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SOCIOLOGY

SYLLABUS



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INTERIM JOINT MATRICULATION BOARD EXAMINATION (IJMBE) SOCIOLOGY SYLLABUS (REVISED 2012)

Introduction:

Interim Joint Matriculation Board Examination (IJMBE) Sociology comprises Paper I: **Elements of Sociology**, and, Paper II: **Nigerian Social Structure and Social Change**. Basic sociological concepts, research methods, social organization, social institutions and other aspects of basic Sociology are taught in Paper I while Paper II is centered on the anthropology of contemporary Nigerian society. The two courses are designed to complement each other in comprehending and applying sociological concepts respectively. The concepts and forms of social organization that feature mostly in abstract forms in Paper I are brought to lime light in respect of Nigerian societies and cultures in Paper II. The primary objective of IJMBE Sociology is to impart knowledge on basic sociological concepts, knowledge of social organization and make students assess the various aspect of human organization and social behaviours of everyday life from the sociological point of view.

Objective:

The main objective of the course in Paper I is to ingrain into students the basic sociological concepts and knowledge of social organization. The lecturers are required to specify the relevant reading assignments under activities from books that are available in their respective colleges among the recommended texts below. Texts will be updated when new materials are available.

A key objective of the course in Paper II is to impart the knowledge of how the concepts and forms of social organization taught in Paper I are present and identifiable in the Nigerian society. The lecturers are to specify relevant chapters for each reading assignment from the recommended texts that are available to students. These will be updated when new materials are available.

Teaching and Examination:

The two papers are taught and examined within one academic session (two semesters). In the first semester, only Paper I is taught. This is to enable the students to understand the subject matter of Sociology. In the second semester, both Papers I and II will be taught concurrently.

The examination is made up of two written papers and a continuous assessment. Paper I is a two and half hour written examination, while Paper II is written in one hour forty-five minutes. The continuous assessment is made up of a combination of at least four written tests and assignments whose forms and scores must be indicated for each student. The mark allocations for the three components of the examination are: Paper I (50%), Paper II (30%) and Continuous Assessment (20%).

SOCIOLOGY PAPER I

Course Title: Elements of Sociology

Introduction:

The course, Elements of Sociology is designed to impart the knowledge of the rudiments of Sociology in its ramifications with emphasis on the subject matter, scope, founding fathers, and the concepts commonly used in contemporary sociological discourse. The scientific status of sociology and methods of inquiry are integral parts of the course. Key topics therefore include the definition of sociology, the historical background of the development of the discipline, social organization and methods of sociological inquiry, among others.

SOCIOLOGY PAPER II: NIGERIAN SOCIAL STRUCTURE AND SOCIAL CHANGE

Introduction:

The main thrust of this course is to teach the social anthropology of contemporary Nigerian society. The course is designed to impart knowledge of the social structure of Nigerian society and the processes of change that brought it to its present form. The course content therefore includes the basic elements of anthropology and the evolution of the social formations of contemporary Nigeria society. Central to the course are the pre-colonial "**Nigerian Society**" and the changes that took place after colonization (e.g. Westernization, Urbanization, Industrialization, etc.). The concomitants of these changes like poverty, corruption, drug abuse, ethno-religious prejudices and intolerance, population problems, crimes and other social problems are brought to limelight.

A key objective of the course is to impart the knowledge of how the concepts and forms of social organization taught in Paper I are present and identifiable in the Nigerian society. The lecturers are to specify relevant chapters for each reading assignment from the recommended texts that are available to students. These will be updated when new materials are available.

