



Sociology 114 – 2019

Introduction to Sociology and Social Anthropology

Objective, outcomes and structure of the module

OBJECTIVE

Sociology 114 is the orientation module to the subject areas of Sociology and Social Anthropology. The **objective** of the module is therefore to provide students with a **conceptual grounding** of the disciplines in terms of what they are about and which include in the first year an appreciation of some of their foundations, theories, methodologies and approaches to understanding human society and social actions.

We offer both Sociology and Social Anthropology in this Department as major BA degree subjects and also provide training in these subjects on the postgraduate level up to the PhD. It should be noted that both the disciplines of Sociology and Social Anthropology, are social sciences and study similar social issues. Both also developed in more or less the same historical period. Although most contemporary sociologists and anthropologists seem to study analogous topics and do similar work, the disciplines have different origins, which also include different theoretical and methodological traditions. Since students can select any one of the disciplines (or both) as a major on second and third year levels, it is important for us to provide a good grounding of the nature and origins of both disciplines in the first year.

OUTCOMES

Broad outcomes of this module, which will also be directly or indirectly assessed through tests, exams and online blended-learning tutorials include:

- An appreciation of the **social sciences** in general and in particular Sociology and Social Anthropology, and how both disciplines provide complementary **theoretical lenses** as it relates to the content focus and selected readings.
 - For Sociology, students will need to illustrate their understanding and appreciation of the 'Sociological Imagination', i.e. to be inquisitive about why particular societies or segments of society function as they do and to ask critical questions about social arrangements and to be open to the possibility of different ways of viewing the world.
 - Using a Social Anthropological lens, students will have to illustrate an understanding and appreciation for cultural diversity, variety and cultural relativism and should be able to challenge ethnocentric ideas as well as illustrate an understanding of some of the processes whereby shared meanings (culture) is transmitted through learning and communication.
- A rudimentary understanding of **social enquiry** (social research) and the process of generating academic knowledge in the disciplines.
- **Academic skills**, i.e. **reading, interpretation, academic argumentation** as well as **writing skills**, receive high priority in the social sciences. In the first year, emphasis will especially be placed on reading- and interpretation skills. Guided reading activities and discussions in class and during online tutorials are exclusively aimed at developing academic reading and interpretation skills. This also helps to foster an appreciation of academic thinking and argumentation skills. The attainment of academic skills are assessed through multiple choice questions, short answer questions and longer written answer assessment formats (usually one page written answers), the latter especially during the exam.

STRUCTURE

The module is divided into themes consisting of 34 lectures presented consecutively by three lecturers over a period of 14 weeks:

Jacob du Plessis

First meeting and module overview (lecture 1)

Theme 1: Foundations of Sociology (lectures 2-7)

Theme 2: The Individual in Society (lectures 8-13)

Theme 3: Education as Social Institution (lectures 14-18)

Dr Ilana van Wyk

Theme 4: Introduction to Social Anthropology (lecture 19-26)

Dr Khayaat Fakier

Theme 5: The Sociology of Work (lecture 27-34)

Obtain a copy of the **General Framework for Sociology 114/144 (2019)** available on the module website for Sociology 114 on SUNLearn.

The General Framework should be read together with this module framework. It includes content which are applicable for both Sociology 114 (first semester) and Sociology 144 (second semester).

The following topics are discussed in the General Framework:

- Welcoming in the Department of Sociology and Social Anthropology
- Introduction to Sociology and Social Anthropology and what the disciplines entail
- General overview of the first-year modules and expectations:
 - Module composition and credits
 - Description of online blended-learning tutorials
 - Language Policy of the Faculty
 - Module website (SUNLearn)
 - Lecture times and venues
 - Contact sessions and class attendance
 - Academic support
 - Assessment and the class mark
 - Procedure for absence due to illness or other official reasons
 - Early assessment mark (applicable for first semester only)
 - Exam entrance and online exams
 - Required textbook and other readings
 - Consultation with lecturers and mentors.

Learning and teaching approach

We follow a student-focused learning approach with the educational imperative to obtain a variety of academic skills and also to mediate the transition from school to university for students, and likewise also those persons who come from the workplace and return to higher education. The focus is therefore more than just the presentation of lecture content and the retention thereof. Although the latter is still important, a critical approach to learning and eagerness to learn is more important, especially in the context where we would like to see that students become excited and approach Sociology and Social Anthropology in a way that evokes a passion for the possibilities of these disciplines to approach the world in which we live from various points of view and also to position ourselves in context of our social interaction and relationships with others to enable us to learn more about ourselves.

Learning is not a linear process and does not only occur in the lecture room. We often learn from one another and also elsewhere and through experience in contact with other people, and also when making mistakes and learning from this. In the 21st century which is characterised by rapid social change and unpredictability, we emphasise values of life-long learning, creativity and problem-solving skills in the context of diverse groups and a wide range of ideas. Sociology and Social Anthropology which focus on society as a whole could be of value to develop such 21st century skills.

