SSC 100

Introduction to Social Science

S1 Day 2014

Sociology

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
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Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description
This unit introduces students to the distinctive disciplinary perspectives of social science in theory and practice. It addresses three major themes: thinking socially (examining distinctions between natural and social sciences), the founders and foundations of social science (theory, research design and method); and the impact of social science as a force for global change (policy, planning, management and activism). Core topics and themes in the Bachelor degree are developed, highlighting available majors within the program. The unit emphasises the development of professional graduate capabilities and applied critical skills through a significant component of engaged learning.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

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

Understand the basic nature and processes of social scientific enquiry and methodologies

Develop a conceptual udnerstanding of the social sciences and its various disciplines in order to choose their Major(s)

Understand the connections between theory and research within the social sciences

Develop critical analytical skills that underpin research and understanding the world around us

Design a course of study and pathway through the social science degree, enabling independence and autonomy

Assessment Tasks

Name	Weighting	Due
ANNOTATED BIBLIOGRAPHY	25%	21st of March 2013
PLAN FOR MAJOR AREA OF STUDY	15%	16th May 2013
VIRTUAL SOCIAL SCIENTIST	10%	Weeks 11 and 12 Tutorials
CASE STUDY REVIEW	40%	12th June 2013
ATTENDANCE AND PARTICIPATION	10%	Ongoing

ANNOTATED BIBLIOGRAPHY

Due: **21st of March 2013**
Weighting: **25%**

An annotated bibliography is an organized list of sources, each of which is followed by a brief note or "annotation".

These annotations do one or more of the following:

- describe the content and focus of the book or article
- suggest the source's usefulness to your research
- evaluate its method, conclusions, or reliability
- record your reactions to the source.

Annotations are useful in helping you map an area of research, in referencing and for tracking your own ideas. As such it will help you both with your final assignment in this unit and with your further studies in your degree.

In this assignment you need to collect 5 references into a bibliography, all of which should be linked to the theme of 'social science'. It's your task to pick the actual topic (some random examples: human health and climate change, disability rights in Australia, using mixed methodology in researching the global economy, sex dating and relationships on university

campuses, migration patterns in 21st century Europe, surveillance in everyday life, sport and class in Australia) . The types of references you need to include are:

• a book

• a book chapter

  • a journal article

  • a website (not the same as articles or books accessed via a computer!)

  • PLUS 1 other references of any type

We will discuss further details of this assignment in tutorials in Weeks 2-3 to help you. Links to examples and the referencing guide will be provided in iLearn, so please check.

You will be marked on the quality of your citation, picking the relevant reference types, using all the key structural elements of annotation, spelling, expression, quality of discussion on your references. More information on this will be given in tutorials.

Remember, you'll need to submit BOTH a hard copy and an electronic one via Turnitin

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PLAN FOR MAJOR AREA OF STUDY

Due: **16th May 2013**
Weighting: **15%**

In this assignment you are required to come up with a plan for your degree that you could be pursuing for the next 3-4 years. First you need to outline which Majors you'll be taking up then fill these with courses you propose to study, similarly to how you filled out your enrolment papers at the beginning of semester, but for your whole degree. Discuss the reasons for your selection of units.

Students will workshop in tutorials what courses they might find interesting, what each Major or Minor entails, how to use the undergraduate handbook and what their specific completed social

science degree might look like.

This assignment therefore has three parts:

1.   Outline of plan of study. Using the template we provide you within the course, list the unit titles and codes.
2.   Select your Major(s), eg. Sociology, Anthropology etc.
3.   Justification of your choices. This is a critical reflection on the themes you'll be studying.

• What is the focus of your research (subject and object) following this disciplinary pathway and how does it contribute to graduate skills and unit outcomes?

• What are the basic questions asked in this area (your disciplines)? What are the themes of your Major(s) and how these complement graduate capabilities?

• What is the role of your elective units and what is their place in the overall plan?

• What are your future career options and what are your aspirations, and how do these fit in with your proposed study?

You will be marked on the quality of your overall presentation, how well you have filled out your draft plan of study (no mistakes, coherence of pathway of study, correct codes), depth and coherence of discussion containing answers to all the above questions. You will find a more detailed rubric of marking criteria in iLearn.

Remember, you'll need to submit BOTH a hard copy and an electronic one via Turnitin.

