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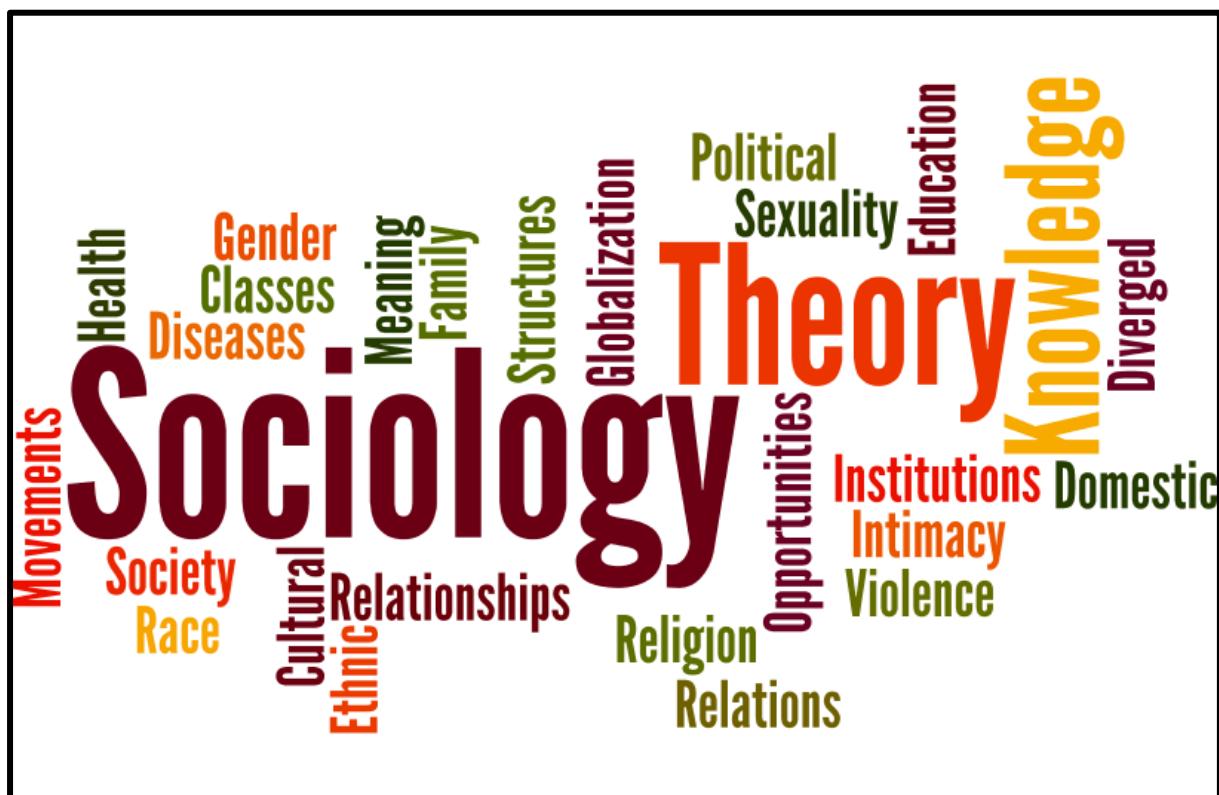
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SOCIOLOGY 1

INTRODUCTION TO SOCIOLOGY

2026: TERM 1



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Introduction

Welcome to Introduction to Sociology in the Department of Sociology and Industrial Sociology. This module is intended to give you an introduction to the *sociological way* of viewing the world and society. In this module you will begin to learn how to critically view and engage with social forces that shape people's identities and their interactions with others. This *sociological way* can be understood as being a particular perspective or as the sociologist C. Wright Mills termed it, *the sociological imagination*. This perspective is a lens through which we might understand and explain the interconnectedness of everyday life to broader social institutions and values.

The purpose of this module is to lay a foundation for understanding how the *sociological imagination* comes to be within society and how it differs from person to person based on how they form their identity and views on society. You will be introduced to basic concepts and theories within sociology as a discipline and also the different lenses through which this imagination can be perceived. The module will also equip you with a basic understanding of the ways in which one can conduct research within the discipline. Ultimately, it will empower you to think more critically about society.