FIRST SEMESTER SYLLABUS

Section A: Introduction to Sociology

S/NO:	TOPICS AND CONTENTS	ACTIVITIES	DURATION
1.	INTRODUCTION TO SOCIOLOGY i. Definition of the term Sociology. ii. Subject matter of sociology iii. Definition and subject matter of the other social sciences (Economics, Political Science, Social Psychology).	i. Reading relevant chapters in basic texts (lecturers should gauge the accessibility of all reading materials to students – throughout the semester) ii. Discussion iii. Lecture	1 weeks/6hrs
2.	SCIENTIFIC STATUS OF SOCIOLOGY AND LIMITATIONS i. The definition of science ii. The characteristics of science iii. Sociology as a science iv. Limitations of Sociology as a science	Reading of basic texts i. Lecture ii. Discussion	1 weeks/6hrs
3.	HISTORICAL BACKGROUND OF SOCIOLOGY – THE SOCIO-POLITICAL PROBLEMS THAT LED TO THE DEVELOPMENT OF SOCIOLOGY IN THE 18 TH AND 19 TH CENTURIES i. The industrial revolution ii. The French revolution	- Reading of basic texts - Discussion - Class test to gauge the comprehension of any in topics 1 – 3	1 weeks/6hrs
4.	THE FOUNDING FATHERS OF SOCIOLOGY i. Ibn Khaldun ii. Auguste Comte iii. Max Weber iv. Emile Durkheim v. Herbert Spencer vi. Karl Max	Reading of basic texts - Lecture - Discussion - Guided question	2 weeks/12 hrs
5.	MAJOR SOCIOLOGICAL PERSPECTIVES i). Structural Functionalism ii). Conflict Perspective iii). Symbolic Interactionism	Reading of basic texts - Tutorial classes on items 1 – 5	1 week/6hrs
6.	SOCIOLOGY AND PSYCHOLOGY - The differences between sociology and psychology (definitions)	- Reading basic texts on introductory psychology - Discussion	

	<ul style="list-style-type: none"> - Differences in subject matters of sociology and psychology - Difference in areas of research and methods of investigation in sociology and psychology <p>Subject matter of Psychology</p> <ul style="list-style-type: none"> - Biological drives that demand satisfaction e.g. sleeps, temper, thirst, etc. - Learning and learnt behaviours - Motivation, including theories - Emotion and Anxiety - Perceptions and problem solving 	<ul style="list-style-type: none"> - End of semester test (preferably several short answer questions) - Debate - Readings of psychology basic texts - Role playing and dramatization - Discussion - Guided questions 	<p>2weeks/12 hrs</p>
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Section B: Social Organization and Culture

S/NO:	TOPICS AND CONTENTS	ACTIVITIES	DURATION
7.	<p>SOCIAL ORGANISATION</p> <ul style="list-style-type: none"> i. The meaning of social organization ii. Types of relationship between people in society (gesellschaft and gemeinschaft) 	<p>Reading of relevant chapters of basic texts (lectures should gauge the accessibility of reading materials to students throughout the semester). Discussion</p>	<p>½week/3hrs</p>
8.	<p>LEVELS OF SOCIAL INTERACTION</p> <ul style="list-style-type: none"> i. Interpersonal ii. Group iii. Social / Community 	<p>Reading assignments</p> <ul style="list-style-type: none"> - Tutorial - Dramatization 	<p>½week/3hrs</p>
9.	<p>STATUS AND ROLE</p> <ul style="list-style-type: none"> i. Status ii. Role iii. Role set iv. Complementary / Counter roles v. Role strain vi. Role conflict – etc. 	<ul style="list-style-type: none"> - Tutorial classes on the concepts of status and role - Basic readings 	<p>½week/3hrs</p>
10.	<p>CULTURE</p> <ul style="list-style-type: none"> i. Definitions of culture ii. Types of culture - Material - Non-material iii. Values and Norms – meanings and examples of values and norms iv. Folkways, mores and sub-culture v. The concepts of <ul style="list-style-type: none"> (a) Ethnocentrism (b) Cultural diffusion (c) Cultural assimilation 	<ul style="list-style-type: none"> -Readings of basic texts -Tutorial / Class discussions of the various aspects of culture -Application of knowledge acquired to students own knowledge of society -Reading Assignments -Tutorial discussions of 	<p>2weeks/12 hrs</p>

		the applicability of the concepts to societies the students are familiar with	
11.	<p>SOCIAL GROUPS</p> <p>i. Definitions of social groups, social aggregates</p> <p>ii. Major classifications of groups:</p> <ul style="list-style-type: none"> - Primary groups - Secondary groups - In-group - Out-group - Reference group 	<p>Reading of basic texts</p> <p>- Discussion</p>	1 week/6hrs