On successful completion you will be able to:
• Develop a conceptual udnerstanding of the social sciences and its various disciplines in order to choose their Major(s)
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VIRTUAL SOCIAL SCIENTIST

Due: **Weeks 11 and 12 Tutorials**
Weighting: **10%**

What would you do as a social scientist out there in the world?

Your task is the following:

·   find an organisation you could work for doing social science work (research, analysis, modelling, intervention, policy development, campaign/lobbying, writing, outreach etc) that you imagine would be riveting, important or future oriented.

·   The organisation could be an NGO, think tank, government or political body, non-profit, commercial entity of any sort, social movement, church, health organisation, international agency, national council, charity, network, club or civic group etc.

·   find a website you can present, belonging to the organisation or related to your imagined work

·   what would your work be looking at, what questions would it answer, what would it try to achieve? How, why?

·   Please use knowledge and info from the course, including guest lectures from various disciplines and employers' roundtable to gather ideas and project your own social science ideas into the world

Each student will present for 2 minutes in the lecture of Week 12. Your brainstorming and research may take you a few weeks, but the presentation should be snappy and canvass a few key ideas. Groups of up to 4 students are acceptable as are individual presentations.

This is meant to be an imaginative, engaging exercise in which you are invited to project yourself into the future and using your skills engage in a task that might create something useful, help shape human relations, contribute to knowledge, propel an organisation or idea further, or otherwise create an impact on the world we live in.

On successful completion you will be able to:
   • Design a course of study and pathway through the social science degree, enabling
     independence and autonomy

CASE STUDY REVIEW

Due: **12th June 2013**
Weighting: **40%**

In this assignment you are required to pick a case study from the list we provide during semester (linked to tutorials and further readings in BLOCK 3), preferably this should be relevant to your Major(s). You'll be using this case study as an illustration of how your specific chosen discipline works and analyse its workings.

A good case study review will be broken down into several parts, and should take into account the following:

• First provide a short summary of your chosen case study: what discipline would you link this to (this could be one or several), what are its main themes, what is the object/subject of the study, what methods have been used, what are the aims of the case study research etc.

• Secondly, analyse and assess how well it has achieved its aims, how appropriate its methods are for achieving these aims, how thoroughly (or not) it has answered questions about its object/ subject of study, are there further potential issues or problems with this case study and its design?

You will be marked on the quality of your overall analysis, the structure of your argument, the use and range of sources of evidence used, the quality of your critical evaluation, comparison to other critical cases, presentation (formatting, spelling and grammar) and quality and accuracy of referencing and bibliographic details.

Remember, you'll need to submit BOTH a hard copy and an electronic one via Turnitin.

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ATTENDANCE AND PARTICIPATION

Due: **Ongoing**
Weighting: **10%**

Attendance at lectures and tutorials in this unit is mandatory. You will be assessed on your presence in lectures and tutorials, and your preparation for classes, which includes completion of reading before tutorials, engagement in classroom discussion, ability to answer questions and teamwork.

Students are required to attend all classes and submit all required assessment tasks, otherwise completion of the unit may be jeopardized. ALL assessment components need to be completed, including attendance and participation in classes.

On successful completion you will be able to:

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Delivery and Resources

Weekly readings in this course will be either on E-reserve, which you can access through the library's website, or there will be links provided on iLearn. **You need to read all weekly reading materials by the relevant week** and these will provide the basis for tutorial discussion and will also aid your understanding of lectures. Please check

E-reserve and iLearn regularly for articles and announcements.

THIS UNIT HAS AN ONLINE PRESENCE IN iLEARN, MACQUARIE'S ONLINE LEARNING SYSTEM. YOU WILL REQUIRE ACCESS TO RELIABLE BROADBAND INTERNET AND A COMPUTER.

Recommended Readings:

Some BLOCK 1 and 2 readings are drawn from the following:

· Williams, M. (2000) *Science and Social Science: An Introduction*, London: Routledge

· Yin, R. K (2008) *Case Study Research: Design and Methods (Applied Social Research Methods)* (Fourth Edition) London: Sage.

Yin (2008) is a particularly good source of case study material and you are encouraged to explore it. The Co-op Bookshop on campus will have plenty of copies of this book by the end of Week 1. If they sold out you can order it there.

Williams (2000) will likely be useful throughout your studies. Both books can also be found in closed reserve in the library.

