

## UNIT INFORMATION

<b>UNIT CODE</b>	SO212	
<b>UNIT NAME</b>	Emerging Issues in Sociology	
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Bachelor of Human Services	
<b>DURATION</b>	One semester	
<b>LEVEL</b>	Intermediate	
<b>UNIT COORDINATOR</b>	Dr Nicky Stirling	
<b>TEACHING STAFF</b>	Dr Nicky Stirling	
<b>CORE / ELECTIVE</b>	Core	
<b>WEIGHTING</b>	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
<b>DELIVERY MODE</b>	Face to face	
	External	
<b>STUDENT WORKLOAD</b>	<i>Face to face</i>	
	Contact hours	39 hours
	Reading, study and preparation	59 hours
	Assignment preparation	52 hours
	<b>TOTAL</b>	<b>150 hours</b>
	<i>External</i>	
	Engagement with study materials	90 hours
	Assignment preparation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
<b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b>	Nil.	

## RATIONALE

Unprecedented change and rapid transformation are indicative features of contemporary society. Australia's, and the world's, sociological and cultural landscape has been entirely reshaped since the 1950s with the institutional and sociological evidence of this transformation clearly evident at every level within society.

Students who plan to work effectively in the human services need to understand these changes and build on previous learning. This unit promotes the ability to investigate, analyse and reflect upon contemporary societal issues through the lens of a range of sociological theories, methods, ideas and perspectives, including that of a distinctively Christian worldview.

## LEARNING DELIVERY PROCESS

Learning outcomes will be addressed through lectures, tutorials and through assessments.

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.

### Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- 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 2 and end in week 13 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.

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

## 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. Defining the field of sociology and social change: a review of the macro and micro sociological theories
2. The self: ageism, eating disorders, bullying, gender issues, pornography and sexualisation of society
3. The family: the changing modern family, dysfunctionality and domestic violence.
4. Abortion, surrogacy and adoption in Australia
5. Secularisation, religion in Australian society, global trends and the rise of militant Islam and anti-semitism
6. Australian identity through history – First Australians, colonialism, postcolonialism; stolen generation, forced adoption, issues of reconciliation

7. The nation: culture, multicultural and its history racism, debate surrounding refugees, foreign aid, feminist issues including the position of women in Australian society and the rise of national curriculum
8. The world of power (globalisation, glocalisation, cultural globalisation, social movements, tribalism and Church authority).
9. The world: poverty, ethical consumerism, human rights, trafficking, terrorism, AIDS and other international diseases and global refugees)
10. Christian responses to social change
11. Society in the digital age: social media
12. Discovering sociological answers to society's problems: Inequality and class in Australia
13. Discovering sociological answers to society's problems: deviance or difference?

## 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 in relation to current and emerging issues.
2. Demonstrated an understanding of the use of ascribed attributes to delineate social groupings, and the social inequalities that may result.
3. Analysed a range of important social issues in contemporary society, including multi-culturalism/cultural sensitivity, Aboriginal and Torres Strait Islander history and relations, and the societal impact on the individual, families, groups, the nation and the world.
4. Reflected on foundational sociological and social theories and issues from a distinctively Christian perspective.
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: GROUP PRESENTATION

#### Option 1: Digital Media Presentation and Individual Report

Form a group of two to four students and discuss and reflect on personal and professional learning relating to one current or emerging issue discussed in the unit. Use two sociological theories to analyse the topic and include a Christian perspective. Present this to the class as a digital media presentation or upload a group video to Office 365. In the individual report evaluate the performance of the group including your own participation in the group. Write a report that is a 1000-word summary of the information as outlined in the presentation which is to be submitted to Turnitin. Included in this report is a section on the evaluation of the performance of the group, including your own participation. Six to eight academic references are required.

#### Option 2: Poster Presentation and Individual Report

Form a group of two to four students to choose a form of popular culture (from a novel, piece of music, television show or film, DVD, or YouTube™) and relate it to one of the current or emerging issues discussed in the unit. Use two sociological theories to analyse the topic and include a Christian perspective. Place this on a Poster and present this to the class. Write a report that is a 1000-word summary of the information as outlined in the poster which is to be

submitted to Turnitin. Included in this report is a section on the evaluation of the performance of the group, including your own participation. Six to eight academic references are required.

**N.B.** Students enrolled in this unit externally will still be required to participate in group work. This can be achieved through working together via a Moodle forum (and also skype, WhatsApp etc.) and allocating sections of the presentation to work on with different members. Presentation should then be uploaded in video format to Office 365, video section.

Word Length/Duration: Presentation: 10 minutes and Individual Report: 1,000 words  
 Weighting: 40%  
 Learning Outcomes: 1, 3-5  
 Assessed: Week 9 (option 1 or 2)  
 Method of Submission: Turnitin

## TASK 2: ESSAY

Write an essay on one of several topics related to contemporary society to be given by the unit coordinator. Examine different sociological perspectives related to the topic and reflect on how this subject might be viewed from a Christian perspective. Six to eight academic references are required.

Word Length/Duration: 2,500 words  
 Weighting: 60%  
 Learning Outcomes: 1-5  
 Assessed: Week 14  
 Method of Submission: Turnitin

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Graduate Teacher Standards	Graduate Attributes	ACWA Guidelines
Task 1	1, 3-5	1-13	n.a.	1, 4-5, 7-8	5, 7
Task 2	1-5	1-13	n.a.	1-8	1, 5-8

## SPECIALIST FACILITIES OR EQUIPMENT

Nil.

## PRESCRIBED TEXTS

Woodward, K. (2014). *Social sciences – the big issues* (3rd ed.). Routledge.

## RECOMMENDED READINGS

### BOOKS

Adams, R., Dominelli, L., & Payne, M. (Eds.). (2009). *Social work: Themes, issues and critical debates* (3rd ed.). Palgrave Macmillian.

Bessant, J., & Watts, R. (2007). *Sociology Australia* (3rd ed.). Allen & Unwin.

Cox, D., & Pawar, M. (2013). *International social work: Issues, strategies, and programs* (2nd ed.). Sage.

Furze, B., Savy, P., Brym, R., & Lie, J. (2015). *Sociology in today's world* (3<sup>rd</sup> ed.). Cengage Learning.

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

Ife, J. (2012). *Human rights and social work: Towards right-based practice* (3rd ed.). Cambridge University Press.

- Isaacs, J., & Marika, W. (2006). *Australian dreaming: 40 000 years of Aboriginal history*. New Holland.
- Mahdavi, P. (2013). *From trafficking to terror: Constructing a global social problem (Framing 21<sup>st</sup> century social issues)*. Routledge.
- Tweedell, C. B. (2010). *Sociology: A Christian approach for changing the world* (2nd ed.). Triangle.
- Van Krieken, R., Habibis, D., Smith, P., Hutchins, B., Haralambos, M., & Holborn, M. (2010). *Sociology: Themes and perspectives* (4th ed.). Pearson Education.

## JOURNALS

*The Journal of Sociology*

*The Australian and New Zealand Journal of Sociology*

*The Journal of Contemporary Human Services*

*The Journal of Contemporary Social Services*

## 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.

SAMPLE