Section C: Socialization and Personality Development

S/NO:	TOPICS AND CONTENTS	ACTIVITIES	DURATION
12.	<p>SOCIALISATION</p> <p>i. Definition and significance of socialization</p> <p>ii. Agents of socialization</p> <ul style="list-style-type: none"> - Family - School - Peer group - Mass media - Cybernetics/the internet - Religion - Associations <p>iii. Identification of primary and secondary agents of socialization</p>	<p>Relevant reading assignments</p>	1 week/6hrs
13.	<p>DEVIANCE AND SOCIAL CONTROL</p> <p>i. Definitions of:</p> <ul style="list-style-type: none"> - Social deviance <p>ii. Relativity of Deviance to place, person, time, circumstances, society</p> <p>iv. Functions of deviance</p> <ul style="list-style-type: none"> - Marks societal boundaries - Innovations/constructive alternatives 	<ul style="list-style-type: none"> - Reading basic texts - Tutorial discussion on various forms of deviance in students own societies, school, community, etc. Class discussion on 	1 week/6hrs

	<p>v. Dysfunctions of Deviance</p> <ul style="list-style-type: none"> - Disruptive, chaos, etc. 	<p>the functions and dysfunctions of social deviance</p>	
14.	<p>SOCIAL CONTROL</p> <p>i. Definitions of:</p> <ul style="list-style-type: none"> - Social control <p>ii. Agents of Social Control</p> <p>(a) Informal agents – family, pressure group, religion, etc.</p> <p>(b) Formal agents – Police, Court, Prison, etc.</p> <p>iii. Mechanisms of Social Control – Social Sanctions</p> <p>(a) Positive sanctions</p> <p>(b) Negative sanctions</p> <p>(c) Physical sanctions</p> <p>(d) Psychological sanctions</p>	<p>Reading, assignments on social control</p>	<p>2weeks/12hrs</p>
15.	<p>ANTHROPOLOGY AND THE STUDY OF NIGERIAN CULTURES</p> <p>i. Definition of anthropology:</p> <ul style="list-style-type: none"> - The development of anthropology as a discipline of study - The relevance of anthropology to modern society <p>ii. History of origin of anthropology in Africa:</p> <ul style="list-style-type: none"> - Initial contacts of the whites with African cultures – viz: explorers, traders, missionaries - Colonization and needs for whites to understand the African ways of life - Critique of the early anthropological accounts of African societies <p>iii. The relevance of anthropology to contemporary Nigerian society:</p> <ul style="list-style-type: none"> - The importance of knowledge and respect for individual cultural norms and values in a plural society - The relevance of the social structure of a community in development programmes, etc. 	<p>Reading assignments on introductory anthropology</p> <ul style="list-style-type: none"> - Lecture - Discussion <p>Reading assignments on early contact of Europeans and Africans (19th century)</p> <p>Discussion</p> <p>Tutorial/Class discussions on the relevance of anthropology to contemporary Nigeria</p>	<p>1week/6hrs</p> <p>1 week/6hrs</p> <p>1 week/6hrs</p>
16.	<p>EVOLUTION OF THE NIGERIA SOCIAL FORMATION</p> <p>i. Introduction</p> <ul style="list-style-type: none"> - The pre-colonial inhabitants of the land mass contemporary called Nigeria (state / stateless groups) <p>(a) - The colonization of Nigeria</p> <ul style="list-style-type: none"> - The conquest and fusion of independent, ethnic groups into the Nigeria nation <p>(b) - The system of colonial administration</p>	<p>Reading assignments and class discussions</p>	<p>1week/6hrs</p>

<p>in Nigeria</p> <ul style="list-style-type: none"> - Indirect rule, warrant chief, etc. <p>(c) Discontent with colonial administration, struggle for and attainment of political independence</p> <p>ii. The ethnic/cultural composition of contemporary Nigeria:</p> <ul style="list-style-type: none"> - The cultures of Nigeria's major ethnic groups (the Yoruba, Igbo, Hausa and any other two) - Emphasis on traditional systems of the family, religion, government, medicine, economy and education <p>iii. The political process and governance in Nigeria</p> <ul style="list-style-type: none"> - The ruling elite - The geo-political zoning system and consequences for national integration - Federal character - Catchment area <p>iv. The religions of Nigeria</p> <p>(a) The monotheistic religions of Islam and Christianity</p> <p>(b) Inter-religious relations in Nigeria</p> <p>(c) The manipulation of religion for other ends</p> <p>v. The Nigerian society:</p> <ul style="list-style-type: none"> - Basic elements of norms and values common to Nigerian citizens 	<p>Reading assignments and group discussions</p> <p>Reading assignments guided questions</p> <p>Reading assignments and guided questions</p> <p>Tutorial / class discuss on shared norms and values in Nigeria / debates could be held on the controversies</p>	<p>1 week/6hrs</p> <p>1 week/6hrs</p> <p>1 week/6hrs</p> <p>1 week/6hrs</p>
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Total 147hrs

SECOND SEMESTER SYLLABUS

Section A: Collective Behaviour

S/NO:	TOPICS AND CONTENTS	ACTIVITIES	DURATION
1.	INTRODUCTION i. Definition of collective behaviour ii. The differences between organizational behaviour and collective behaviour	Tutorials / or essay writing. Students to discuss examples of collective behaviours ever seen or read about (lectures should gauge the accessibility of reading materials to students throughout the semester)	1 week/6hrs
2.	TYPES OF COLLECTIVE BEHAVIOUR i. Crowds (typology) ii. Mass behaviour iii. Mass hysteria iv. Fads / Fashion		

Section B: Social Institutions

S/NO:	TOPICS AND CONTENTS	ACTIVITIES	DURATION
3.	INTRODUCTION i. The definition of social institutions ii. Variations in the social institutions across cultures iii. The universal social institutions (Family, Economy, Government, Religion, Education and Medicine)	Reading assignments Discussion	$\frac{1}{2}$ week/3hrs
4.	THE FAMILY INSTITUTION i. Definition, universality and functions of the family ii. Types of family organisation – nuclear, extended iii. Marriage types – polygamy, polygyny, polyandry, exogamy, endogamy, widow inheritance, levirate, sororate, etc. iv. Kinship and systems of kinship organization – lineal and non-lineal forms of kinship systems v. The incest taboo vi. Marital instability – divorce, separation, widowhood vii. Changing nature of the family and kinship systems	Reading assignments Discussion Discussion of the various types of families/marriages in respect of societies known to students - Readings - Tutorial / Class - Discussion on incest, taboo and marital instability - Discussions on chances in family organization	1 week/6hrs
5.	THE ECONOMIC INSTITUTION i. Definition, universality and functions of the economic institution ii. The social organization of production and consumption	Reading assignments - Discussion	1 week/6hrs

	<p>iii. Economic systems in history (e.g. hunting and gathering, peasant and feudal modes of production)</p> <p>iv. Modern forms of economic production – capitalist, socialist and mixed economies</p>	<p>-Tutorial / Class</p> <p>- Discussions on the various modes of production</p>	
6.	<p>THE INSTITUTION OF GOVERNMENT</p> <p>i. Definition, functions and universality of the institution of government</p> <p>ii. Power and authority</p>	<p>Reading assignments</p> <p>Critical discussion of the relevance of Weber's and Marx's views to contemporary societies</p>	1/2 week/3hrs
7.	<p>THE RELIGIOUS INSTITUTION</p> <p>i. Definition, forms and universality of religion</p> <p>ii. The social functions of religion</p>	<p>Reading assignments</p> <p>Tutorial / Class discussions of emerging trends in religious beliefs, religious conflicts, the manipulation of religion for other ends</p>	1/2 week/3hrs
8.	<p>THE EDUCATIONAL INSTITUTION</p> <p>i. Definition, functions and universality of the educational institution</p> <p>ii. Forms of education</p>	<p>- Reading assignment</p> <p>- Tutorial / Class discussion</p>	1/2 week/3hrs
9.	<p>THE INSTITUTION OF MEDICINE</p> <p>i. Definition, functions and universality of the medical institution</p>	<p>Readings</p> <p>Class medicine as an institution of social control</p> <p>Test, the comprehension of social institutions</p>	1/2 week/3hrs

