

UNIT INFORMATION

UNIT CODE	SO102	
UNIT NAME	Introduction to Applied Social Theories	
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Human Services	
DURATION	One semester	
LEVEL	Introductory	
UNIT COORDINATOR	Dr Stephen Beaumont	
TEACHING STAFF	Dr Nicky Stirling	
CORE / ELECTIVE	Core	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
DELIVERY MODE	Face to face on site	
	External	
STUDENT WORKLOAD	<i>Face to face</i>	
	Contact hours	39 hours
	Reading, study and preparation	59 hours
	Assignment preparation	52 hours
	TOTAL	150 hours
	<i>External</i>	
	Engagement with study materials	90 hours
	Assignment preparation	60 hours
	TOTAL	150 hours
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
PREREQUISITES / COREQUISITES / RESTRICTIONS	Nil	

RATIONALE

This unit introduces students to social theories, analytical frameworks and paradigms used to examine social phenomena. Social theory provides models and methods to explain how societies change and develop as well as to examine social behaviour. It does this by focusing on such phenomena as “power and social structure, gender and ethnicity, modernity and ‘civilisation’, revolutions and utopias” (Harrington, 2005, p. 1).

Students will begin to explore social theories to better understand society, their profession within the social sciences and their place and role in social life. They will also have opportunity to link social theories to a real life setting with an observational visit and activities.

LEARNING DELIVERY PROCESS

Please check the semester and the mode that you are enrolled in as some units are offered in more than one mode (i.e. Internally or Externally).

INTERNAL

Learning outcomes will be addressed through on-site lectures, tutorials and assessments. In an internal unit, there will be 1 lecture per week (2 hours) followed by a tutorial for 1 hour. In general, the tutorial follows the lecture, but not in all cases. Please check the CHC timetable available on the CHC website.

Internal and intensive mode units

Students are expected to attend **at least 80% of class time** for units that are offered as weekly classes (Internal), or **80% of every session** for units that are offered as Intensives; unless a legitimate reason for absence (such as traffic hold-ups, mechanical breakdown, illness, serious personal difficulties, major accident or other extenuating circumstances) has been approved by the course coordinator. Students who are unable to attend classes on a given day should phone the CHC Reception by 9.00am so that lecturers can be notified.

Students should note that a number of the skills-based units *require* that they achieve attendance of at least 80%, and some units up to 100%, in order to be eligible for a passing result. When this condition applies, it will be clearly stated in the unit outline that is available on each Moodle™ unit page at the beginning of the semester. If a unit has a presentation assessment, students must attend the class presentations as part of the learning for the unit.

Students may place their results for the semester in jeopardy and may even fail a unit because of their inability to satisfy course attendance requirements.

Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lecture will be 2 hours in length with a 10-minute break in the middle.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

Tutorials begin in week 1 and end in week 12 so make sure that you know which class you are enrolled in by checking the CHC timetable before week 2 commences. Tutorials are the most vibrant part of your unit experience. They are a place where you will meet people, share ideas, have discussions, have disagreements and learn more about the particular topic than you could from just reading on your own. Thus, it is important to participate in tutorials and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good tutorials is having all members of the class arrive having read at least the essential readings, answered the weekly activities and attended the lecture.

Some guidelines for tutorials:

- Avoid being late. This is unfair on other students who make an effort to get there on time. If you are going to be late, advise the lecturer/tutor in advance.
- You must do the readings. You will get a lot more out of the class if you do and very little if you don't.
- It should be noted that participation is not the same as attendance. Participation by all will ensure the subject is intellectually and personally significant.

EXTERNAL

Learning outcomes will be addressed through consultations with your supervisor, online information, readings, resources, discussion forums and activities that can be found in this unit handbook and on the Moodle page for this

unit. As this is an external, self-directed unit, students will be required to engage with the material provided on CHC's LMS - Moodle. Materials will include: PowerPoints, study guides, notes, readings and activities.

These resources will provide you with all you need to complete the assessments. However, you must be sure to follow the weekly topics in this handbook and to log-on to the Moodle page for this subject regularly as your participation in the weekly discussions and activities posted there is essential for your successful completion of this unit.

Some guidelines for external study:

- Aim to spend approximately 10 hours per week on study for each unit you are enrolled in.
- The 10 hours per unit may include: Reading the lecture slides before watching or listening to the lectures online (if available).
- Get familiar with unit content by completing required readings.
- Listening to my lectures online and taking notes.
- Revising and rewriting my notes.
- Participate in online discussions.
- Complete tasks on the LMS (Moodle).
- Research and write assessments.
- Get familiar with the library and what is available online as well as the journal database.
- Schedule assessment dates on a calendar/wall planner and put it somewhere visible in your study space.
- Plan regular (weekly) access to Moodle and email to keep in touch with the lecturer and other students.

You should treat the Moodle as if it were your classroom - except it's online! Maximising your engagement with the Moodle is the real difference between internal and external studies. Many lecturers will assess your engagement in online discussions, so it is important you are contributing regularly and know how to use Moodle.

STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

CONTENT

1. What is social theory? Viewing the world through a theoretical lens and observing theory in context.
2. Classical social theory: context and beginnings, sociological imagination, Christian worldviews of social constructs.
3. Karl Marx and Emile Durkheim.
4. Max Weber and Georg Simmel.
5. Functionalism and its critics.
6. Interpretivism and interactionism.
7. Historical social theory and western Marxism.
8. Psychoanalytic social theory.
9. Structuralism and post-structuralism.
10. Structure and agency.
11. Feminist social theory.
12. Modernity and postmodernity.
13. Globalization and the role and possibility of social transformation.

LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Described the broad theoretical foundations upon which social inquiry is based.

2. Understood a number of specific social theories and their impact on the applied social sciences (e.g. human services and counselling professions) and the social groupings, and the social inequalities they may uncover.
3. Discussed a range of important social issues in a specific applied social sciences setting (e.g. human services or counselling), through the lens of social theory.
4. Reflected on foundational sociological theories and issues from a Christian worldview.
5. Communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

ASSESSMENT TASKS

ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.

TASK 1: SOCIAL BIOGRAPHY

This assessment requires students to detect the influences of social forces on the individual. The task involves writing a social biography which includes social, cultural, historical influences which have shaped an aspect or aspects of their own life or that of another student. (References and interview questions [where relevant] should be included in an appendix and are excluded from wordcount.)

Word Length/Duration: 1,000 words
 Weighting: 25%
 Learning Outcomes: 1, 2, 3
 Assessed: Week 4
 Method of Submission: Turnitin

TASK 2: COMPARATIVE ANALYSES

Students are required to choose a form of popular culture (from a novel, piece of music, television show or film, DVD, or YouTube™) which relates to one of the following topics: marriage and family; ethnicity; Aboriginal and Torres Strait Islander history and relations; sex and gender; or class.

Discuss the topic using two of the theoretical paradigms used in Content 5-11 of the unit: Functionalism; Symbolic Interactionism and Interpretivism; Western Marxism/Conflict Theory; the Social Reproduction of Inequality; Structuralism and Post-structuralism; Race and Racism; Feminist Social Theory; or Modernity and Postmodernity. Integrate a Christian worldview into your discussions and discuss the form of popular culture and the two theoretical paradigms.

Present this in the form of a multimedia presentation (e.g. video or YouTube™ clip) and discuss the form of popular culture and the two theoretical paradigms.

Word Length/Duration: Presentation: 10 minutes and Report: 1,000 words
 Weighting: 40%
 Learning Outcomes: 1-5
 Assessed: Week 11
 Method of Submission: OneDrive/In-class: Presentation
 Turnitin: Report

TASK 3: OBSERVATIONAL VISIT

The student will do an observational visit to an applied social sciences organisation, viewing the world through a theoretical lens. This can be either face to face or virtual. Using activities provided by the unit coordinator and the theories presented in the unit, the student will observe the aims, activities, values, beliefs and interactions between workers and clients, and then evaluate these through the lens of one or more social theories. Examine different theoretical perspectives related to the observations and reflect on how the actions might be viewed from a Christian

worldview. Six to eight academic references are required as well as a signed document from a member of the organisation.

Word Length/Duration: 1,000 words

Weighting: 35%

Learning Outcomes: 1-5

Assessed: Week 13

Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Graduate Attributes	ACWA
Task 1	1, 2, 3	1-11	1-3, 4-8	1
Task 2	1-5	1-2, 5-11	1-3, 4-8	1, 5-6
Task 3	1-5	1-13	1-8	1-8

SPECIALIST FACILITIES OR EQUIPMENT

Blue Card – ONLY if you intend on working/visiting an organisation that involves working with children and or with young vulnerable people.

At the moment, Blue Card is backed up by 3-4 weeks for processing paper forms. If you want to get your card quicker, we suggest applying online as there is an online verification process for your ID documentation (like Driver's License) rather than a manual need to check scanned documents. The turnaround time for an online application is much quicker.

How do you do this?

1. Visit [this link](#) and click on the green button "Register for an online account".
2. Go through the process to create a Blue Card account.
3. Apply for or renew your Blue Card.
4. Once you have finished this process, email socsci@chc.edu.au with your **Online Account Number** and your **full date of birth** so we can link your card to Christian Heritage College.

Thank you and please let us know if you need any further assistance.

PRESCRIBED TEXTS

Dillon, M. (2019). *Introduction to sociological theory: Theorists, concepts, and their applicability to the twenty-first century* (3rd ed.). Wiley Blackwell.

RECOMMENDED READINGS

BOOKS

Furze, B., Savy, P., Webb, R., James, S., Petray, T., Brym, R., & Lie, J. (2015). *Sociology in today's world* (3rd ed.). Cengage Learning.

Giddens, A., & Sutton, P. (2021). *Sociology* (9th ed.). Polity Press.

Goodley, D., Hughes, B., & Davis, L. (Eds.). (2012). *Disability and social theory: New developments and directions*. Palgrave MacMillian.

- Jones, P., Bradbury, L., & Le Boutillier, S. (2018). *Introducing social theory* (3rd ed.). Polity Press.
- Lemert, C. (Ed.). (2021). *Social theory: The multicultural, global, and classic readings* (7th ed.). Westview Press.
- MacFarlane, I. & Hannah, M. (Eds.). (2007). *Transgressions: Critical Australian Indigenous histories*. ANU Press.
- Schaefer, R. (2019). *Sociology: A brief introduction* (13th ed.). McGraw-Hill.
- Tweedell, C. B. (2010). *Sociology: A Christian approach for changing the world* (2nd ed.). Triangle.

JOURNALS

The Journal of Sociology

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

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