Module Outcomes

By the end of this module:

- Students will have a basic understanding of *the sociological imagination* and be able to recognise differing lenses within it.
- Students will have a grasp of selected theoretical perspectives within sociology and their application to current issues in society.
- Students will have gained some key practical skills, including how to read sociological texts effectively, how to write and structure essays and basic skills on how to reference and quote properly.
- Students will understand the development and distinction of Sociology as a discipline within the Social Sciences.

Expectations

It is expected that you, as the student, will prepare accordingly for all classes and assessments by remaining engaged with the RUconnected site and arriving at class on time.

Course Structure

There are four lectures per week: Monday to Thursday **from 13:15 to 14:00 in Barratt 2**. Every fourth lecture in the series is a compulsory tutorial for sociological skills training conducted by the lecturer. All tutorials are *compulsory*, and tutorials with your assigned tutors will begin from the third week of the module.

Reading Material

The following two books have been reserved for use in the module and can be accessed via the front desk in the Rhodes University main library:

- Bydawell, M., Frade, S., Khunou, G., Hagemeier, L., Katsaura, O., Maisiri, L.J., Matshediso, K., McDonald, Z., Plank, L., Rama, S. & Spicer, S. (2021). *Sociology: Global and Southern African Perspectives*. Cape Town: Pearson Higher Education. *Call number : 301 MAC*. Available at: <https://research.ebsco.com/plink/25e7569c-69d2-3ffb-8ce2-a0c231193490>
- Wade, L. (2022). *Terrible Magnificent Sociology* (second edition). New York: WW Norton. *Call number: 306 WAD*

All other prescribed and recommended readings will be uploaded to RUconnected for your access. As a student, you are advised to familiarise yourself with the relevant readings prior to attending lectures and tutorials.

Module Assessment

You will be assessed on what you are taught and what you have read. The assessment methods used for this module will be a test, tutorial assignments and an examination. Please read the *Sociology Handbook*, which will be sent to all students and uploaded to RUconnected, to familiarise yourselves with the departmental guidelines on academic writing. Your assessments will be marked in line with the criteria (for tests, assignments and examinations) contained in the Handbook. Prior to undertaking any assessment, the lecturer will go through the criteria with you during lectures. The University has invested in software, known as Turnitin, which is designed to detect plagiarism. You may therefore be required to submit your work electronically so that it may be tested.

1. Sectional quizzes at the end of a section and class/tutorial participation on Wooclap and tutorial excercises(2.5%)
2. Fourth lecture in a series is a class tutorial (2.5%)
3. Term test; *17 March*, venue and time will be announced during class (25%)
4. Mid-year examination (70%)

Consultation Times

I am available for consultations in my office on Tuesdays and Wednesdays from 11:00 to 12:00. If these times clash with your schedule, please email me and I will arrange an alternative time and/or mode.

Module Evaluation

As a department, we are committed to reflecting on our teaching practices and module content to strengthen our courses. Towards the middle and at the end of the term, you will be asked to participate in a module evaluation process. Please take this seriously and evaluate the module honestly and comprehensively. Your input will be highly appreciated and will make a real contribution to enhancing teaching and learning in the department.

Module Outline

Theme : INTRODUCTION TO SOCIOLOGY

This week, we will begin with an introduction to the discipline of sociology focusing on its origins, its foundational premises, and its development and manifestation within the South African context. We will also begin by unpacking what it means to *think sociologically* as a science based on facts.

Week 1

- A. What is Sociology? And what is Sociological thinking?
- B. History of the discipline (sociological associations, founding fathers of sociology)
- C. South African Sociology (Webster, Meer)

Compulsory Readings

- Draper, M., Hagermeier, L., Nadasen, K., Spicer, S. & Thaver, L. (2006). *X-kit undergraduate: Sociology*. Chapter 1. pp. 1-6 & 12-14. Cape Town: Pearson Education.
- Bydawell, M., Frade, S., Khunou, G., Hagemeier, L., Katsaura, O., Maisiri, L.J., Matshediso, K., McDonald, Z., Plank, L., Rama, S. & Spicer, S. (2021). In: *Sociology: Global and South African Perspectives*. Chapter 1. pp. 13-17. Cape Town: Pearson Higher Education.
- Wade, L. (2022). “The science of social facts”. In: Wade, L. *Terrible, Magnificent Sociology*. pp. 2-9. New York: W. W Norton.

Online video

- Sociologists on Sociology <https://www.youtube.com/watch?v=tqbFRa3UyQQ>

Recommended readings:

- Tischler, H.L. (1993). *Introduction to sociology* (fifth edition). Chapter 1, pp. 11-18. Fort Worth: The Harcourt Press.
- Stewart, P. & Zaaiman, J. (eds.) (2014). *Sociology: A South African introduction*. Chapter 23. Cape Town: Juta & Company.

Theme : SEEING SOCIOLOGICALLY

In this theme, we will build on what we have learnt about the origins of sociology and explore what a sociological perspective means, and how it is applied to various categories of the

discipline. You will also be introduced to different sociological theories and the founding fathers of the discipline.

Week 2

- A. Types of Sociology (medical, gender, industrial, environmental, development and sport)

Recommended Readings :

- Wharton, A. S. (2005) .“Introduction to the Sociology of Gender”. In: *The Sociology of Gender: An Introduction to Theory and Research*. Chapter 1; pp. 4-10. Oxford: Blackwell Publishing.
- Willis, E.,(2015). Talcott Parsons: His legacy and the sociology of health and illness. In: *The Palgrave handbook of social theory in health, illness and medicine* (pp. 207-221). London: Palgrave Macmillan.
- Stewart, F., Gustav, R. & Samman, E. (2018). The evolution of development thought: from growth to human development. In: F. Stewart, R. Gustav & E. Samman(eds.) *Advancing human development: Theory and practice*. Oxford: Oxford University Press
- Bourdieu, P. (1988). Sociology of sport. *Sociology of Sport Journal*, Vol. 5 (2), pp. 153–161.
- Dunlap, R.E. & Catton, W.R. (1979). “Environmental Sociology.” *Annual Review of Sociology*, Vol. 5, pp. 243-73. Available at: <http://www.jstor.org/stable/2945955>

- B. The Sociological Imagination

Compulsory Readings :

- Hagemeier, L. (2022). The sociological perspective. Chapter 1. pp. 3-9. In L. Hagemeier (ed.). *Sociology: Global and Southern African perspectives*. Cape Town: Pearson Publishers
- Mills, C.M. (1959). *The sociological imagination*. Chapter 1. Oxford: Oxford University Press.
- Schaefer, R.T. (2008). *Sociology matters*. pp. 5. New York: McGraw-Hill.
- Berger, P. (1963). An invitation to Sociology. In: *An invitation to sociology.: A Humanistic perspective*. Pp1-11. London: Penguin

Online video

- The Sociological Imagination - The Promise.
<https://www.youtube.com/watch?v=nmHLrWJDj9E>

Week 3: Theories

In this week, you will be introduced to sociological theories and their role within sociology. We will cover the dominant perspectives of the ‘founding fathers’: structural functionalism, social conflict, and symbolic interactionism. Furthermore, we will introduce another theoretical

perspective within the discipline, namely decolonial theory (Mignolo, Ndlovu-Gatsheni, Torres and Oweyumi)

Compulsory Readings

- Hagemeier, L. 2021. “Sociological Theory”. In: *Sociology: Global and Southern perspectives*, pp. 19-27. Cape Town: Pearson publishers
- Haralambos, M., Holborn, M. & Heald, R. (2000). *Sociology: Themes and perspectives* (fifth edition). Chapter 15. London: HarperCollins.

Theme : LIVING SOCIOLOGICALLY

Over the next two weeks, we will begin to explore what it means to apply a sociological lens to ‘living’ by unpacking the concept of socialisation and examining how it impacts individual identity formation. The formation of one’s identity is influenced by the society in which norms and values are taught; thus to better understand an individual, it is important to unpack the influences shaping their society at both local and global levels. We will also briefly examine how this identity formation influences the social construction and understanding of gendered and sexual identities, and how these are informed by established societal roles and attitudes. These gendered and sexual identities are informed by, and cannot be understood separate from, our racial and class positions in society.

Week 4

- A. Socialization (education, religion, and culture)
- B. Social institutions (private and/versus public – family and community)

Compulsory Readings

- Spicer, S. (2022). Socialisation. In: L. Hagemeier (ed.) *Sociology: Global and Southern African perspectives*. pp. 125-144. Cape Town: Pearson publishers
- Kubeka, K. (2015). Socialisation and Identity, Chapter 2. In: L. Hagemeier (ed.) *Sociology: A concise South African introduction*. Cape Town: Juta & Company (Pty) Ltd
- Matshedisho, R. (2022). Culture, pp.70-82. In: L. Hagemeier (ed.). *Sociology: Global and Southern African perspectives*. Cape Town: Pearson,
- Stewart, P. & Zaaiman, J. (eds.) (2014). Chapter 6. *Sociology: A South African introduction*. Cape Town: Juta & Company.
- Ferrante, J. (2014). *Seeing sociology: An introduction* (second edition). Chapter 3. Wadsworth: Cengage Learning.

Online video

- Genie Wiley: <https://www.youtube.com/watch?v=VjZolHCrC8E>

Week 5

- Self and Sociality
- Race and Class
- Gender and Sexuality

Compulsory Readings

- Vaid-Menon, A. (2020). *Beyond the Gender Binary*. New York: Penguin Workshop.
- Hagemeier, L. & Rama, S. (2022). Race and ethnicity. In L. Hagemeier (ed.) *Sociology: Global and southern African perspectives*. ,pp. 429-754Cape Town: Pearson publishers
- Stewart, P. & Zaaiman, J. (eds.) (2014). *Sociology: A South African introduction*. Chapter 7. Cape Town: Juta & Company.
- Samanga, R. (2017) Why racist hair policies in South Africa go beyond just hair. *Okay Africa*. Available at: <https://www.okayafrica.com/why-racist-hair-policies-in-south-african-schools-go-beyond-just-hair/259489>

Online video

- Moving beyond the binary of sex and gender:
<https://www.youtube.com/watch?v=2NHV4Az-EzY>

Theme : DOING SOCIOLOGY

Knowing how to do research is fundamental to all disciplines and “sociological research is the tool sociologists use to answer questions” (Anderson & Taylor, 2006:7). This week, we will examine how social research is conducted through various approaches and orientations including positivist, interpretive, and decolonial perspectives. We will also briefly examine how scholars determine which research tools are appropriate for a study by engaging with the differences between qualitative and quantitative research.

Week 6

A. Social research orientations and methods

Readings

- De Wet, J. (2022). Sociological investigation. Chapter 2, pp. 35-66. In L. Hagemeier (ed.). *Sociology: Global and Southern African perspectives*. Cape Town: Pearson publishers
- Stewart, P. & Zaaiman, J. (eds.) 2014. *Sociology: A South African introduction*. pp. 37-38. Cape Town: Juta & Company.
- Draper, M., Hagemeier, L., Nadasen, K., Spicer, S. & Thaver, L. (2006). *X-kit undergraduate: Sociology*. Chapter 3. pp. 60-77 (Social Research Methods). Cape Town: Pearson Education.

Tutorials

From the third week of the term, three tutorials will be conducted by tutors each week. The fourth lecture will serve as a pre-tutorial session to prepare you for the tutorial content and assignment. You will submit the assignments on RUconnected via Turnitin. This process will be demonstrated in class and during your tutorials.

NB: You will be allocated to tutorial groups by the end of the second week of term. *It is your duty to check your allocated group, venue, tutor, and the time-slot for your tutorial. It is also your duty to promptly report any identified clashes of your allocated time-slot to Mrs. Juanita Fuller, the departmental administrator.* Missing a tutorial because you either did not check your allocated group or failed to report clashes in advance will not be considered a valid reason.

Week 1: In Class Tutorial 1

There will be no written assignment for this week's tutorial, and the lecturer will facilitate discussions on:

- The purpose of weekly tutorials and the tutorial groups
- How to read sociology texts
- How to write an academic essay
- How to cite and reference (in-text and on the bibliography)
- Format and submission of assignments
- How to apply for a *leave of absence* (LOA) and how *duly performed* (DP) works

Week 2: In Class Tutorial 2

NB: To be submitted to via RUconnected during the tutorial

The discussion will be on plagiarism and ethics in academic writing and the ethical use of AI

In two (2) paragraphs discuss the following:

- What is plagiarism?
- Why is it important to reference?
- What is the ethical use of AI in academic writing?

Week 3: In Class Tutorial 3

How to construct an academic argument in assignments: This tutorial explores and demonstrates how to recognise the appropriate response style for common disciplinary prompts such as *discuss, describe, unpack* and *contrast*. (Available summary in Sociology Handbook, pg28-29)

Week 3: Tutorial 4 (26 & 27 Feb)

NB: To be submitted to your tutors during the tutorial

Section A

Compile a reference list for each of the following sources in the Harvard style, as outlined in the *Sociology Handbook*:

1. A book with the title ‘First year sociology students’, published in Cape Town in 2016 by Lovedale Press, with author Rachel Langa. This is the second edition of the book.
2. A journal article by T.D. Preez and S. Suma, entitled ‘Finding partnership in university’, published on pages 31 to 38 in the ‘Journal of Black Joy’, volume 35, number/issue 5, in 2021.
3. A chapter written by Tulisa Mondliwa, entitled ‘Grooving in Makhanda: Fetching your life on the dance stage’, published on pages 30- 40, in a book edited by Hlumela Mzili and Ncomeka Boqwana, called ‘We are family: Forming and finding communities in unexpected places’, Published in 2019 in New York by Palgrave Macmillan.
4. An edited collected by L. Diner and R. Buso, entitled ‘Mama, where is daddy?’, published in Durban in 2006 by Harcourt Press.

Section B

The following references contain mistakes. Correct them *and* highlight your corrections.

1. Hughes, B. (2009). Disability activism: Social model stalwarts and biological citizens. *Disability & Society*, 24(6), 677-688.
2. M. Hunter, 2010. Love in the time of AIDS: inequality, gender, and rights in South Africa. Indiana. Indiana University Press.
3. Michael Akpen, Sylvia Rhodes, Dawie Kroutz. (2010). *The missing students*. London: Sky books.

Section C

Copy the following extract and reference it correctly in-text and create a reference list for it.

“Butch lesbians and transgender men transgress gender norms and are hence both visible and vulnerable. Their masculine gender expressions signals their sexual orientation and they seldom need to ‘come out’ and tell people that they are lesbians or transgender”.

Source: Human Rights Watch.

Page :19.

Year: 2011.

Site: <https://www.hrw.org/sites/default/files/reports/southafrica1211.pdf>

Title: “We’ll Show You You’re a Woman”: Violence and Discrimination against Black Lesbians and Transgender Men in South Africa.

Section D

Rewrite the following extract and insert references where necessary using the information about sources as provided below. You must also draw up a reference list for this section.

Ratele said scholars from the South should study men from the perspective of “dominance without hegemony.” Morrell concurred with this proposal but added that scholars should always be aware that “different men from different contexts will construct masculinities differently.” Dery summed up their arguments with his observation that “a wholesale application of western gender frameworks in Africa is useless.”

Source 1 : Journal article

Author: Robert Morrell

Year: 1998

Title: Of boys and men: Masculinity and gender in southern African studies.

Journal: Journal of Southern African Studies

Volume: 24

Page of quote: 615

Pages: 605–630.

Source 2: Book

Author: Kopano Ratele

Year: 2016

Title: Liberating Masculinities'

Publisher: HSRC Press

City: Cape Town

Page of quote: 34

Source 3: Unpublished PhD Thesis

Author: Isaac Dery

Year: 2017

Title of Thesis: Ghanaian men and the performance of masculinity: negotiating gender-based violence in postcolonial Ghana.

University: University of Cape Town

City: Cape Town

Page of quote: 55.

Week 4: In Class Tutorial 5

1. What do you understand by the term ‘sociology’?
2. Discuss the growth of science and the Enlightenment as forces that led to the emergence of sociology.
3. Define the sociological imagination.
4. Describe and contrast functionalism, conflict theory, and the interactionist perspectives. For each perspective, identify the scope of analysis, the point of view, and the focus of analysis.

Week 4: Tutorial 6 (5 & 6 March)

NB: The assignment will be submitted to your tutors during the tutorial

1. Compare and contrast the three symbolic interactionist understandings of the self in relation to the socialization process.
2. Discuss the social constructionist view of gender.
3. What is heteronormative binary thinking in terms of gender and sex?

Week 5: In Class Tutorial 7

NB: To be submitted to the lecturer during the class tutorial

Based on a case study (250 words) of a research topic, you must clearly state which type of research practice you consider useful and identify the method you believe would be appropriate.

Week 6 : Tutorial 8 (19 & 20 March)

NB: Revision and test preparation will also be covered here

Reflect on your own life, and critically examine the process of *your racial* socialisation. In your response, consider the influences, experiences, and social contexts that have shaped your understanding of race, identity and the social construction of *your* racial/cultural identity. Which aspects of the social structure have influenced who you are today? When and how have you been able to exercise agency to shape the circumstances of your life as they are now.