Section C: Social Stratification

S/NO:	TOPICS AND CONTENTS	ACTIVITIES	DURATION
10.	<p>FORMS OF SOCIAL STRATIFICATION</p> <p>i. Definition of social stratification</p> <p>ii. The nature of social inequality</p> <p>iii. Social differentiation – caste, class, etc.</p>	<p>Reading assignment</p> <p>- Lecture</p> <p>- Discussion</p>	1/2 week/3hrs
11.	<p>The views of Karl Marx, Max Weber and other sociologists on the causes and nature of social inequality</p>	<p>Relevant readings</p> <p>- Discussion</p>	1/2 week/3hrs
12.	<p>SOCIAL MOBILITY</p> <p>- Definition of social mobility</p> <p>- Nature and form of social mobility</p> <p>- Factors affecting social mobility</p>	<p>Tutorial / Class discussion of social mobility</p> <p>Comprehensive test for the semester</p>	1/2 week/3hrs

Section D: Methods of Social Enquiry and Elements of Quantitative Reasoning

S/NO:	TOPICS AND CONTENTS	ACTIVITIES	DURATION
13.	<p>THE MEANING OF SOCIAL RESEARCH</p> <p>i. Definition of Social research</p> <p>ii. Attributes of social research</p> <ul style="list-style-type: none"> - It is planned - It is purposeful - It is systematic <p>iii. Types of social research:</p> <p>(a) Qualitative research</p> <ul style="list-style-type: none"> - Historical research - Case study - Experimental research <p>(b) Quantitative research</p> <ul style="list-style-type: none"> - Statistical research - Survey research - Census <p>(c) Participatory research</p> <p>iv. Techniques of data collection:</p> <ul style="list-style-type: none"> - Observation - Oral interview (structural and unstructured) - Questionnaire - Focus group discussions (FGDs) - In-depth interviews (IDIs) - Key informant interviews (KII) - Documentary analysis 	<p>Relevant readings</p> <ul style="list-style-type: none"> - Lecture - Discussion - Guided question <p>i. Reading assignments</p> <p>ii. Groups to be formed and each assigned a topic for investigation, within or outside the school</p> <p>iii. Discussion of experiences and key findings</p>	2weeks/12hrs
14.	<p>ETHICAL ISSUES IN SOCIAL RESEARCH</p> <p>i. Confidentiality</p> <p>ii. Anonymity</p> <p>iii. Safety of the informant</p>	<p>Class discussion on how to safeguard research informants</p> <p>Reading assignment</p>	1 week/6hrs
15.	<p>NIGERIAN SOCIETY AND SOCIAL CHANGE</p> <p>i. The Social Structure of Contemporary Nigerian Society</p> <ul style="list-style-type: none"> - The system of social stratification in Nigeria - Indicators of social status and social inequality in Nigeria <p>ii. Nigerian society and social change</p> <ul style="list-style-type: none"> - The meaning of social change - The central issues in the analysis of social change - Types and forms of social change (evolutionary, revolutionary, 	<p>Tests can be given on any of the topics</p> <p>Class discussions</p> <p>Reading assignments</p> <p>Reading assignments</p> <p>Class discussions</p>	<p>1 week/6hrs</p> <p>1 week/6hrs</p>

	<p>modernization)</p> <ul style="list-style-type: none"> - The transition of Nigerian society from traditional to modern society - Indicators of growth / development - Differences between growth and development <p>iii. Nature and forms of social change in Nigeria</p> <ul style="list-style-type: none"> (a) Modernization and westernization (b) Urbanization (c) Industrialization (d) Rural transformation <p>iv. Population and environmental issues in Nigeria</p> <p>v. Gender and development issues in Nigeria</p> <p>vi. The structure of development of the Nigerian economy</p>	<p>Tutorial classes on Nigeria's transition from traditional to "modern" society</p> <p>Reading assignments Class discussions Assigned readings on population and environment</p> <p>Tutorial / Class discussion on gender issues</p> <p>Assigned readings, Tutorial discussions</p>	<p>1 week/6hrs</p> <p>2weeks/12hrs</p>
16.	<p>SOCIAL PROBLEMS IN NIGERIA</p> <p>i. Introduction</p> <ul style="list-style-type: none"> - Definition of social problem - Forms of social problems <p>ii. Social problems in Nigeria (emphasis on nature, prevalence, most affected group and consequences for Nigeria's development of the following):</p> <ul style="list-style-type: none"> (a) Environmental degradation and population problems (b) Gender inequality (c) Prostitution (d) Unemployment (e) Poverty (f) Ethnicity (including ethno-religious conflict) (g) Crime (including terrorism, rape, cyber-crime, electoral violence, etc) (h) Juvenile delinquency (i) Drug labour/abuse (j) Corruption (k) Human/drug trafficking (l) Fake/counterfeit drug 	<p>Readings on the concept of social problem</p> <p>Reading assignments on each topic a – j.</p> <p>Tutorial / Class discussions on students experiences of any of the social problems</p> <p>Assignments to study any of the social problems within the school/ host community (in groups)</p>	<p>6weeks/36hrs</p>
17.	Revision	Revision / Examination	2weeks/12hrs

Total 138hrs

Recommended a Basic Texts/Reference

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1. P.F. Wilmot: Sociology – A New Introduction. London: Collins; 1985.
2. J.E. Goldthorpe: An Introduction To Sociology. Cambridge University Press; 1971.
3. M. Haralambos: Sociology: Themes And Perspectives. Slough: University Tutorial Press; 2000.
4. O. Odetola and A. Ademola: Sociology: An Introductory African Text. Macmillan; 1985.
5. Richard T. Schaeper: Sociology. McGraw Hill, New York; 2001.
6. W. Rodney: How Europe Under-Developed Africa. London; 1972.

Other Readings

1. E.O. Ayisi: An Introduction To The Study Of African Culture. London and Ibadan: Heinemann; 1986. Reprint.
2. E.C. Amucheazi (ed.): Readings In Social Sciences: Issues In National Development. Enugu: Fourth Dimension Publishers; 1980
3. Y.B. Usman: The Manipulation Of Religion In Nigeria. Kaduna: Vanguard Press; 1987.
4. O. Odetola and A. Ademola: Sociology: An Introductory African Text. Macmillan Int. Coll. Educ.; 1985.
5. A.H. Hoogvelt: The Sociology Of Developing Societies. Macmillan; 1976.
6. P.L. Stein and B.B. Row: Physical Anthropology.
7. O. Nnoli (ed.): Path To Nigerian Development. Dakar CODESRIA; 1981.
8. D. Offiong: Imperialism And Dependency. Enugu: Fourth Dimension Publishers; 1980.

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23. Diana Kendal, J.C. Murray and R. Linden. **Sociology in Our Times.** Nelson Thomson Learning, 1120 Birch Mount Rd. Scarborough, Ontario, MIK 5S 4.
24. John Macionis and N. Benokraities (eds): **Seeing Ourselves: Classic, Contemporary and Cross-Cultural Readings in Sociology.** Prentice Hall – Upper Saddle River, New Jersey – 07456; 1998.
25. J.J. Macionis: **Society: The Basics.** Prentice Hall, Upper Saddle River, N.J. – 07456; 1998.
26. Huoles Kroehler and V. Zanden: **Sociology: The Core.** McGraw Hill College, New York; 1999.
27. Albert J. Marcella and Robert Greenfield (eds): **Cyber Forensics: A Field Manual for Collecting, Examining and Preserving Evidence of Computer Crimes.** Auerba Ch. Publications; 2001
28. Barry Smith: **Psychology: Science and Understanding.** McGraw Hill, USA; 1998.