Supplemental Readings:

Students will find the following texts useful in supporting further learning:

· Hollis, M. (1994) *The Philosophy of Social Science: An Introduction (Cambridge Introductions to Philosophy)*, Cambridge: Cambridge University Press

· Hunt, E.F. & Colander, D.C. (2007) *Social Science: An Introduction to the Study of Society (13th Edition)*, London: Alyn & Bacon

· Flyvberg, B. (2001) *Making Social Science Matter: Why Enquiry Fails and How it can Succeed Again*, Cambridge: Cambridge University Press.

· May, T. (2001) *Social Research: Issues, Methods and Processes (Third Edition)* Buckingham and Philadelphia: Open University Press

· Perry, J. & Perry, E. (2008) *Contemporary Society: An Introduction to Social Science (12th Edition)*, London: Alyn & Bacon

· Wallerstein, I. (Ed.) (1996) *Open the Social Sciences: Report of the Gulbenkian Commission on the Restructuring of the Social Sciences*, USA: Stanford University Press

· Yin, R.K. (1994) *The Case Study Anthology*, London: Sage

Weekly readings will be provided where possible in advance for all students in this unit; guest session readings (Lectures 6-10) will be provided as early as possible in the term.

Further reading will enhance your ability to discuss the topics in class and is recommended for increasing the depth of your assignments and overall critical thinking.

Library catalogue – you can check the library catalogue for any text in the library on your computer or go into the library itself. Many resources are available online through web journals, subscriptions and electronic holdings. Check availability in the online catalogue, at terminals in the library itself or by checking with library staff.

Library help desk – check the times of library opening hours and go and ask, people are willing to help you. You have access to the Macquarie library so use it! You may think that libraries are irrelevant in a digital age, but once you delve into your studies, you are likely to find that they have their place in learning. Most books haven't been digitised, most recent writings aren't always the best, exploring nearby areas of knowledge on shelves is highly useful as is consulting librarians, and finally, doing online searches only will seriously limit both your information base and your scope and understanding. All this may change in the future, but for now libraries serve important functions. You are paying for it,

use it!

Online search engines – websites such as Google can have search engines specifically for academic work as well as related websites, check **Google Scholar** online and www.Scopus.com. MQ library also has links to articles and chapters through its electronic resources and online subscriptions sections. Check these out. Doing a simple Google search is not even vaguely adequate for university studies, so please learn to use these resources.

Unit Schedule

Week 1

10am The Bachelor of Social Science

The Degree, Disciplines and Study

11a Introduction to Social Science

What does this unit do for me?

Week 2

10am Natural or Social Science?

The Origins of Enquiry

11am What is Social Scientific Knowledge?

Introducing Epistemology

Week 3

10am Social Science as Research

The role of Theory and Method

11am What is Proof?

Data and Evidence in the Social Sciences

Week 4

10am The Case Study (1)

...as a Research Strategy

11am The Case Study (2)

The Design of Case Study Research

Week 5

10am The Case Study (3)

Methods of Case Study Research

11am The Case Study (4)

Applications of Case Study Research

Week 6

10am

Ayse Aysin Bombaci Bilgin - *Statistics*

11am

Ben Spies-Butcher - Political Economy and Social Policy

Week 7

10am

Julia Irwin - Psychology

11am

Verna Reischchild - Socio-linguistics

RECESS *RECESS* *RECESS*

Week 8

10am

Ashley Lavelle - Politics

11am

Jaap Timmer - Development Studies and Culture Change

Week 9

10am

James Martin - *Criminology*

11am

Jocelyn Pixley - Sociology

Week 10

10am

11am

Greg Downey - Anthropology

Week 11

10am Summary + review

11am Preparation for the final assignment

Tips, tricks and your questions answered

Week 12

10am to Midday *Employment Panel*

 Week 13

No lectures, no tutorials

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops

- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Develop a conceptual udnerstanding of the social sciences and its various disciplines in order to choose their Major(s)
- Design a course of study and pathway through the social science degree, enabling independence and autonomy

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Design a course of study and pathway through the social science degree, enabling independence and autonomy

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Understand the basic nature and processes of social scientific enquiry and methodologies
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Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Understand the connections between theory and research within the social sciences
- Develop critical analytical skills that underpin research and understanding the world around us

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and

they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Understand the basic nature and processes of social scientific enquiry and methodologies
- Understand the connections between theory and research within the social sciences
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Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Understand the connections between theory and research within the social sciences
- Develop critical analytical skills that underpin research and understanding the world around us

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- Design a course of study and pathway through the social science degree, enabling independence and autonomy

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should

have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Develop critical analytical skills that underpin research and understanding the world around us

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Develop critical analytical skills that underpin research and understanding the world around us