Optimal learning occurs in a context where all participants take co-responsibility for their own learning and also ownerships thereof. While it is the task of the lecturer and mentors to motivate students and develop their “sociological imagination” and a critical approach and respect for a variety of ideas, as well as obtaining the major module outcomes, it is also important that students take adequate self-initiative for their own learning and in a conscientious and disciplined way.

Lecturer initiated activities and responsibilities include:

- the compilation of a coherent curriculum and framework of the assessment and evaluation thereof
- the selective discussion of readings and related themes
- guidance on the use of readings and self-study materials;
- the facilitation of a supportive environment focused on student learning.

Student initiated activities and responsibilities include:

- participation in class discussion
- completion of all homework assignments and assessment activities
- working according to a strict schedule, ensuring that reading requirements before each lecture are met
- note-taking in class and note-making activities coupled with active reading
- seeking to further develop own personal academic skills (study, reading, learning, argumentation and written skills)
- students are encouraged to form self-study groups, which has proven to be a successful strategy for developing a supportive learning environment
- taking responsibility for administrative duties and expectations around assessment, absence or of other departmental guidelines
- openness to approach lecturers and mentors for academic support.

The contact information of lecturers and mentors and their consultation times will be available on SUNLearn. Opportunities are also created for online consultation times on SUNLearn.

Assessment

COMPILATION OF MARKS

Take note of the distinction between class marks, the exam mark and the final mark for exam modules. The **class mark** consists of all assessment activities to be completed during the semester before the official exam. A minimum mark of 40% is required to obtain exam entrance. If one fails to obtain this mark, you will not be allowed to write the exam and will have to repeat the module the following year. Attendance of classes (with the exception of obtaining a class mark of 70% and above but excluding bonus marks), tutorials and tutorial assessments (you can only miss one!) will directly impact your entrance to the exam (the previous section refers).

The **exam** is the major assessment opportunity for exam modules and counts 60% towards the final mark for the module. **The final mark** is calculated by the sum of the class mark and the exam mark in the relationship 40:60. [Final mark = class mark (40%) + exam mark (60%).] The pass mark is 50%. A distinction mark is 75% and more.

Example – if *student A* obtains a class mark of 80% and an exam mark of 60%, the mark will be calculated as follows: class mark ($80 \times 0.4 = 32$) + exam mark ($60 \times 0.6 = 36$) = **68%** as final mark. If *student B* obtains a class mark of 42% and an exam mark of 60%, the final mark will be $16.8 + 36 = 53\%$. An exception is when the class mark was in the lower 40's and a student manages to obtain an exam mark of 50%. In such cases the student will receive 50% and a pass.

A combined final mark after the first exam opportunity of 40% and 45% (rounded off), results in a re-evaluation during the second exam opportunity. A combined mark of 37% and less during the first exam opportunity, results in a fail and such a student will have to repeat the module. Students have the option to write the exam either during the first or second exam opportunity. No re-evaluation is available for students who chose to write during the second exam opportunity. For the second exam opportunity, a final mark of 50% is required to pass.

Marks for the module are compiled as follows:

Assessment activity	Date (Sick test dates)	Marks
Class test 1 (Lectures 1-7)	20/02 (27/02 13:00)	25
Class test 2 (Lectures 8-15)	13/03 19:30 (20/03 13:00)	25
Class test 3 (Lectures 19-25)	17/04 (25/04 13:00)	20
3 Online tutorials: 27/02, 20/03; 24/04	see SUNLearn and schedule	30
Online tutorial tests are each available for one week.		
	CLASS MARK	100 (40)
	Exam entrance minimum 40	
Exam 1 (21/05) / Exam 2 (11/06) (14:00)	EXAM MARK	100 (60)
	FINAL MARK	100

Take note that we do not make use of the officially designated semester test opportunity of 8 April 2019.

See SUNLearn for a complete outline of assessment opportunities and requirements and demarcation of work for each assessment opportunity.

Acknowledgement for academic achievement

The best performers (10 highest ranked positions) in class are awarded the **SP Cilliers merit award**. The top achiever also receives a cash prize. This mark is calculated at the end of the year based on the average of the two first year sociology modules (114 and 144).

Weekly schedule

Refer to the **Schedule and Assessment framework** available on the Sociology 114 website on SUNLearn. This schedule provides a one-page overview of lectures and -times, assessments, class-free days, public holidays or timetable exemptions for both class groups (group 1 and 2).

See the **module website and calendar** for Sociology 114 on SUNLearn for a complete description of the weekly programme for the module. You will also find readings, PowerPoint slides, learning activities or other content.

As a final point, we would like to stress the fact that lecturers and mentors are available to assist you with your learning and that they could also play a major role in helping you to adjust to the university environment, especially in the first year, where first time students often face multiple challenges. Take the initiative to make contact with us early in the semester, where you still have sufficient time to address any learning challenges.

We hope that you find the module interesting and enriching, and best wishes for this semester!

Jacob du Plessis, Ilana van Wyk and Khayaat Fakier

February 2019