Social Structures III:</b> Nation-state and race: an imaginary community?	Craven & Price 2011 Misconceptions, stereotypes & racism (CRO) Thompson 1994 The cult of dis-remembering (CRO)	

#### Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Social Structures IV:</b> State, Ideology & Neoliberal Policy Discourse	Arvanitakis 2009 Power (CRO) Rudd 2009 <a href="#">Global Financial Crisis [URL]</a> Whitwell 1998 <a href="#">What is economic rationalism? [URL]</a>	

#### Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Cultural Norms:</b> Moral panics: Sex, drugs & deviance	Freij & Germov 2015 Sociology of licit and illicit drugs (CRO) Hari 2015 <a href="#">Everything you think you know about addiction is wrong</a> (URL)	

#### Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Social theory</b>	<b>Textbook:</b> Willis 2011 Ch. 6 & 7 <a href="#">Albrow 1999 Ch. 3</a> (PDF online)	<b>Researching a social issue</b> Due: Week 11 Friday (26 May 2017) 11:45 pm AEST

#### Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic

**Bringing it all together:**  
Intersectionality and Southern Theory

TALK:[Robert Jensen Lecture: White Supremacy, Patriarchy & Capitalism \(URL\)](#)

30 Question MC QUIZ 2 Friday (2nd Jun 2017) 6am-10pm AEST

**Textbook:** Willis 2011 Ch. 8

### Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Two Timed Online Quizzes Weeks 4 & 12

#### Assessment Type

Online Quiz(zes)

#### Task Description

There will be two quizzes with a total of 50 questions. You will be given one minute per question and each question is worth 0.5 mark.

QUIZ 1 20 Questions in 20 minutes - at the end of Week 4

QUIZ 2 30 Questions in 30 minutes - at the end of Week 12 (**BEFORE** the exam period)

#### Number of Quizzes

2

#### Frequency of Quizzes

Other

#### Assessment Due Date

Quizzes will be available on Friday of Week 4 and Week 12 between 6am and 10pm

#### Return Date to Students

The online quiz is graded as it is completed. The results will be available when the quiz closes (ie the following day).

#### Weighting

25%

#### Assessment Criteria

##### Objectives

The quizzes are set to test your understanding of fundamental concepts, methods, perspectives and facts covered by the textbooks and lectures. Each covers the whole term's work up to that point.

##### Details

These are a timed online quizzes that must be sat on the due date between the hours of 6 AM and 10 PM (Australian Eastern Standard Time). If there are timezone issues for you please contact me well in advance.

They will be delivered through the 'Assessment' section of the unit Moodle site, and will only become available on the due date. Students will need to have access to an Internet connection in order to complete the quiz. It is your responsibility to make time to sit the quiz on the due date, and to arrange for a reliable Internet connection. Before you take the quiz, make sure that you are ready (i.e. a proper revision has been done) and choose a time and computer/place with minimum distraction to sit for the quiz (i.e. do not have external disturbances from people, pets, etc).

Be conscious of the time limit while taking the quiz—make sure you have a clock in front of you, and note down your starting time. *Do not wait until the last minute to complete the quiz as it will time out once the time limit is reached (i.e. at 10PM the quiz will close regardless of your start time).*

There will be 2 quizzes with a total of 50 multiple choice questions. The first quiz will have 20 questions in 20 minutes and the second will have 30 questions in 30 minutes.

There will be only one correct or best answer to each question, and you need to select the option corresponding to this answer. There are no penalties for incorrect answers. While you will be able to refer to the textbook or other resources

while you are taking the quiz, you cannot afford to do this for every question because of the time limit. You need to have a good understanding of the unit content before taking the quiz. Each student will receive a customised quiz, chosen in random fashion from the test bank, so that collusion will not be possible.

The presentation of questions is one page at a time with 5 questions per page. You must complete each page before you go on to the next one. Attempts to backtrack to previous pages are not allowed.

Example -

Q. Which theorist developed 'power elite' theory?

- a. Robert Merton
- b. Emile Durkheim
- c. Erving Goffman
- d. C. Wright Mills \*

The correct answer is (d) C. Wright Mills—this is the one you need to tick. There will also be a mock quiz early in the term for you to gain some practice. Students who may have special difficulties in undertaking the quiz need to contact the unit coordinator as early as possible to make the necessary arrangements.

**NB These are quizzes and not EXAMS so they are not sat in the exam period.**

### Referencing Style

- [Harvard \(author-date\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Define basic sociological concepts.

### Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Technology Competence

## 2 Demonstrating your Sociological Imagination

### Assessment Type

Written Assessment

### Task Description

The aim of this task is for you to write a 1000 (+/- 10%) word research report demonstrating your understanding of the sociological imagination after the first half of the course.

The reading by Karla Hackstaff (2010) shows how family tree research can be used to demonstrate your sociological imagination.

STEP 1: Empirical Research. Your research begins with constructing a family tree.

STEP 2: Apply the concept of the sociological imagination, particularly of the structures of race/ethnicity, class and gender (and their intersections). You will also be able to use your research to reflect on historical and cultural changes over time.

You will also need to reflect on the difficulties you encountered as a researcher particularly on the reliability of the evidence on which your family tree is based. And also use it to demonstrate 'taking the position of the Other' by reflecting on the difficulties you might have encountered if you had Australian Aboriginal or Torres Strait Islander family background.

You will need to have done the assigned readings and lectures to complete this task adequately but more important will be discussions with the lecturer and other students on line.

It is expected that you will present your work in a professional and academic manner including accurate referencing.

