

COURSE TITLE: Peoples and Cultures of the Pacific

COURSE CODE: HAN001

**PROGRAMME TITLE: Foundation Certificate Arts; Foundation Certificate General;
Foundation Certificate Nursing; Foundation Certificate Education; Foundation Certificate
Science; Foundation Certificate Commerce**

1. COURSE OBJECTIVE

At the end of this course, the student in Foundation Anthropology would be expected to demonstrate knowledge of applying a holistic approach in studying pre-contact and traditional cultures of Pacific island peoples of Polynesia, Melanesia and Micronesia. Students would explore the historical, cultural and biological dimensions when the Pacific People migrated, settled and adapted to their highly diversified environment. Anthropological evidences and disciplines such as archeology, linguistics, pre history, arts and culture, environmental and traditional material knowledge would be studied by students to demonstrate reasons why anthropological studies of the Pacific People is quintessential for its cultural, social, political, spiritual and physical survival from the old to the modern era

2. RANGE STATEMENT

This is an introductory course to a scientific method of Anthropological studies in Peoples and Cultures of the Pacific. Topics would include the prehistory and current history of the Polynesian, Melanesian and Micronesian people and how as ethnic people of the Pacific region have managed to participate in modern developments

3. RELATIONSHIP TO NATIONAL STANDARD COMEPETENCIES

This course is designed according to Samoa Qualifications Framework policies, June 2009

4. DELIVERY STRUCTURE

The course is delivered for four (4) hours a week throughout a semester of 14 weeks.

5. NOMINAL DURATION

Total class contact hours: 60 [4 hours a week]

Independent learning hours: 70 [5 hours a week]

130 hours

6. NATIONAL STANDARD DATA

Level Credit Value: 13

7. ENTRY REQUIREMENTS

Student should be enrolled in a Foundation Programme.

8. CO-REQUISITE: NIL

9. UNDER-PINNING SKILLS AND KNOWLEDGE

Students should be able to comprehend, communicate and write in both English and Samoan. Students should also have basic research and academic writing skills as Anthropology can be a scientific method.

10. LEARNING OUTCOMES: At the end of this course the student should be able to:-

- i. Demonstrate knowledge of the Pacific Region, cultural mapping areas and boundaries of Polynesia, Melanesia and Micronesia specifically the Polynesian Triangle
- ii. Demonstrate knowledge of different waves of early and later migrations of Polynesians into the Pacific
- iii. Demonstrate knowledge of Polynesian pre contact with South East Asian and Melanesian people
- iv. Illustrate knowledge of different anthropological evidences regarding the origins of the Pacific peoples
- v. Analyse archeological evidence of the origins of Lapita Pottery its relationship to migrations of the South East Asian, Micronesian, Melanesian and Polynesian peoples.
- vi. Demonstrate Knowledge of Linguistic evidences in Austronesian language as the most diversified language in the world
- vii. Demonstrate knowledge of archeological scientific methods of stratigraphy, excavation and carbon dating
- viii. Demonstrate knowledge in the origins of anthropology in affiliation with anthropologists Margaret Mead, Malinowski, Radcliffe, Levi Strauss, Sahlins and other relevant authors of anthropological studies
- ix. Demonstrate knowledge of the Polynesian Rat evidence, Kontiki, Hokulea & legends of the Pacific
- x. Demonstrate analytical skills in identifying the Polynesian outliers
- xi. Compare the Western and Eastern Polynesian cultures
- xii. Explain reasons why Fiji is both Melanesia and Polynesia
- xiii. Compare the Polynesian and Melanesian traditional political systems

- xiv. Compare the Pacific peoples oral traditions and their significance to their lives
- xv. Analyze Pacific based traditional, museum arts and expressive culture
- xvi. Demonstrate knowledge of Micronesian ethnography
- xvii. Demonstrate knowledge of Melanesian ethnography
- xviii. Demonstrate knowledge of Polynesian ethnography
- xix. Analyse what Climate Change is and its significance to Small Island states like Samoa
- xx. Analyse how health of Polynesian peoples has demonstrated shift from traditional agricultural subsistence to modern development of consumer consumption
- xxi. Illustrate commitment to completing tutorial assessment each week

11. TEACHING AND LEARNING STRATEGIES

This is a theory based course and would be taught again in the Second Semester. The strategies will be varied to suit the learning outcomes and the general ability of students:

- I. Lectures
- II. Tutorials
- III. Videos with interactive discussions
- IV. Debates

12. ASSESSMENT METHODS

ASSESSMENT METHOD	LEARNING OUTCOME	VALUE	DUE DATES
Weekly Tutorial Quiz Questions to be answered	i-x	1% @ x 10 = 10%	Every tutorial Class
Test 1	i-vii, xii	15%	March 2014
Test 2	viii-x, xii	15%	May 2014
Essay 1	xi-xii	15%	June 2014
Attendance		5%	Students must attend all tutorials
Final Examination	x-xx	40%	June 2014
TOTAL		100%	Final Exam consists
			2 Essays (30%)
			20 T/F (10%)
			40 SA (40%)
			Draw (20%)

13. CONTENT OUTLINE

Week	Date	Lecturer: Dr. Schoeffel (2 hours) Fa'aafu T. Matafeo-Yoshida (1 hour)	Suggested Lecture/Tutorial Follow up (All tutorials would be conducted by Fa'aafu T. Matafeo-Yoshida)
1	Feb	Dr. Penelope Schoeffel Film: The Ocean Fa'aafu T. Matafeo-Yoshida How Islands are formed	Map of the Pacific and it's the Ring of Fire
2	Feb	Dr. Penelope Schoeffel The Formation of Pacific Islands; Film: Volcano Fa'aafu T. Matafeo-Yoshida The Cultural Areas of the Pacific	Map of the Pacific, Cultural Areas, Names of Pacific Islands and Territories
3	Mar	Dr. Penelope Schoeffel The First Pacific Islanders Fa'aafu T. Matafeo-Yoshida The Lapita Evidence	Explain Sunda and Sahul Explain language and Families of Austronesian ancestry
4	Mar	Dr. Penelope Schoeffel Polynesian Navigators Film: The Navigators Fa'aafu T. Matafeo-Yoshida Let's go Canoe Watching	Discuss the Lapita People
5	Mar	Dr. Penelope Schoeffel Evidence of Early Settlement Film: Fa'aafu T. Matafeo-Yoshida Do you know where to Dig?	What does Science Tell us about the Past? Methods used in Archeology
6	Apr	Dr. Penelope Schoeffel Oral Tradition and Prehistory Origins of Anthropology and	What is the scientific meaning of History Is oral tradition history?

		<p>Ethnography</p> <p>Fa'aafu T. Matafeo-Yoshida Myths and Legends; the Libraries of pre history Samoa</p> <p>Margaret Mead</p>	<p>Samoa Na Galo The Transformation of Societies from traditional knowledge to the written word of Europeans</p>
7	Apr	<p>Dr. Penelope Schoeffel Cultural Areas of the Pacific Melanesia/Polynesia; Fiji</p> <p>Fa'aafu T. Matafeo-Yoshida Maafu: The Tongan Warrior</p>	<p>Why Fiji is considered an outlier of Polynesia and Melanesia</p>
8	Apr	<p>Dr. Penelope Schoeffel Melanesia: Abalam Melanesia: PNG Highlands</p> <p>Fa'aafu T. Matafeo-Yoshida 'Fiji Me'</p>	<p>What distinguishes Melanesia as a Cultural Area?</p>
9	May	<p>Fa'aafu T. Matafeo-Yoshida The Fale Tele, Fale Afola</p> <p>Did Samoa have a Martial Arts Code?</p> <p>Fa'aafu T. Matafeo-Yoshida What Artifacts tell us</p>	<p>Living Artifacts of the Pacific Peoples</p> <p>Compare and Contrast with Amerian Indian people</p>
10	May	<p>Fa'aafu T. Matafeo-Yoshida Museums and Art Galleries of the World</p> <p>A look at the Museum Of Samoa</p> <p>Film; Moana</p>	<p>Museums and Art Galleries of Melanesia particularly PNG, Solomon Tools Crafts, Clothing, Body Adornment and Tattoos Buildings of Traditional Samoa</p>
11	May	<p>Film: Moana (epilogue)</p>	

		Fa'aafu T. Matafeo-Yoshida The Tatau Samoa	Siva of Samoa: The Tauluga
12	June	Dr. Penelope Schoeffel Cultural Exchange Film: Onka's Big Moka Fa'aafu T. Matafeo-Yoshida Is Samoa an Indigenous Society?	How are big men of Melanesia different from chiefs in Polynesian political systems (Marshall Sahlins)
13	June	Dr. Penelope Schoeffel Micronesia Social Changes in the Pacific and non communicable diseases Fa'aafu T. Matafeo Health in Taulasea Samoa	Alkire, W.H. An Introduction to the People's and cultures of Micronesia
14	Jun	Film: Climate Change Fa'aafu T. Matafeo-Yoshida Why Samoa is a SID?	Film Home would be shown in two parts

14. EQUIPMENT REQUIRED BY STUDENTS

Each student must have access to internet and an email address for official correspondence with HAN001 Lecturers. Students can submit their tutorial and essay work on email and hand in a hard copy for marking especially with Essays. Lecturers would also send any other official information that HAN001 students may need to know and prepare for during their studies for Tests and Exams and any reminders of due dates and to answer any tutorial questions that students may discuss as a forum of internet or is submitted to the Lecturer to explain

15. TEXTBOOK(S) REQUIRED BY STUDENTS

The Course Reader HAN 001 is available from the NUS Bookstore. This is a heavy reading course

16. REFERENCES

HAN 001 Lecturer would be uploading supplementary findings or readings for the students necessary information otherwise, it is all in the HAN001 Course Reader

17. RESOURCES

Students to have access to internet and an email address for official correspondence with the HAN001 Lecturers

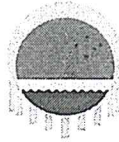
18. SPECIAL NOTES

HAN001 Foundation Students would also need to visit the National Museum of Samoa during their independent learning hours. Attend to a special tutorial in special learning support services by the Sociology Lecturers in order to facilitate learning in writing essays, take notes, time management, key points, how to reference using Harvard, what plagiarism is and so forth. Contact f.yoshida@nus.edu.ws for more information

Date Produced: 2013

Date Amended: December 2013

Comments or suggestions concerning this course should be directed to the Head of Department, Social Science Department



COURSE TITLE: Introduction to Sociology
COURSE CODE: HSO100
PROGRAM TITLE: Bachelor of Arts

1. Course Objective

This course introduces the student to the history of sociology from the industrial era to its modern complexity as a scientific study. The student would gain knowledge in classical sociology, its great thinkers and why these theories are still relevant and controversial to our societies today. These debates and documentation would offer students an attempt to pursue an understanding in the controversies of social and economic issues that sociological theories and scientific research can identify, explain and apply.

2. Range Statement

This course focuses at the introductory level of sociological theories of classical sociologists like Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim, Max Weber and George Herbert Mead to name a few. The course would also introduce a very brief summary on modern developments of sociological theories and feminist theories.

This core and compulsory course is also related to exploring themes in sociological studies as well as social research methods reinforced in HSO102, HSO101 & HSO200/202.

3. Relationship to National Standard Competencies

This degree level course is classified as a Level VII course by the Samoa Qualifications Authority. (SQA).

4. Course Delivery Structure

This course is related via two lecture hours and one tutorial hour per week for 15 weeks.

5. Nominal duration

Total Class Contact Hours Lectures:	30 (2 hours a week)
Independent learning hours Lectures	60 (4 hours a week)
Total Class hours TUTORIALS:	15 (1 hour a week)
Independent learning hrs TUTORIAL	15 (1 hour a week)
Total hours	120 hours

6. National Standard Level

Level: 7
Credit value: 12

7. Entry Requirements

In order to achieve the learning outcomes for this course, students are expected to:

- Attend the specified lectures each week.
- Attend the specified tutorials each week.
- Complete at least 5 hours of independent learning each week.

Independent Learning hours will include:

Reading all relevant articles for the week

Revising lecture and tutorial content

Researching and completing assessment activities

8. Co-requisite course

Nil

9. Underpinning Skills and Knowledge

Students should be organized and be able to comprehend key concepts of sociological contexts. Must have analytical skills, ability to compare and contrast classical and contemporary perspectives taught in class. Must have sound writing skills and be able to communicate ideas in a coherent and logical manner.

10. Student Learning Outcomes

By the end of this course, students should be able to:

- i. Demonstrate knowledge of historical and classical sociological theories and theorists who developed and caused the study of sociology
- ii. Internalises what constitutes the study of societies and culture based on sociological theories
- iii. Apply sociological theories to different settings as in Samoa and the global world
- iv. Describe and discuss the structure and functions of social institutions and social relationships
- v. Identify reasons how social stratification functions in society
- vi. Describe and outline the influences of individuals, ideals, social institutions and groups on social, economical and political behaviour and arenas
- vii. Compare and contrast different societal patterns from traditional to modern environment and how this is significant in relationship to sociological theories
- viii. Demonstrate knowledge how sociological theories can explain why physical, social, political and cultural factors influence the behaviour of society members in a globalised effort to combat inequalities and indifferences
- ix. Demonstrate an awareness of how social changes affect circumstances in population, physical and health environment

11. Teaching and Learning Strategies

Lectures, Tutorial, selected readings, group discussions.

12. Assessment Methods

Assessment is divided into 50% coursework and 50% final examination

Assessment Methods	Learning Outcomes	Value	Due Date
Essay 1	i	10%	March 2014
Mid Semester Test	ii-iv	15%	April 2014
Research Essay	i-vi	20%	April 2014
Tutorial Participation		5%	Students must attend all tutorials
Final Examination	i-ix	50%	June 2014

13. Content Outline

Week	Lecture Topic
1 Feb 10	Introduction to Course & Classical Sociology
2 Feb 17	Culture and Society
3 Feb 24	Socialisation
4 Mar 3	Sociology of the Family and Household
5 Mar 10	Social Groups
6 Mar 17	Social Research Methods
7 Mar 24	Economic and Political Systems
8 Mar 31	Social Stratification
	MID SEMESTER BREAK
9 Apr 7	Race and Ethnicity Stratification
10 Apr 14	Gender and Age Stratification
11 Apr 21	Sociology of Religion
12 Apr 24	Social Change
13 Apr 28	Population, Technology and Environment
14 May 5	Course Review

14. Equipment required by students

Nil

15. Textbooks required by students

Course Reader HSO100 available for students to purchase at the NUS Bookshop

16. References

There is a prescribed text for this course. Reading material which forms the basis of this course are all in the Course Reader HSO100 and some supplementary readings based on relevance would be sent over by Lecturer on email. Note there would be uploaded materials, news articles, documents and administrative notices during the duration of HSO100 for student necessary information.

17. Resources

Course Reader HSO100

Student E mail address to download supplementary readings

18. Special Notes

Students must have an email address so that they could send over all course essays and research studies in pdf including handing in hard copies. The NUS email address for Lecturer would not be used for any other correspondence other than submitting assignments and student work.

18.1 Learning Support Services by Sociology Group of Tutors

It is important to note to students that given the absence of a Student Learning Centre by NUS, students would have the opportunity to research and learn more on how to write essays and reference using Harvard format, prepare and researching writing key points, writing short answers, writing a research, writing an abstract, how to cope with exam time, how manage time wisely, how to know way around campus, a library course, how to read the course outline from each of their courses, how to make contact with your Department/Faculty, how to establish a study routine, how to find social places and activities to balance the study side of your life, how to make a contact/acquaintance/friend in every tutorial, how to take advantage of any opportunities for extra help, how to seek help early and know what is available on campus.

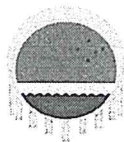
These would be provided by Sociology Lecturers and tutors (same person) in a prescribed hour notified ahead of time to the students.

This course is a heavy reading course and students must be prepared by reading the texts in the Course reader.

Date Produced: 2013

Date Amended: December, 2013

Direct all comments and suggestions to the Head of the Social Sciences Department at the Faculty of Arts



COURSE TITLE: Pacific Island Social Issues

COURSE CODE: HSO101

PROGRAM TITLE: This course is offered as part of the Diploma in Arts and Bachelors of Arts.

1. Course Objective

The purpose of this course is to introduce the student to the study of social issues and changes that are currently affecting the Pacific Island nations. These social issues are critically analysed using sociological theories and interpreting empirical methods. The students must also be acutely aware of the overwhelming effects of first world countries' actions that span over to the Pacific Nations and the South East Asian areas. From sociological to demographic perspectives, the course would also introduce students to contemporary social and economical issues that affect them as Pacific potential leaders in the future.

2. Range Statement

The course provides controversial issues that face human populations of the Pacific nations and their neighbouring countries over years of pre-colonized and post colonization era.

This course is also related to exploring themes in sociological studies as well as social research methods HSO100, HSO102, HSO101 & HSO200/202.

3. Relationship to National Standard Competencies

This course is related to the requirements of the SQA Framework Policies June 2009.

4. Course Delivery Structure

This course is related via two lecture hours and one tutorial hour per week for 15 weeks.

5. Nominal duration

Total Class Contact Hours Lectures:	30 (2 hours a week)
Independent learning hours Lectures	60 (4 hours a week)
Total Class hours TUTORIALS:	15 (1 hour a week)
Independent learning hrs TUTORIAL	15 (1 hour a week)
Total hours	120 hours

6. National Standard Level

Level: 7

Credit value: 12

7. Entry Requirements

8. Co-requisite course
Nil

9. Underpinning Skills and Knowledge

Student should be organized and be able to comprehend key concepts of sociology in the Pacific contexts. Must have analytical skills, ability to think critically about new theories and contemporary perspectives taught in class. Must have sound writing skills and be able to communicate ideas in a coherent and logical manner.

10. Student Learning Outcomes

By the end of this course, students should be able to:

- i. Describe and identify the physical and social core features of the different Pacific Island societies
- ii. Identify the changes, which have occurred in the Pacific and how they have affected the populations of the Pacific
- iii. Develop an understanding of the social and economical issues in the Region and apply them to everyday occurrences
- iv. Use the ability to critique social inequalities using sociological theories and research methods
- v. Interpret social changes data using empirical methods
- vi. Understand the sociological obligations of these theories to the Pacific context
- vii. Understand why culture is important to Pacific Island nations
- viii. Take into account the importance of capitalism and religion to develop the Pacific nations
- ix. Develop an understanding of the significance of primary and secondary institutions to creating solid social structures of Pacific Island nations
- x. Identify the importance of global technology and social health of the Pacific Island society learning environment

11. Teaching and Learning Strategies

Lectures, Tutorial, selected readings, presentations and group discussions.

12. Assessment Methods

Assessment is divided into 50% coursework and 50% final examination

Assessment Methods	Learning Outcomes	Value	Due Date
Critical Review Essay	i-ii	10%	
Mid Semester Test	i-iv	15%	August 2013
Research Paper	i-viii	20%	October 2013
Tutorial Participation		5%	Students must attend all

			tutorials
Final Examination	i-x	50%	November, 2013

13. Content Outline

Week	Lecture Topic
1 July 15	Introduction to Course; Pacific Islands Introduction
2 July 22	Culture in the Pacific
3 July 29	Race and Ethnicity in the Pacific; Polynesia, Melanesia, Micronesia
4 Aug 5	Marriage, family and kinship
5 Aug 12	Power and Politics in the Pacific
6 Aug 19	The Pacific Economy
7 Aug 26	Religion in the Pacific
8 Sept 9	Social Stratification/Class in the Pacific
9 Sept 16	Development in the Pacific
10 Sept 23	Technology and the environment
11 Sept 29	Pacific Population
12 Oct 7	Globalization and Regionalism
13 Oct 14	Health in the Pacific
14 Oct 21	Course Review

14. Equipment required by students

Nil

15. Textbooks required by students

Course Reader HSO101 available for students to purchase at the NUS Bookshop

16. References

N/A

17. Resources

N/A

18. Special Notes

Students must have an email address so that they could send over all course essays and research studies. The NUS email address for Lecturer would not be used for any other correspondence other than submitting assignments and student work.

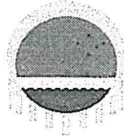
This course is a heavy reading course and students must be prepared by reading the texts in the Course reader.

Date Produced: 2012

Date Amended: December, 2013

Appendix 1

Direct all comments and suggestions to the Head of the Social Sciences Department at the Faculty of Arts



COURSE TITLE: Introduction to Social Research

COURSE CODE: HSO102

PROGRAM TITLE: This course is offered as part of the Diploma in Arts and Bachelors of Arts.

1. Course Objective

This course is designed to help students of any Arts discipline to acquire basic skills and knowledge about social research. Students acquire the genetic skills and knowledge needed to conduct research, use research methods (both qualitative and quantitative approaches), analyzes and interpret information and write up reports.

2. Range Statement

This introductory course will provide a practical overview of the research process and various research methods.

3. Relationship to National Standard Competencies

This is classified as Level VII course in the Samoa Qualification Framework Policies June 2009.

4. Course Delivery Structure

This course is related via two lecture hours and one tutorial hour per week for 15 weeks.

5. Nominal duration

Total Class Contact Hours Lectures:	30 (2 hours a week)
Independent learning hours Lectures	60 (4 hours a week)
Total Class hours TUTORIALS:	15 (1 hour a week)
Independent learning hrs TUTORIAL	15 (1 hour a week)
Total hours:	120 hours

6. National Standard Level: Level 7, Credit value: 12

7. Prerequisite: Nil

8. Co-requisite course: Nil

9. Underpinning Skills and Knowledge

Student should be organized and be able to comprehend English language textbooks. Must have analytical skills, ability to think critically about new theories and contemporary perspectives taught in class. Must have sound writing skills and be able to communicate ideas in a coherent and logical manner.

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10. Student Learning Outcomes

See Course Content table.

11. Teaching and Learning Strategies

In order to facilitate learning in this class, the following teaching strategies will be adopted.

Clear objectives throughout the course:

- Course objectives set at the beginning of semester
- Key learning outcomes set at the beginning of each class
- Key information presented on lecture slides
- Assessment marking schedules provided to students ahead of time

Interactive, dynamic lessons involving:

- Questions and answers sessions
- Class discussions
- Group work
- Brainstorm activities
- Pop quizzes
- Debates
- Lecture Notes
- Educational DVDs
- Tutorial Summaries

12. Assessment Methods

Assessment is divided into 50% coursework and 50% final examination

Assessment Methods	Learning Outcomes	Value	Due Date
Research Proposal and Design/	2,3	10%	March 2014
Methodology Report	3,6,7,8,9,10,11	10%	April 2014
Literature Review Report	11,12,13,14,15	10%	May 2014
Findings Report	,16,17,18,19,20,21,22,23,24,25	10%	May 2014
Tutorial Participation/ Ethics Review exercise	10,11,12,13	10%	Students must attend all tutorials
Final Examination	25-39	50%	TBC

13. Content Outline / Learning Outcomes

Wk	Topic	Learning Outcomes	Tutorial
Wk1	Introduction	1) Describe what research is 2) Explain why social research is conducted 3) Recall and describe the basic steps of research process	Nil
Wk2	Quantitative vs. Qualitative approaches	4) Describe the main preoccupations of quantitative and qualitative researchers 5) Discuss the strengths and weaknesses of quantitative and qualitative approaches 6) Identify the most appropriate approach for a particular research	Tutorial
Wk3	Topic selection and	7) Recall the main types of study design and describe the key	Tutorial

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	study design	aspects of each design 8) Select an appropriate research topic to investigate 9) Formulate suitable research questions for an in class project	
Wk4	Reviewing the Literature	10) Conduct a literature review using a range of sources and a systematic research process 11) Reference correctly using the APA format	Tutorial
Wk5	Ethical considerations	12) Describe the main ethical considerations that a researcher should take into account when conducting social research 13) Read a short research proposal and identify ethical issues that may arise	Tutorial
Wk6	Sampling	14) Describe what sampling is 15) Explain the benefits of sampling define the terms probability sampling and non probability sampling 16) Recall and describe the different sampling methods 17) Identify the most appropriate sampling method for a particular topic/situation 18) Take a concept and operationalise it/ make It measurable	Tutorial
Wk7	Quantitative methods part 1: operationalising, asking questions and forming hypotheses	19) Define the term hypothesis 20) Formulate a hypotheses for an in class project 21) Ask effective questions for an in class project 22) Identify the various survey delivery methods	Tutorial
Wk8	Quantitative methods part 2: delivery a quantitative survey, pilot testing	23) Describe the advantages and disadvantages of each delivery method 24) Select the most appropriate survey delivery method for a particular topic/situation 25) Identify the dos and don'ts to face to face survey interviewing 26) Design a written survey that is easy to follow and professional looking 27) Explain why pilot testing is important 28) Calculate a response rate	Tutorial
Wk9	Qualitative methods part 1: in-depth interviews and focus groups	29) Prepare a basic summary statistics for survey information including frequency tables, appropriate graphs.. 30) Identify the most appropriate summary statistics/graphs to use, based on the data given 31) Explain why the following aspects of an in-depth interview are important <ul style="list-style-type: none"> - An interview guide - An appropriate setting - Probing - Note taking/recording 32) Identify what a focus group is 34) Describe the advantages and limitations of the focus group method 35) For a particular topic/situation, identify whether in depth	Tutorial

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		interviews or focus groups are more appropriate and justify why?	
Wk 10	Qualitative methods part 2: analyzing qualitative data	36) Analyze qualitative data using open coding, axial coding and selective coding. 37) Identify the purpose of qualitative coding/thematic analysis	Tutorial
Wk 11	Report writing and presenting research.	38) Communicate the findings of an in class research project 39) Identify/describe the purpose of each section of a research report.	Tutorial

14. Equipment required by students

An exercise book for notes, access to a computer with Microsoft Word, Microsoft PowerPoint for presentations.

15. Textbooks required by students

Course Reader HSO102 available for students to purchase at the NUS Bookshop

16. References

N/A

17. Resources

NUS Library

Public Library

USP Library

Google books (<http://books.google.com>)

Google scholar (<http://scholar.google.com>)

18. Special Notes

Referencing & Plagiarism:

Plagiarism occurs when the work and ideas of another person are used as if they were your own. In other words, plagiarism is like academic theft. It is a serious offense. Students who plagiarize will receive a fail grade for that particular assignment.

Plagiarism can be avoided by referencing any ideas that are not original. Students should reference when

- Using factual information/ideas generated by someone else
- Using quotes which should be enclosed by quotation marks and written exactly as stated in the source
- Paraphrasing or summarizing someone's work
- Unsure whether to reference or not – REFERENCE!

A guide to APA referencing system is included at the front of the HSO 102 course reader. Students should follow this guide carefully in ALL assignments.

LATE WORK/SUBMISSION:

Students are expected to manage their time well and complete assignments by the DUE DATE. Late Submission will result to deduction of 2% of final mark. Assignments that are more than 3 days late after the DUE DATE will not be MARKED!!

Appendix 1

Medical Certificates:

Late work may be accepted if the student attaches a medical certificate to their assignment and hands their work in as soon as they have recovered. However, medical certificates will not be accepted if:

- The medical certificate states that the student became ill on the assignment due date or very soon before the due date
- The assignment is not handed in immediately after the period of illness, as specified on the medical certificate. For example, if the medical certificate states that you were ill on Tuesday, Wednesday, the assignment must be handed in on Thursday afternoon by 5pm.

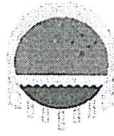
Extension Requests:

If, for any reason, a student thinks that they will be unable to complete an assignment on time, they should talk to the lecturer as soon as possible. Extensions will not be granted if student requests for an extension on the DUE DATE. Extensions may be granted in exceptional circumstances.

Date Produced: 2012

Date Amended: December, 2013

Direct all comments and suggestions to the Head of the Social Sciences Department at the Faculty of Arts



COURSE TITLE: Social Theory
COURSE CODE: HSO200
PROGRAM TITLE: Bachelor of Arts

1. Course Objective

The purpose of this Degree course is to provide students with the knowledge of how to use empirical evidence to critique, describe, explain and analyze the social theories in its abstract and theoretical framework in human societies and its transformative phases

2. Range Statement

The course demonstrates classical social theories, its post modern developments in society and social changes that humans are responsible for every day of their lives. In particularly classical theorists Max Weber, Emile Durkheim, Auguste Comte, Herbert Spencer, Karl Marx, Jane Addams, and post development of these social theories into empirical studies such as positivism, social contract, social exchange, rationality in bureaucracy, Marxism, systems theories and globalisation

3. Relationship to National Standard Competencies

This course is related to the requirements of Level VII of the SQA Framework Policies June 2009.

4. Course Delivery Structure

This course is related via two lecture hours and one tutorial hour per week for 15 weeks.

5. Nominal duration

Total Class Contact Hours Lectures:	30 (2 hours a week)
Independent learning hours Lectures	60 (4 hours a week)
Total Class hours TUTORIALS:	15 (1 hour a week)
Independent learning hrs TUTORIAL	15 (1 hour a week)
Total hours	120 hours

6. National Standard Level

Level: 7
Credit value: 12

7. Entry Requirements

Should pass HSO100 with credit

8. Co-requisite course

Nil

9. Underpinning Skills and Knowledge

The student should be able to discipline themselves with an attitude of critical thinking, based on rationality, logic and objectivity with the desire for knowledge through a posteriori methods of discovery rather than a priori methods of tradition.

10. Student Learning Outcomes

By the end of this course, students should be able to:

- i. Describe social theories of key classical sociology theorists
- ii. Analyse social theories of classical and post modern historical times
- iii. Apply social theories to real-life cases as human societies evolve
- iv. Apply social theories to development aspects of Samoan society
- v. Critique social theories using empirical evidence
- vi. Compare and Contrast the strengths and limitations of different social theories
- vii. Familiarise with the key social theories taught in course
- viii. Research sources to prepare a structured essay or report
- ix. Prepare and present a group 15 minutes presentation on Microsoft PowerPoint
- x. Exhibit research and referencing skills (Harvard format) using Endnote if available

11. Teaching and Learning Strategies

Lectures, Tutorial group discussions, concept and procedural variations of social theories

12. Assessment Methods

Assessment is divided into 50% coursework and 50% final examination

Assessment Methods	Learning Outcomes	Value	Due Date
Group Presentation	i, vii-ix	10%	Feb 2014
Group Presentation	ii, vii-ix	10%	March 2014
Group Presentation	iii-ix	10%	April 2014
Group Report 1	iv-v, vii-x	15%	May 2014
Tutorial Participation		5%	Students must attend all tutorials and lecturers
Final Examination	i-x	50%	June, 2014

13. Content Outline

Week	Lecture Topic
1	Karl Marx
2	Marxism
3	Marxism & Capitalism
4	Emile Durkheim
5	Functionalism
6	Post Functionalism
7	Max Weber
8	Rationality
9	Rationality in Bureaucracy
10	Pearsons, Mead

11	Symbolic Interaction & Colonialism
12	Jane Addams
13	Social Democracy & Social Development in Samoa
14	Course Review

14. Equipment required by students

Students must have an email address for Lecturer to send lecture notes and any supplementary readings to. Students would also need this email address for sending over their e-copy of assignments in pdf format including their hard copy for marking

15. Textbooks required by students

Course Reader HSO200 available for students to purchase at the NUS Bookshop

16. References

There is no one prescribed text for this course. Reading material which forms the basis of this course is all in the Course Reader HSO200 and the rest of the supplementary readings would be sent over on email for students to download. Note there would be uploaded materials, news articles, and any new development or information regarding Samoa's development policies would be reported to students on email

17. Resources

Course Reader HSO200

18. Special Notes

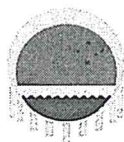
Students must have an email address so that they could receive all course materials and essay, review and report questions in addition to having a forum for students to discuss current events about the development of social theories and how these are applied in Samoan society. The email addresses would also assist with research studies in addition to the submission of hard copies presentation, of essays (to check for plagiarism) or research essays and reports with declaration of original work. The NUS email address for Lecturer f.yoshida@nus.edu.ws would not be used for any other correspondence other than submitting assignments and student work. I have attached a copy of Assessment Cover for the student to accompany their work when submitted beginning First Semester 2014.

This course is a heavy reading course and students must be prepared by reading the texts in the Course reader and readings that the Lecturer would deemed fit for the students to blend in.

Date Produced: 2013

Date Amended: December, 2013

Direct all comments and suggestions to the Head of the Social Sciences Department at the Faculty of Arts



COURSE TITLE: Social Research Methods

COURSE CODE: HSO201

PROGRAMME TITLE: This course is offered as part of the Diploma of Arts and Bachelor of Arts

1. **COURSE OBJECTIVE:** This course will look at the research process and the different research methods being used in sociological research today. The research process is taught using a theoretical framework that introduces students to the construction and designing of research projects. Students are expected to learn knowledge and skills to develop and implement social research. Students are also expected to explore research publications and learn how to critically analyse these publications.
2. **RANGE STATEMENT:** This course explores and discusses various research methodologies used in social research today. The course explores research implementation and designing as well as exploring of various research publications.
3. **RELATIONSHIP TO NATIONAL STANDARD COMEPETENCIES:** This course is classified as a Level VII course by the Samoa Qualification Authority Framework Policies June 2009.
4. **DELIVERY STRUCTURE:** The course is delivered for three (3) contact hours per week throughout a semester of 15 weeks.
5. **NOMINAL DURATION:**

Total class contact hours LECTURES:	30 [2 hours a week]
Independent learning hours Lectures:	60 [4 hours a week]
Total class contact hours TUTORIALS:	15 [1 hour a week]
Independent learning hours Tutorials:	15 [1 hour a week]
Total Hrs:	<u>120</u> hours
6. **NATIONAL STANDARD DATA:** Level 7, Credit Value: 12
7. **ENTRY REQUIREMENTS:** Students must complete and pass HSO200
8. **CO-REQUISITE:** nil

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9. UNDER-PINNING SKILLS AND KNOWLEDGE: Students should be able to express critical thinking both orally and written. Must be able to comprehend and communicate in both English and Samoan. Students should also have basic research, academic writing skills and presentation skills to prepare them for class presentations assessments.

10. LEARNING OUTCOMES: At the end of this course the student should be able to;

- 1) Demonstrate understanding in the research process
- 2) Define and explain the research process
- 3) Demonstrate understanding in the different research methods used in sociological inquiry
- 4) Design and apply a questionnaires or survey for a research
- 5) Design a research proposal
- 6) Critically discuss and demonstrate understanding the different aspects of research
- 7) Know the places to obtain research publication or any other resources for research
- 8) Critically analyze a research publication and apply to research.
- 9) Write up research report in a report setting
- 10) Identify weakness and strengths of different research methods to research
- 11) Produce a literature review from sources collected for a research
- 12) Critically analyze at least 2 methods of research
- 13) Demonstrate understanding of ethics review and the importance to research
- 14) Produce a ethics review for a research
- 15) Critically analyze a research and highlight ethical issues presented

11. TEACHING AND LEARNING STRATEGIES: In order to successfully pass this course, students should be able to;

- Manage their time well
- Read academic-style articles and comprehend their meaning
- Thoroughly research a topic using library resources, online databases and websites
- Apply theory to real-life examples
- Demonstrate extensive understanding of ethics and how to conduct a ethics review for research
- Use critical thinking skills to evaluate the strengths of various arguments
- Present ideas in clear, concise written English
- Prepare a structured essay or report
- Present written assignments using Microsoft Word
- Prepare a seminar or presentations using Microsoft Power point.

12. ASSESSMENT METHODS

The course consist of a 50% Internal Assessment and 50% Examination

ASSESSMENT METHOD	LEARNING OUTCOME	VALUE	DUE DATES
Project Research Proposal	1,2,3,4	10%	W6
Literature Review	7,8,10,11	15%	W10

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Final Project Design	7,8,6,9,	20%	W14
Tutorial Participation	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	5%	Start week 2
Exam	10,12,13,14,15	50%	TBC
TOTAL		100%	

13. CONTENT OUTLINE and PERFORMANCE CRITERIA:

WK	Topics	Performance Criteria	Tutorial
W1	Introduction to Course Outline and Assessment	- Students will be able to understand course goals and objectives.	No Tutorial
W2	Introduction to social research What is social research	Explore and discuss the meaning of social research and what it entails.	Tutorial
W3	Types of social Research Research and theory	Identify the different types of research focusing on the two main dimensions of research [Qualitative and Quantitative]. Explore the relationship that theory has to research in terms of identifying approaches relevant for any research. Why is theory important in explaining research?	Tutorial
W4	Ethics in Research	Explore in depth ethics and its importance in conducting research Discussing of standards or ethics that is usually required in any research and examples of some institutions ethical standards	Tutorial
W5	The Research Process -Identification of a problem -Initiating of Research	Present the process of research and start to plan for their research. Identify the variables to be measured	Tutorial
W6	Literature Review	Explore research publications, how to write a literature review and finalize theoretical perspectives	Tutorial
W7	Sampling and Planning	Explore sampling and the types of sampling found for research.	Tutorial
W8	Methods of Data Collection	Identify different methodologies. Discuss different aspects of using data that is already available in their research.	Tutorial
W9	Survey research methods Questionnaires	How to construct a questionnaire and the types of questions to ask in questionnaires interviews.	Tutorial
W10	Interviews	Identify the different stages of an interview and where they can use this type of methodology	Tutorial
W11	Field Research -Observation	Focus on a field research in terms of what it is and the different types found Examine how one goes about conducting a field	Tutorial

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		research using Case Studies and the field research interview Discuss how people use observation as a method of researching a social topic. Give examples of certain types of observation techniques	
W12	Analysis Interpretation	Look at how to analyze and interpret the data or information that they have gained in their research Apply their analysis and interpretation knowledge to their research report	Tutorial
W13	Presentation and Reporting	Identify how various data can be presented How to write a research report and the structure of a research report	Tutorial
W14	Course Overview and Summary	Discuss, examine and review the semester's work for the exam.	
W15	STUDY WEEK		

14. EQUIPMENT REQUIRED BY STUDENTS: Access to computers, library sources and internet services for online research purposes.

15. TEXTBOOK(S) REQUIRED BY STUDENTS:

- 1) Sarantakos, S., 1998, Social Research, Macmillan Education: South Yarra.
- 2) Neuman, L., 2000, Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon: Boston.
- 3) Leedy, P D., Ormond, J E., 2005, Practical Research: Planning and Design, 8th Ed, Pearson: Columbus Ohio.

Note: Extra readings will be provided by Lecturer in class.

16. REFERENCES: N/A

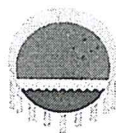
17. RESOURCES: N/A

18. SPECIAL NOTES: N/A

Date Produced: 12/09/2013

Date Amended:

Comments or suggestions concerning this course should be directed to the Senior Lecturer, Social Science Department



COURSE TITLE: Sociology of Marriage and Family
COURSE CODE: HSO202
PROGRAM TITLE: Bachelor of Arts

1. Course Objective

The purpose of this Degree course is to provide an outline of historical and sociological perspectives on the concept of 'family'. There would be discussions on sociological concepts and western ideas of marriage, family and intimate relationships in contrast to indigenous societies like the Trobriand Islands and a least developing society like Samoa. Focus on life cycle approaches and discussion of social and political aspects on family development are emphasized. There would be comparative discussion of social policies pertaining to Samoan societies as well as non-Samoan societies.

2. Range Statement

The course provides controversial issues and developments in family policies as a social and political institution influencing the quality of life, maintenance of community and society and how these are applied in the Samoan context (private and public) in comparison to the world.

3. Relationship to National Standard Competencies

This course is related to the requirements of Level VII of the SQA Framework Policies June 2009.

4. Course Delivery Structure

This course is related via two lecture hours and one tutorial hour per week for 15 weeks.

5. Nominal duration

Total Class Contact Hours Lectures:	30 (2 hours a week)
Independent learning hours Lectures	60 (4 hours a week)
Total Class hours TUTORIALS:	15 (1 hour a week)
Independent learning hrs TUTORIAL	15 (1 hour a week)
Total hours	120 hours

6. National Standard Level

Level: 7

Credit value: 12

7. Entry Requirements

Should pass with credit HSO100

8. Co-requisite course

Nil

9. Underpinning Skills and Knowledge

The student should be able to organize and be able to comprehend key concepts of sociological perspectives about social institutions. The student must have analytical skills and ability to think critically about sociological theories pertaining to the study of family and contemporary perspectives. Must have excellent writing skills, proficient in both Samoan and English concepts of ‘aiga’ and be able to communicate and write ideas in a coherent and logical manner.

10. Student Learning Outcomes

By the end of this course, students should be able to:

- i. Demonstrate knowledge of the family as a social institution and how its practical application on a wide range of cross cultural patterns, structural arrangements and behaviours are defined in the context of nuclear families and non-nuclear families in the Samoan and non-Samoan societies and cultures.
- ii. Investigate and provide a historical view of the emergence of nuclear family as a social system which includes socio-economic and political behaviours and to a social degree the significant changes in cohabitated and intimate relationships
- iii. Operate the links between the social issues discussed in the course and the effects on the marriage, families and intimate relationships
- iv. Attained a comprehensive and effective knowledge of the current research issues and developments on similarities and differences in norms, values and behaviours which characterize marriage and family-type relationships
- v. Analyse sociological theories of functionalism, rational choice, social exchange and life course perspectives in families;
- vi. Discuss and provide critiques of sociological theories and developments of families in the modern era especially with gender equality in marriage activities
- vii. Evaluate the value of the materials provided and comprehension of criteria required to complete the course is paramount

11. Teaching and Learning Strategies

Lectures, Tutorial, selected readings, presentations and group discussions.

12. Assessment Methods

Assessment is divided into 50% coursework and 50% final examination

Assessment Methods	Learning Outcomes	Value	Due Date
Presentation 1	i	10%	August 2014
Presentation 2	ii	10%	August 2014
Presentation 3	iii	10%	September 2014
Essay 1	iv-v	15%	October 2014
Tutorial Participation		5%	Students must attend all tutorials and lecturers
Final Examination	i-vi	50%	November, 2014

13. Content Outline

Week	Lecture Topic
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Appendix 1

1 July 15	Introduction to Course; Theories of Marriage and Family
2 July 22	Kinship organization
3 July 29	Family and Other systems
4 Aug 5	Patterns in selection of intimate partners
5 Aug 12	Social Structural characteristics
6 Aug 19	Partner selection
7 Aug 26	Sexual norms and relationships
8 Sept 9	Marital System
9 Sept 16	Family Characteristics, Change and Issues
10 Sept 23	Parenting
11 Sept 29	The Aging Family
12 Oct 7	Family Crises, Divorce and Remarriage
13 Oct 14	Family Social Policy
14 Oct 21	Course Review

14. Equipment required by students

Nil

15. Textbooks required by students

Course Reader HSO202 available for students to purchase at the NUS Bookshop

16. References

There is no one prescribed text for this course. Reading material which forms the basis of this course are all in the Course Reader HSO202 and the rest of the supplementary readings can be found on Lecture's gmail for students to download. Note there would be uploaded materials, news articles, documents during the duration of the course for the students' necessary information like the SDS 2012-2016 in which Students would be familiarized with Priority Area 2: Social Policies of the Government of Samoa

17. Resources

Course Reader HSO202

HSO202 Website (Virtual Classroom) to download supplementary readings (is this working?)

Otherwise, will work from Lecturer's gmail

18. Special Notes

Students must have an email address so that they could receive all course materials and essay question in addition to having a forum for students to discuss current events about the concept of 'family'. The email addresses would also assist with research studies in addition to the submission of hard copies presentation, of essays (to check for plagiarism) or research essays with declaration of original work. The NUS email address for Lecturer f.yoshida@nus.edu.ws would not be used for any other correspondence other than submitting assignments and student work. I have attached a copy of Assessment Cover for the student to accompany their work when submitted beginning First Semester 2014.

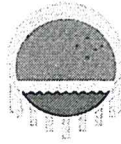
This course is a heavy reading course and students must be prepared by reading the texts in the Course reader and readings that the Lecturer would deemed fit for the students to blend in.

Appendix 1

Date Produced: 2013

Date Amended: November, 2013

Direct all comments and suggestions to the Head of the Social Sciences Department at the Faculty of Arts



COURSE TITLE: Social Inequality

COURSE CODE: HSO203

PROGRAMME TITLE: This course is offered as part of the Diploma of Arts and Bachelor of Arts

1. COURSE OBJECTIVE

At the end of this course, students are expected to demonstrate substantive knowledge of the emergence of social inequality and the way in which it has been historically shaped and reinforced. They are expected to demonstrate increased understanding through a critical analysis of related theories and the interconnections of class, race, ethnicity, sexuality, gender, age and ability processes on producing inequality that can intersect in the lived experiences of individuals in society.

2. RANGE STATEMENT

This course introduces students to issues and concepts in social inequality, both in Samoa and globally. The course is designed to explore the main beliefs of social inequality, social class and social stratification, from the view of the classical theorists such as Karl Marx, Emile Durkheim and Max Weber. It explores the ways in which power and privilege position different groups in society and justify particular social arrangements.

3. RELATIONSHIP TO NATIONAL STANDARD COMEPETENCIES

This course is related to the requirements of the SQA Framework Policies June 2009.

4. DELIVERY STRUCTURE

The course is delivered for three (3) hours a week throughout a semester of 15 weeks.

5. NOMINAL DURATION

Total Class Contact Hours Lectures:	30 (2 hours a week)
Independent learning hours Lectures	60 (4 hours a week)
Total Class hours TUTORIALS:	15 (1 hour a week)
Independent learning hrs TUTORIAL	15 (1 hour a week)
Total hours	120 hours

6. NATIONAL STANDARD DATA

Level : 7

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Credit Value: 12

7. ENTRY REQUIREMENTS: Students must complete and pass HSO100

8. CO-REQUISITE: NIL

9. UNDER-PINNING SKILLS AND KNOWLEDGE:

Students should be able to express critical thinking both orally and written. Must be able to comprehend and communicate in both English and Samoan. Students should also have basic research and academic writing skills.

10. LEARNING OUTCOMES: At the end of this course the student should be able to;

- 1) Debate and apply sociological theories both classical and contemporary to analyze the social inequality.
- 2) Explore the complexity of social inequality and its relationship to power and ideology
- 3) Interrogate the role of colonialism and racism in perpetuating inequality.
- 4) Demonstrate an understanding of the interconnections of race, class, gender, sexuality, disability, and age, and their role in social inequality.
- 5) Become familiar with the literature concerning intersections of individual agency and social structure.
- 6) Apply knowledge to a contemporary research paper and essays on social inequality.
- 7) Analyze at least one or two theories discussed in class in detail and examined its interrelationships with issues relating to social inequality in society.

11. TEACHING AND LEARNING STRATEGIES: This is a theory based course. The strategies will be varied to suit the learning outcomes and the general ability of students. Students are also expected to take a participatory approach in classes, especially in tutorials, so that knowledge is shared, questioned, debated and appropriated individually and in groups.

- I. Lectures
- II. Tutorials
- III. Group Discussions

12. ASSESSMENT METHODS

ASSESSMENT METHOD	LEARNING OUTCOME	VALUE	DUE DATES
Essay #1	1-3	20%	Week 7
Essay #2	4-6	20%	Week 11
Tutorial Activities	1-7	10%	Starts week 3
Examination	1-7	50%	To be confirmed
TOTAL		100%	

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13. CONTENT OUTLINE:

WEEK 1	Introduction to course, review course outline and assignments
WEEK 2	Class and Stratification I
WEEK 3	Class and Stratification II
WEEK 4	Race and Ethnicity I
WEEK 5	Race and Ethnicity II
WEEK 6	Sex & Gender I
WEEK 7	Sex & Gender II
Week 8	Crime I
Week 9	Crime II
Week 10	Disability I
Week 11	Disability II
Week 12	Politics I
Week 13	Politics II

14. EQUIPMENT REQUIRED BY STUDENTS

Students must have access to a computer to complete assignments.

15. TEXTBOOK(S) REQUIRED BY STUDENTS: Course Reader is available from the Bookstore

16. REFERENCES: N/A

17. RESOURCES: N/A

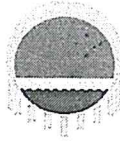
18. SPECIAL NOTES: N/A

Date Produced: -

Date Amended: 16/12/2013

Appendix 1

**Comments or suggestions concerning this course should be directed to the Senior Lecturer, Social
Science Department**



COURSE TITLE: Theory and Method

COURSE CODE: HSO300

PROGRAMME TITLE: This course is offered as part of the Diploma of Arts and Bachelor of Arts

1. **COURSE OBJECTIVE:** This course is divided into two parts. Part 1 of the course focuses the student's attention and thinking on ideas or theoretical perspectives that are important in the context of Sociology today. These ideas presented by various sociological theorists such as Emile Durkheim, Karl Marx, Foucault, Stuart Hall, and Max Weber. The students will undertake an in depth analysis of major approaches throughout the course. These approaches include (but are not limited to) structural functionalism, conflict theory, neo-Marxism, symbolic interactionism and feminism. Part 2 of the course shifts the attention of students to research processes. It is designed to explore various research methodologies and critically analyze the underlying principles and methods of these perspectives used by sociological students in their research projects.
2. **RANGE STATEMENT:** The course provides an overview into theoretical perspectives that are important in the context of Sociology today. It examines various research methodologies and techniques employed by researchers in social science.
3. **RELATIONSHIP TO NATIONAL STANDARD COMEPETENCIES:** This course is classified as a Level VII course by the Samoa Qualification Authority Framework Policies June 2009.
4. **DELIVERY STRUCTURE:** The course is delivered for three (3) contact hours per week throughout a semester of 15 weeks.
5. **NOMINAL DURATION:**

Total class contact hours LECTURES:	30 [2 hours a week]
Independent learning hours lectures:	60 [4 hours a week]
Total class contact hours TUTORIALS:	15 [1 hour a week]
Independent learning hours tutorials:	15 [1 hour a week]
 Total Hrs:	 <u>120 hours</u>
6. **NATIONAL STANDARD DATA:** Level 7, Credit Value: 12
7. **ENTRY REQUIREMENTS:** Students must complete and pass HSO201

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8. **CO-REQUISITE:** Desirable co-requisite courses: HSO200 – Social Theory, HSO102 – Introduction to Social Research Methods.
9. **UNDER-PINNING SKILLS AND KNOWLEDGE:** Students should be able to express critical thinking both orally and written. Must be able to comprehend and communicate in both English and Samoan. They are expected to have sound background understanding of sociological theories and approaches from early sociology courses. They are also expected have sound research, academic writing skills and presentation skills to prepare them for class presentations assessments. Students are also expected to take a participatory approach in classes, especially in tutorials, so that knowledge is shared, questioned, debated and appropriated individually and in groups.
10. **LEARNING OUTCOMES:** At the end of this course the student should be able to;
 1. Explain and understand major theoretical perspectives in Sociology particular concepts and ideas presented by the theorists (Marx, Durkheim, and Weber)
 2. Be familiar with specific approaches, concepts, and ideas developed by more recent theorists throughout the 20th century
 3. Know about the lives (biographies) of selected theorists and grasp how their lives often influenced their theoretical ideas
 4. Comprehend how classical and more recent theoretical ideas in sociology apply to events or circumstances in the 21st century
 5. Ability to describe, theorize and apply the theories in their writing and research projects
 6. Demonstrate increased understanding of the different research methodologies.
 7. Critically analyze and critique various research methods linking to various research topics.
 8. Understand and apply ethics and how it applies to research
 9. Students will be able to link theory and methodology to prepare for research and data collection.

TEACHING AND LEARNING STRATEGIES: In order to facilitate learning in this class, the following teaching strategies will be adopted.

Clear objectives throughout the course:

- Course objectives set at the beginning of semester
- Key learning outcomes set at the beginning of each class
- Key information presented on lecture slides
- Assessment marking schedules provided to students ahead of time

Interactive, dynamic lessons involving:

- Questions and answers sessions
- Class discussions
- Group work
- Brainstorm activities
- Pop quizzes
- Debates
- Lecture Notes
- Educational DVDs
- Tutorial Summaries

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11. ASSESSMENT METHODS

The course consist of a 60% Internal Assessment and 40% Examination

ASSESSMENT METHOD	LEARNING OUTCOME	VALUE	DUE DATES
Research Proposal	1,2,3	15%	Week 6 by 5pm
Research Project -Written -Seminar Presentation	2,3,4,5,7	35%	Week 12 & 13 in class
Tutorials	1,2,3,4,5,6,7,8,9	10%	Starts week 3
Examination	5,6,7,8,9	40%	TBC
TOTAL		100%	

12. CONTENT OUTLINE and PERFORMANCE CRITERIA:

WK	Topics	Performance Criteria	Tutorial
W1	Introduction to course	<ul style="list-style-type: none"> Identify course goals and objectives 	No Tutorial
W2	Functionalism in Sociology: Concepts, features of structure.	<ul style="list-style-type: none"> Explore the general features, concepts and structure of Functionalism and how it applies to society. 	No Tutorial
W3	Action theory and the Social self - Parsons and Freud Phenomenology	<ul style="list-style-type: none"> Analyze Parson's action theory and Freud's Psycho-analysis theory. 	Tutorial
W4	Critical Theory	<ul style="list-style-type: none"> Taking an in-depth insight on critical theory and how it applies to issues in society. 	Tutorial
W5	Structuralism	<ul style="list-style-type: none"> Explain the theoretical perspectives of structuralism and post-structuralism 	Tutorial
W6	Modernity	<ul style="list-style-type: none"> Identify and describe the modernity and post modernity perspective and what it entails 	Tutorial ESSAY DUE
W7	Feminist Thought Globalization	<ul style="list-style-type: none"> Uncovering various types of feminist thoughts and how they relate to society and society as a whole. Exploring the linkages between such thought and globalization. 	Tutorial
W8	Ethics Theory and Method	<ul style="list-style-type: none"> Explain all concepts of ethics and how it relates to research. Exploring how theory and methodology relate 	Tutorial
W9	Qualitative Methods -Ethnographic research -unstructured interviewing -Action Research -Case Studies -Historical Research	<ul style="list-style-type: none"> Exploring the different qualitative methodologies and how they apply to different research projects. Examine and debate weakness and strengths of these approaches to data collection and research. 	Tutorial

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W10	Quantitative Methods -survey -structured interviewing -data analysis	<ul style="list-style-type: none"> Exploring the different quantitative methodologies and how they apply to different research projects. Examine and debate weakness and strengths of these approaches to data collection and research. 	Tutorial RESEARCH REPORT DUE
W11	Seminar Presentations	<ul style="list-style-type: none"> Students are to present their research project to the class including their research findings and theoretical perspectives they used to explain their issue. 	Tutorial
W12	Seminar Presentations		Tutorial SEMINAR PRESENTATION DUE
W13	The challenges of conflict and corruption.	<ul style="list-style-type: none"> Explain how aid development can be undermined by conflict and corruption. 	Tutorial

13. EQUIPMENT REQUIRED BY STUDENTS: Access to computers, library sources and internet services for online research purposes.

14. TEXTBOOK(S) REQUIRED BY STUDENTS: Course Reader is available from the Bookstore.

15. REFERENCES: N/A

16. Resources

NUS Library

Public Library

USP Library

Google books (<http://books.google.com>)

Google scholar (<http://scholar.google.com>)

18. Special Notes

Referencing & Plagiarism:

Plagiarism occurs when the work and ideas of another person are used as if they were your own. In other words, plagiarism is like academic theft. It is a serious offense. Students who plagiarize will receive a fail grade for that particular assignment.

Plagiarism can be avoided by referencing any ideas that are not original. Students should reference when

- Using factual information/ideas generated by someone else
- Using quotes which should be enclosed by quotation marks and written exactly as stated in the source
- Paraphrasing or summarizing someone's work
- Unsure whether to reference or not – REFERENCE!

A guide to APA referencing system will be distributed in class. Students should follow this guide carefully in ALL assignments.

LATE WORK/SUBMISSION:

Students are expected to manage their time well and complete assignments by the DUE DATE. Late Submission will result to deduction of 2% of final mark. Assignments that are more than 3 days late after the DUE DATE will not be MARKED!!

Medical Certificates:

Appendix 1

Late work may be accepted if the student attaches a medical certificate to their assignment and hands their work in as soon as they have recovered. However, medical certificates will not be accepted if:

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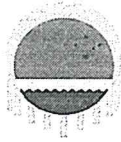
Extension Requests:

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Date Produced: 12/09/2013

Date Amended:

**Comments or suggestions concerning this course should be directed to the Senior Lecturer, Social
Science Department**



COURSE TITLE: Sociology of Development and Social Change

COURSE CODE: HSO301

PROGRAMME TITLE: This course is offered as part of the Diploma of Arts and Bachelor of Arts

1. **COURSE OBJECTIVE:** Globalization, economic, demographic, and environmental changes are social processes that each has a major impact on development, individuals and social groups in society. This course is designed to provide students with a detailed insight into these components of social change and development in both domestic and international settings. The course explores various theoretical applications of development and underdevelopment and their influence on social change and society.
2. **RANGE STATEMENT:** This course involves an in-depth look at the causes of development and underdevelopment, and the major theoretical explanations for these differences. The course also focuses on globalizations, its causes and how it effect development.
3. **RELATIONSHIP TO NATIONAL STANDARD COMEPETENCIES:** This course is classified as a Level VII course by the Samoa Qualification Authority Framework Policies June 2009.
4. **DELIVERY STRUCTURE:** The course is delivered for three (3) contact hours per week throughout a semester of 15 weeks.
5. **NOMINAL DURATION:**

Total class contact hours LECTURES:	30 [2 hours a week]
Independent learning hours lectures:	60 [4 hours a week]
Total class contact hours TUTORIALS:	15 [1 hour a week]
Independent learning hours tutorials:	15 [1 hour a week]
 Total Hrs:	 <u>120 hours</u>
6. **NATIONAL STANDARD DATA:** Level 7, Credit Value: 12
7. **ENTRY REQUIREMENTS:** Students must complete and pass 2 x 200-level Sociology courses
8. **CO-REQUISITE:** Desirable co-requisite course: HSO203 – Social Inequality
9. **UNDER-PINNING SKILLS AND KNOWLEDGE:** Students should be able to express critical thinking both orally and written. Must be able to comprehend and communicate in both English and

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- Group work
- Brainstorm activities
- Pop quizzes
- Educational DVDs
- Tutorial Summaries

12. ASSESSMENT METHODS

The course consist of a 50% Internal Assessment and 50% Examination

ASSESSMENT METHOD	LEARNING OUTCOME	VALUE	DUE DATES
Essay	1,2,	20%	Week 6 by 5pm
Research Report	3,4	10%	Week 10 by 5pm
Seminar Presentation	5,6	10%	Week 12 in class
Tutorials	1,2,3,4,5,6,7,8,9	10%	Starts week 2
Examination	7,8,9,10	50%	TBC
TOTAL		100%	

13. CONTENT OUTLINE and PERFORMANCE CRITERIA:

WK	Topics	Performance Criteria	Tutorial
W1	What is development & why is it needed?	<ul style="list-style-type: none"> • Identify that there are various definitions of development • Explain why development came to be a focus since the 1950s • Explain why development is necessary 	No Tutorial
W2	How is development measured?	<ul style="list-style-type: none"> • Recall the various way that development can be measured • Use the Human Development Index to map global patterns of development • Recognize that inequality exists between nations & regions • Describe Denis Goulet's theory about the core values of development • Amartya Sen's freedom approach to development • Explain how Goulet and Sen's theories changed the way that development is measured • Debate the strengths and weaknesses of measuring development using <ul style="list-style-type: none"> - Quantitative measures (like economic growth) - Qualitative measures (like enhancing freedoms) 	Tutorial
W3	Economic development theories	<ul style="list-style-type: none"> • Debate the pros and cons of development through international trade • Analyze the developmental stage that a particular society has reached using Rowtow's Stages of Growth model. • Explain why inequality exists, according to economic development theorists 	Tutorial

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W4	Economic development strategies in practice	<ul style="list-style-type: none"> Name the two Bretton Woods institutions and explain why they were established Describe the concepts of 'the invisible hand' and 'trickle down effect' which are central to neoliberalism 	Tutorial
W5	'Radical' approaches	<ul style="list-style-type: none"> Explain why inequality exists, according to radical theorists Contrast radical development policies with neoliberal development policies 	Tutorial
W6	Development theories/strategies 'from below'	<ul style="list-style-type: none"> Identify the goals of 'grass roots' development Discuss the strengths and weaknesses of development projects that focus on community participation 	Tutorial ESSAY DUE
W7	Globalization Part 1 – the role of transnational Corporations and the World Trade Organization	<ul style="list-style-type: none"> Identify and describe the key aspects of economic and political globalization Explain how trans-national corporations contribute to globalization Explain how the WTO (World Trade Organization) contributes to globalization Debate whether economic and political globalization is positive or negative 	Tutorial
W8	Globalization Part 2 – Culture change & information/communication technology	<ul style="list-style-type: none"> Identify the causes of global culture convergence Analyze the positive and negative effects of globalization, in terms of: <ul style="list-style-type: none"> - Access to information and communication technology - Culture change 	Tutorial
W9	Population and development	<ul style="list-style-type: none"> Explain why population growth rates differ in developing and developed nations, using the demographic transitional model 	Tutorial
W10	Gender and Development	<ul style="list-style-type: none"> Explain why population growth rates differ in the developing and developed nations, using the demographic transitional model Debate whether population growth stimulates or stifles development 	Tutorial RESEARCH REPORT DUE
W11	Health and development	<ul style="list-style-type: none"> Explain the linkages between health and development. 	Tutorial
W12	The environmental challenges of urbanization	<ul style="list-style-type: none"> Explain some of the challenges of urbanization to environment and its contribution to development. 	Tutorial SEMINAR PRESENTATION DUE
W13	The challenges of conflict and corruption.	<ul style="list-style-type: none"> Explain how aid development can be undermined by conflict and corruption. 	Tutorial
W14	REVISION		
W15	Study Week		

14. EQUIPMENT REQUIRED BY STUDENTS: Access to computers, library sources and internet services for online research purposes.

15. TEXTBOOK(S) REQUIRED BY STUDENTS: Course Reader is available from the Bookstore.

16. References: N/A

17. Resources:

NUS Library

Public Library

USP Library

Google books (<http://books.google.com>)

Google scholar (<http://scholar.google.com>)

18. Special Notes

Referencing & Plagiarism:

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A guide to APA referencing system will be distributed in class. Students should follow this guide carefully in ALL assignments.

LATE WORK/SUBMISSION:

Students are expected to manage their time well and complete assignments by the DUE DATE. Late Submission will result to deduction of 2% of final mark. Assignments that are more than 3 days late after the DUE DATE will not be MARKED!!

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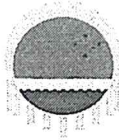
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Date Produced: 12/09/2013

Date Amended:

**Comments or suggestions concerning this course should be directed to the Senior Lecturer, Social
Science Department**



COURSE TITLE: Environmental Sociology

COURSE CODE: HSO302

PROGRAMME TITLE: This course is offered as part of the Diploma of Arts and Bachelor of Arts

1. **COURSE OBJECTIVE:** Human societies impact the environment and are also impacted in return by the changing environment. This course introduces and explores several approaches between the two disciplines and the essential to understand the relationship between the environment and the society. The first part of the course examines the eventual emergence of this relatively new subarea in sociology. The second part aims to discover a stream of global topics that have been addressed in sociological studies of environmental issues such as climate change, biodiversity and conservation, waste and water management etc. It critically analyzes the relevance of social theory with a social, community perspective for resolving the practical issues of our environmental problems. Students will be able to develop a critical thinking in environmental and the issues it presents drawing from a sociological perspective, with particular emphasis on Samoa and the Pacific. Finally, it aims to examine the interactions between environment, social and development.

2. **RANGE STATEMENT:** The course examines the relationship between the two disciplines through exploring the historical emergence of sociology and the environment. It looks at various global environmental issues both domestic and global as well as socio-cultural issues that impact on the environment. It urges students to think deeply and clearly about the uniqueness of the sociological perspective and how it brings insight to our understanding of environmental issues.

3. **RELATIONSHIP TO NATIONAL STANDARD COMEPETENCIES:** This course is classified as a Level VII course by the Samoa Qualification Authority Framework Policies June 2009.

4. **DELIVERY STRUCTURE:** The course is delivered for three (3) contact hours per week throughout a semester of 15 weeks.

5. **NOMINAL DURATION:**

Total class contact hours LECTURES:	30 [2 hours a week]
Independent learning hours lectures:	60 [4 hours a week]
Total class contact hours TUTORIALS:	15 [1 hour a week]
Independent learning hours tutorials:	15 [1 hour a week]
Total Hrs:	<u>120 hours</u>

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6. **NATIONAL STANDARD DATA:** Level 7, Credit Value: 12
7. **ENTRY REQUIREMENTS:** Students must complete and pass 2 x 200 level HSO courses
8. **CO-REQUISITE:** Nil
9. **UNDER-PINNING SKILLS AND KNOWLEDGE:** Students should be able to express critical thinking both orally and written. Must be able to comprehend and communicate in both English and Samoan. They are expected to have sound background understanding of sociological theories and approaches from early sociology courses. They are also expected to have sound research, academic writing skills and presentation skills to prepare them for class presentations assessments.
 - Manage their time well
 - Read academic-style articles and comprehend their meaning
 - Thoroughly research a topic using library resources, online databases and websites
 - Apply theory to real-life examples
 - Use critical thinking skills to evaluate the strengths of various arguments
 - Present ideas in clear, concise written English
 - Prepare a structured essay or report
 - Present written assignments using Microsoft Word
 - Prepare a seminar or presentations using Microsoft Power point.

Lectures will be mainly based on the core concepts and theories of environmental sociology. Assigned readings will allow analyzing practical examples of society and environmental interrelations. This course is an in-depth reading and discussion course. Students are therefore advised to read the assigned readings ahead before discussions in the class.

Students are also expected to take a participatory approach in classes, especially in tutorials, so that knowledge is shared, questioned, debated and appropriated individually and in groups.

10. **LEARNING OUTCOMES:** At the end of this course the student should be able to;
 - 1) Develop a critical review of environmental issues in our modern society and apply simple environmental principles to their daily lives.
 - 2) Evidently explain the interrelationship between Environment and Development
 - 3) Evidently explain the systemic relationship between environment and society
 - 4) demonstrate extensive knowledge and understanding of the different models of Environmental Management Systems with an emphasis on indigenous management
 - 5) Critically analyze and explain the consensus and conflict models of Social behavior relative to Environmental management and conservation

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- 6) Define critical concepts relevant to environmental sociology
- 7) Ability to apprehend contemporary environmental issues by relating them to society
- 8) Demonstrate substantive knowledge on the Environmental Impact Assessment tools
- 9) Demonstrate ability to apply the EIA tool to an environment project.
- 10) Demonstrate increased improvement of writing and presentation skills
- 11) Develop skills to critically analyze and apply environmental laws and policies to environmental projects.
- 12) Critically analyze one social issue and examined its interrelationship with other issues and the impact on the environment

11. **TEACHING AND LEARNING STRATEGIES:** In order to facilitate learning in this class, the following teaching strategies will be adopted.

Clear objectives throughout the course:

- Course objectives set at the beginning of semester
- Key learning outcomes set at the beginning of each class
- Key information presented on lecture slides
- Assessment marking schedules provided to students ahead of time

Interactive, dynamic lessons involving:

- Questions and answers sessions
- Class discussions
- Group work
- Brainstorm activities
- Pop quizzes
- Debates
- Lecture Notes
- Educational DVDs
- Tutorial Summaries

12. ASSESSMENT METHODS

The course consist of a 50% Internal Assessment and 50% Examination

ASSESSMENT METHOD	LEARNING OUTCOME	VALUE	DUE DATES
Essay	1,2,3,4	20%	Week 6 by 5pm
Research Project -Written -Seminar Presentation	5,6,8,9,10	30%	Week 12 & 13 in class
Examination	4,6,7,9,11,12	50%	TBC
TOTAL		100%	

13. CONTENT OUTLINE and PERFORMANCE CRITERIA:

WK	Topics	Performance Criteria	Tutorial
W1	Introduction to course	Identify course goals and objectives	No Tutorial

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W2	<ul style="list-style-type: none"> • Environmental and Sociology • Samoan environment vision • Social behavior and management of the environment. 	<ul style="list-style-type: none"> - Explore the general features, concepts of the two subareas. - Insight discussion on the emergence of the two disciplines, historical and contemporary - Explore interrelationships of environment and human society, behavior, social and development impacts. 	No Tutorial
W3	<ul style="list-style-type: none"> • Biodiversity and Conservation • SPREP and United Nations Environment Programme (UNEP) • Economic Growth and Ecological Limits 	<ul style="list-style-type: none"> - Explore biodiversity and conservation and relationship - Highlight the role of SPREP and UNEP in environment and social issues - Examining environment ecological and economic growth. 	Tutorial
W4	Climate Change	In-depth discussion on the issue of climate change and connections to society and environment drawing from Samoa and Pacific as a case study.	Tutorial
W5	<ul style="list-style-type: none"> • Environmental Impact Assessment (EIA) • Importance of EIA in project planning • Life cycle analysis 	<ul style="list-style-type: none"> - Explain and discuss the EIA process and its essential importance in project planning - Overview of the life cycle analysis and relevance to environmental sociology 	Tutorial
W6	Sustainable Agriculture	<ul style="list-style-type: none"> - Identify and describe what sustainable agriculture. - Connection to the course and its relevance to Samoa. 	Tutorial ESSAY DUE
W7	<ul style="list-style-type: none"> • Coastal Management • The Lands, Survey and Environment Act 1989 • Environment Legislation Review • Land Management emphasizing sustainable land use 	<ul style="list-style-type: none"> - Uncovering various legislations and laws which guides and protects the environment in Samoa - How to apply these legislations as tools to planning environment projects and development. 	Tutorial
W8	Food Security	Explain and discuss food security as another global environmental issue.	Tutorial
W9	Water Management and Sustainable Water uses	Exploring water management and sustainable waster uses as one of important environmental issue.	Tutorial
W10	Waste Management	Implications for and issues concerning improper management of waste	Tutorial
W11	<ul style="list-style-type: none"> • Peak Oil and 	Sustainable Consumption	Tutorial

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	Sustainable Energy	Samoa's environmental Problems	
W12	Seminar Presentations	<ul style="list-style-type: none">Students are to present their research project to the class including their research findings and theoretical perspectives they used to explain their issue.	Tutorial SEMINAR PRESENTATION DUE Report DUE
W13			
W14	REVISION		

14. EQUIPMENT REQUIRED BY STUDENTS: Access to computers, library sources and internet services for online research purposes.

15. TEXTBOOK(S) REQUIRED BY STUDENTS: Course Reader is available from the Bookstore.

16. References

N/A

17. Resources

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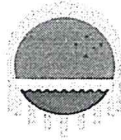
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Date Produced: 2012

Date Amended: Dec 2013

**Comments or suggestions concerning this course should be directed to the Senior Lecturer, Social
Science Department**



COURSE TITLE: Research Paper

COURSE CODE: HSO303

PROGRAMME TITLE: This course is offered as part of the Diploma of Arts and Bachelor of Arts

1. **COURSE OBJECTIVE:** This course builds on from previous research courses of Sociology – HSO102 Introduction to research methods and HSO201 Social Research methods. This overall part of the course enables students to put in practice the knowledge and skills they have acquired from these earlier courses to compile a research project as well as the opportunity to implement a research topic of their choice. Working with their lecturer student will execute their research strategy that provides data and subsequent data analysis towards answering their research question. Students will build their research skills, develop a strong analytical capacity, demonstrate a sound grasp of the topic, and ability to interpret results in a broad framework. Students will demonstrate their ability to draw reliable conclusions and identify future areas of research. Students will continue to develop their skills in solving research problems and enhance their intellectual and personal autonomy by means of managing a research program. Students will improve their communication skills through presentation of their research paper at the end of the course.
2. **RANGE STATEMENT:** This course provides students with a broader understanding of how sociological methods can be applied to measure social phenomena.
3. **RELATIONSHIP TO NATIONAL STANDARD COMEPETENCIES:** This course is classified as a Level VII course by the Samoa Qualification Authority Framework Policies June 2009.
4. **DELIVERY STRUCTURE:** The course is 100% internal assessed and delivered for three (3) contact hours per week throughout a semester of 14 weeks. Most of the class time will be independent research work with the lecturer guiding the students in their research projects. Class hours will mainly focus on the assigned readings and discussions and dialogue of the various issues that arise from the readings and in the research conducted by students. A fieldwork will be organized to enable a broader understanding of students on how to conduct data collecting in practice.
5. **NOMINAL DURATION:**

Total class contact hours LECTURES:	28 [2 hours a week]
Independent learning hours Lectures:	56 [4 hours a week]
Total class contact hours TUTORIALS:	14 [1 hour a week]
Independent learning hours Tutorials:	14 [1 hour a week]
Independent Research hours:	28 [2 hours a week]

Total Hrs:

140 hours

6. NATIONAL STANDARD DATA: Level 7, Credit Value: 14

7. ENTRY REQUIREMENTS: Students must complete and pass HSO200; plus one of HSO201, HSO202, HSO203) or (HGE200; plus one of HGE201, HGE202)

8. CO-REQUISITE: nil

9. UNDER-PINNING SKILLS AND KNOWLEDGE: In order to successfully pass this course, students should have sound knowledge of research proposal and design. They must be able to express critical thinking both orally and written. Must be able to comprehend and communicate in both English and Samoan. Students should also have basic research, academic writing skills and presentation skills to prepare them for class presentations assessments.

10. LEARNING OUTCOMES: At the end of this course the student should be able to;

- 1) Draw up and design a sociological research
- 2) Demonstrate clear understanding on the differences of various methodologies
- 3) Ability to choose a methodology and clearly apply this to their research data collection
- 4) Demonstrate extensive knowledge on compiling of various literatures useful for their research topic and background.
- 5) To use appropriate data collection methods relevant to their research project
- 6) Develop a convincing proposal of their research project to be assessed
- 7) Develop and test instruments to measure a social problem
- 8) Collect and analyze data from relevant methods
- 9) Write up research project in a report form
- 10) Present the research report in a seminar setting

11. TEACHING AND LEARNING STRATEGIES:

Clear objectives throughout the course:

- Course objectives set at the beginning of semester
- Key learning outcomes set at the beginning of each class
- Key information presented on lecture slides
- Assessment marking schedules provided to students ahead of time

Interactive, dynamic lessons involving:

- Questions and answers sessions
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Students are also expected to take a participatory approach in classes, especially in tutorials, so that knowledge is shared, questioned, debated and appropriated individually and in groups.

12. ASSESSMENT METHODS

The course consist of a 100% Internal Assessment.

ASSESSMENT METHOD	LEARNING OUTCOME	VALUE	DUE DATES
Project Research Proposal & Design	1,2,3,6	25%	Week 6 by 5pm
Literature Review & Data Analysis	4,5	15%	Week 11
Seminar Presentation	10,8,7,4,3	20%	Week 13 by 5pm
Research Report	1,2,3,4,5,6,7,8,9,10	40%	Week 14 in class
TOTAL		100%	

13. CONTENT OUTLINE and PERFORMANCE CRITERIA:

WK	Topics	Performance Criteria	Tutorial
W1	Introduction to Course Outline and Assessment -Perspective - Ethics	<ul style="list-style-type: none"> - Students will be able to understand course goals and objectives. - Exploring students understanding on various approaches to research including ethical implications of social research. 	No Tutorial
W2 - 4	Planning and Preparing for Research Reminder for Students Research Proposal and Design Due in Week 6.	<ul style="list-style-type: none"> -topics -literature review -research proposal -research design 	Tutorial
W5	Methodology	<ul style="list-style-type: none"> -Questionnaires -Interviews -Participant -Observation -Survey 	Tutorial
W6 – 10	-Literature Review Collection of Data – Fieldwork	<ul style="list-style-type: none"> - How to present a strong literature review for research. - Where to look for sources and the type of resource needed that are legit and accurate - Data collection Activity 	Tutorial Week 6 - PROJECT PROPOSAL& DESIGN DUE
W11- 12	Analysis of Data	How to present and analyze findings or data of research.	Tutorial Week 11 - Week 10 – Literature Review and Data Analysis
W13-14	Presentation of Findings and research in seminar setting and Submission of Final Research Report in Week 14		

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Date Produced: 12/09/2013

Date Amended:

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