Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

In order to change society, or even to participate effectively in it, some understanding of how society works is essential. Social theory can best be understood as a diverse collection of conceptual frameworks that can enable a deep and critical understanding of such issues as social inequality, difference and change. Social theory is necessary to guide social research and makes it intelligible within broader frameworks of understanding. Contemporary explanations of social problems and issues, have been based on, or developed in response to, ‘classical’ social theory, which emerged to make sense of the tumultuous and rapid social changes generated in the 19th Century and continuing to this day. This course charts both the ‘classical’ attempts to formulate a universal and synthetic social theory, which are still influential, and the more recent forms of situated, partial and reflexive theories. Accordingly, this course introduces students to some of the most significant thinkers and perspectives in both classical and contemporary social theory.

1.2 Field trips, WIL placements or activities required by professional accreditation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

2. What level is this course?

200 level Developing – Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?
Specific Learning Outcomes
On successful completion of this course, you should be able to:

<table>
<thead>
<tr>
<th>Assessment tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the major social theories (classical and contemporary) employed in understanding society.</td>
<td>Creative and Critical Thinkers.</td>
</tr>
<tr>
<td>Apply social theory to make sense of substantive and complex social problems.</td>
<td>Empowered.</td>
</tr>
<tr>
<td>Link developments in social theory and how they can contribute to transforming society in a more just, participatory and sustainable direction.</td>
<td>Sustainability-focussed.</td>
</tr>
<tr>
<td>Communicate research and findings using appropriate modes to specialist and non-specialist audiences</td>
<td>Engaged</td>
</tr>
</tbody>
</table>

5. Am I eligible to enrol in this course?
Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1 Enrolment restrictions
Nil

5.2 Pre-requisites
Any 2 courses or enrolled in AR707 or AR708

5.3 Co-requisites
Nil

5.4 Anti-requisites
Nil

5.5 Specific assumed prior knowledge and skills (where applicable)
Nil

6. How am I going to be assessed?

6.1 Grading scale
Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress
The in-class activities commencing in Week 3 will entail early feedback on your comprehension of the learning materials in this course.

6.3 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Product</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Artefact - Creative, and Written Piece</td>
<td>Group</td>
<td>40%</td>
<td>1500 words equivalent</td>
<td>Week 7</td>
<td>Online Assignment Submission</td>
</tr>
</tbody>
</table>
Assessment Task 1: Social Issues in the Media

**Goal:** One of the main purposes of social theory is to help us make sense of particular social issues by placing them in a broader context of understanding. This understanding is generally critical of popular ‘common-sense’ stereotypes or ‘dominant constructions’ because it exposes underlying social processes and assumptions that may not be evident to those affected by the issue. This exercise encourages you to use some aspects of classical social theory to develop a more critical understanding of a social issue that can be found in the popular media.

**Product:** Artefact - Creative, and Written Piece

**Format:**
- Academic Assignment
- Group task (4 Max)
- Poster which is referenced

Each member of the group must share a short oral reflective statement on how this application of critical theory enabled a new understanding of the social issue. All members must equally contribute towards the production of the poster – some time will be given in tutorial to plan and manage this project. However, the bulk of the work will be completed out of class time.

Please avoid quoting directly from the sociological dictionary, as this is a thinking exercise requiring research.

**Criteria:**
- **Identification of research** on a contemporary social issue presented in the media.
- **Explanation of relevant concepts** from the work of a classical social theorist for critical-analytical purposes.
- **Application of** social theory
- **Creative engagement** with social theory to provide a broader and more critical understanding of a social issue than what is normally found in the media (engaging and insightful reflection)
- **Collaboration** – peer review of collaboration
- **Communication** – orally and text

It is an expectation that students will consult at least six scholarly sources in constructing the presentation (in addition to media articles), which should be evident in the referencing on the slides or, if using a poster, attached reference list at the end. In the normal course of events each group shall be awarded a collective grade. However, in the event of a dispute over the extent of a team member’s contributions, your tutor can make a determination on the basis of individual written contributions to award different grades to each team member.

Assessment Task 2: Social Theory Exam

**Goal:** The purpose of this assessment is for you to demonstrate your understanding of social theory; how social theory can help us to make sense of complex social problems; and how developments in social theory can contribute to transforming society.

**Product:** Examination

**Format:**
- Academic format
- Individual
- This exam will have a mix of Short Answer and one comparative long answer with choice from a menu.
Criteria:
- Application of social theory to create an argument
- Identification of all main issues/concepts
- Explanation of relevant concepts (such as power, knowledge, inequality, domination, emancipation and difference) and contested areas
- Critical comparative analysis of your selected social theories
- Making links between social theory and transformation of society
- Communication

Assessment Task 3: Social Theory Portfolio

Goal: This task aims to develop your understanding of social theory through a series of learning activities, tutorial participation and peer to peer work. This on-going task aims to develop your understanding of the learning outcomes for this course:
- Evaluation of social theories
- Application of social theories
- Linking developments in social theories
- And communicating social theories.

Through this learning activity you will receive formative feedback from the beginning of the course.

Product: Portfolio

Format: The format for the portfolio will include weekly submissions and participation. It includes:
- Participation in tutorials
- Learning activities – quiz, summary, discussion, prepared discussion questions

For more details see Blackboard Task 3 Folder.

Criteria:
- Evaluation of social theories – discussion in tutorials
- Application of social theories - discussion in tutorials and learning activities
- Linking developments in social theories
- Communicating social theories – oral and written

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

<table>
<thead>
<tr>
<th>Location</th>
<th>Directed study hours for location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sippy Downs</td>
<td>Lecture: 2 Hours per week</td>
</tr>
<tr>
<td></td>
<td>Tutorial: 1 Hour per week</td>
</tr>
</tbody>
</table>

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s) or course reader

Information regarding prescribed texts or other associated resources will be made available on the BlackBoard site prior to commencement of study.
8.2 Specific requirements
Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment
Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

a) The final mark is in the percentage range 47% to 49.4%

b) The course is graded using the Standard Grading scale

c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

• 5% (of the assessment task’s identified value) per day for the first two days from the date identified as the due date for the assessment task.

• 10% (of the assessment task’s identified value) for the third day

• 20% (of the assessment task’s identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

• A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.
To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.
10.4  Study help
In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.
Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5  Links to relevant University policy and procedures
For more information on Academic Learning & Teaching categories including:
- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6  General Enquiries
In person:
- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890
Email: studentcentral@usc.edu.au