### Assessment Due Date

Week 6 Friday (21 Apr 2017) 11:45 pm AEST

### Return Date to Students

Assessment items will be returned on Monday 2 weeks after submission

### Weighting

25%

### Minimum mark or grade

Must Submit - You must submit this item to complete the unit learning outcomes.

## Assessment Criteria

### Content of research report

**INTRODUCTION:** Briefly explain concept of the sociological imagination in context of the overall significance of your findings.

**METHOD:** Explain briefly the methods you used to collect evidence for your family tree

**RESULTS:** Provide a diagram of your family tree of at least 3 generations (i.e. your parents and grandparents at least, it would be useful to do more to make patterns easier to see but don't go overboard)

**DISCUSSION:** Apply the concept of the sociological imagination to your data

**History:** What historical changes have impacted on the history of your family?

**Structure:** What class, race/ethnicity and gender dynamics are evident in your family tree? Can you see how they intersect?

**Cultural norms:** What cultural norms or changes are evident in your family tree?

**CRITICAL REFLECTION:**

**Critique:** What was the most challenging part of this research?

**Reflection:** what problems might you have experienced if you were of Aboriginal or Torres Strait Islander descent

**Presentation** It is expected that students will present their work in a professional manner - it should be clear and easy to read. It should follow the marking sheet available on Moodle and be adequately referenced and properly formatted.

### Referencing Style

- [Harvard \(author-date\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Explain the interactions between self and Australian society in a broad historical, cultural and social-structural context.

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

## 3 Researching a social issue

### Assessment Type

Written Assessment

### Task Description

You are required to write a 1500 (+/- 10%) word report on a social issue with a focus on how this issue would be researched by starting from *using an Indigenous perspective*. This assessment requires that you use the sociological imagination template to explore ONE of the following social issues.

Domestic Violence

Northern Territory Intervention

Suicide

Climate Change

Other topics may be considered *if approved by the lecturer first*.

You should use your sociological imagination to explain the basic ideas of sociology that you have learned through the term.

As we discussed taking the perspective of Others and self-reflection are key skills. So here we want you to refer to how research looks different if you start from an Indigenous perspective.

**STEP ONE:** Read the detailed outline for each topic on the Moodle site. Start to think about how the issue looks to you and how it might look different from an Indigenous perspective.

**STEP TWO:** Use the sociological imagination template to sketch out the sorts of areas you will need to look at and think about what sort of resources (websites, journal articles, books) you will need. How do history, structure and cultural norms inform our understanding of the issue? Take this to the Moodle site for discussion with your fellow students who are doing the same topic.

**STEP THREE:** Draft your report. What is your overall argument? Use library databases to find references to demonstrate the key issues and support the arguments you want to make. Make specific the way in which your use of an indigenous perspective changed the way you might have thought about the issue.

**STEP FOUR:** Write up the report in detail with references - give it to someone to proof-read and then submit on the Moodle site.

**Assessment Due Date**

Week 11 Friday (26 May 2017) 11:45 pm AEST

**Return Date to Students**

Assessment items will be returned on Monday 2 weeks after submission

**Weighting**

50%

**Minimum mark or grade**

Must Submit - You must submit this item to be eligible to pass the unit

**Assessment Criteria**

Think about this report as if you are a professional working in your chosen field. As a professional you will be asked to write and present papers in some form or other. When you do that it will usually be for your manager or your peers and so you will be expected to produce a report that you would be happy to hand to your manager (and that they will be happy to receive). In all likelihood they will need this information to give a presentation themselves.

You will need to demonstrate an understanding of the key issues from a sociological perspective. Remember the nature of real work situations is that your manager is likely to be skimming this on the plane, or before she gets up to speak about the information, so you do not want her to be second guessing what you mean (or making a fool of herself) or correcting your grammar. Likewise when you are communicating with your peers.

It should begin with a clear outline of the main argument you want to make in the Introduction. This is also the place to define any sociological terms that you may need. The discussion of the report is best structured around the sociological imagination template (especially any insights from an Indigenous perspective). Not all parts of the Sociological Imagination will be of equal importance but all should be mentioned, even if you consider they are not central, explain why.

You will need to back up your arguments with evidence and show how you have read widely from a range of relevant sources (e.g. books, journals, book chapters), so your manager can be confident that they have up-to-date information. The final section should include recommendations showing what you have learned (rather than a 'critique' per se). These are the most likely sections to be read so they should follow from the discussion (with no new information) and they should reflect the overall argument you put forward in your introduction.

Organisations use a range of referencing systems, and so you will find details of the Harvard referencing system for sociology on the Moodle site (and at the referencing link in this course profile). Otherwise, the report has to be professionally presented (legible, proper paragraphing, spelling and grammar) as well as providing a reference list. It is important to acknowledge the work of others.

It needs to be read quickly - so no more than 1500 words - and your manager needs it on Friday before they leave for the conference on Saturday morning (the sooner the better).

A marking sheet incorporating the above will be included on the Moodle site. If you would like feedback on your draft assignment I am willing to do that provided you submit it on the Moodle discussion forum in good time (48 hours before the due date) so that all students can benefit from the feedback. Think of this as an opportunity to share with your peers as you would in a workplace when you discuss clinical or operational issues - and to get feedback. There is no danger of people stealing your work as Turnitin will detect any duplication in other assignments.

I cannot offer to review drafts one-on-one but the Academic Learning Centre (ALC) Moodle site has resources you can use and the ALC will give generic feedback to students in their first year to help them structure their reports.

Remember the word could does not include references or direct quotes

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Apply sociological frameworks to major forms of social inequality in Australia in global context, such as class, race and gender.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem