COVENANT UNIVERSITY
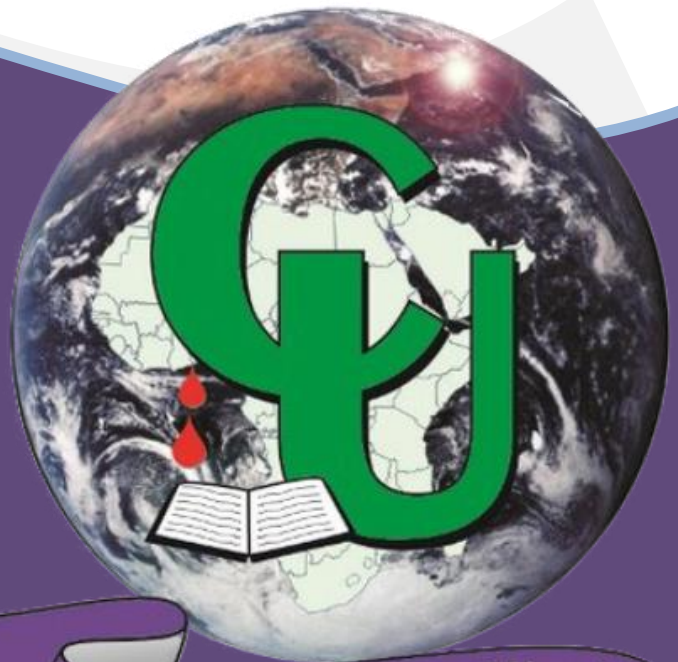
TUTORIAL KIT

PROGRAMME: SOCIOLOGY

OMEGA SEMESTER

400 LEVEL

Raising A New Generation Of Leaders

LIST OF CONTENTS

COVENANTUNIVERSITY

CANAANLAND, KM 10, IDIROKO ROAD
P.M.B 1023, OTA, OGUN STATE, NIGERIA.

TITLE OF EXAMINATION: B.Sc.SociologyEXAMINATION
COLLEGE: College of Business and Social Sciences
DEPARTMENT: Sociology
SESSION: 2015/2016   **SEMESTER:** Omega
COURSE CODE: SOC 422   **CREDIT UNIT:** 2
COURSE TITLE: Contemporary Sociological TheoriesII
                                                         TIME: 2 HOURS
INSTRUCTION: Answer Question 1 and any other two. Credit will be given for clarity of expression and orderly presentation of material.

Present a comprehensive essay on the social and intellectual forces that shaped the development of sociological theory—30 Marks.

In line with Erving Goffman's Conception of Self in Every Day Life, discuss the following:

(a) "I and the Me"—5 Marks.
(b) Dramaturgy—5 Marks.
(c) Front in Theatrical Analogy—5 Marks.
(d) Structural view and role distance—5 Marks.

Using Georg Lukacs' and Antonio Gramsci's attempt at restructuration marxism, explain the contributions of the Neo-Marxist theorists to the development of sociological theory—20 Marks.

Establish the importance of Network theory in sociological analysis—20 marks.

Give a comprehensive account on modernization theory bearing in mind the major positions of sociological scholars—20 Marks.

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CANAANLAND, KM 10, IDIROKO ROAD
P.M.B 1023, OTA, OGUN STATE, NIGERIA.

TITLE OF EXAMINATION: B.Sc.SociologyEXAMINATION
COLLEGE: College of Business and Social Sciences
DEPARTMENT: Sociology
SESSION: 2015/2016   **SEMESTER:** Omega
COURSE CODE: SOC 123   **CREDIT UNIT:** 2
COURSE TITLE: Elements of Scientific Thought II

                                      TIME: 2 HOURS

INSTRUCTION: Answer Question 1 and any other two.Credit will be given for clarity of expression and orderly presentation of material.

Marking Guide

Present a comprehensive essay on the social and intellectual forces that shaped the development of sociological theory.

Solution

Students are expected to explain the social forces that spurred sociological thinking of the disciplines founding fathers of sociology. These will include explanations on the following social forces:

Political revolution—2.5mk
Industrial revolution and the rise of capitalism—2.5mk
The rise of socialism—2.5mk
Feminism—2.5mk
Urbanization—2.5mk
Religious change—2.5mk
The growth of science—3mks.
The intellectual aspect that affected the development of sociological theory will require the students to explain the role of the enlightenment in the development of sociological theory—12mks

Total—30mks

In line with Erving Goffman's Conception of Self in Every Day Life, discuss the following:

(a) "I and the Me"

(b) Dramaturgy

(c) Front in Theatrical Analogy

(d) Structural view and role distance.

Solution

Students must be able to explain the demarcation between the spontaneous self and the socialized self that is applicable to the "I and the Me" as conceived by Goffman—5mks.

The dramatic interaction between the social actor and the audience often leading to acceptance, rejection and repulsion must be clearly accentuated by the students.This must also be complimented by the explanation of disruptive process likely to hamper performances in interaction—5mks.

Front in Theatrical analysis will require students to explain font in line with Goffman's conception of the context of interaction and most especially where interaction takes place—5mks.

Goffman exemplifies that human interaction takes the form of structuration and efforts are mostly made to create sequence that can be adjudged acceptable to the audience. The role of team playing is also central to his structural view. In distance analysis, students should be able to explain Goffman's interest in the degree of separation and embracement in team interaction—5mks.

Using Georg Lukacs' and Antonio Gramsci's attempts at repositioning Marxism, explain the contributions of the Neo-Marxist theorists to the development of sociological theory.

Solution

Students must be able to explain the several development that negatively impacted the traditional Marxism (particularly economic determinism),which culminated into the resurgence of neo-Marxism. In doing this, they are expected to support their explanations with the contributions of Georg Lukacs and Antonio Gramsci to the rekindling of interest in Marxism—5mks

Lukacs contribution will require students to explain the role of reification, class and false consciousness in bringing about the desired change in human society—8mks.

Antonio Gramsci's conception of the role of the massesin the overthrow of capitalism, revolutionary ideology, hegemony and cultural leadership and the polarization of classes—7mks.
Total—20mks.

Establish the importance of Network theory in sociological analysis.
Solution
In their efforts at establishing the importance of network theory, the central themes of strong and weak ties, regularities, objective patterns of linking individuals to the society, focus on measurable relationships, six principles of network theory, change and cohesion should be clearly considered—20mks.

Give a comprehensive account on modernization theory bearing in mind the major positions of sociological scholars.
Solution
Students should exhibit their familiarity with the connectivity of the founding fathers of sociology and the forces of modernization. They are to consider the approaches of the sociology scholars in the attempt at accounting for the impact of modernization—10mks
They are also expected to pick at least one of the scholarly contributions of sociology scholars on modernization to drive home their points on the principles of modernity—10mks.

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TITLE OF EXAMINATION: B.Sc SOCIOLOGY EXAMINATION
COLLEGE: BUSINESS AND SOCIAL SCIENCES
DEPARTMENT: SOCIOLOGY
SESSION: 2015/2016   **SEMESTER:** OMEGA
COURSE CODE: SOC 423   **CREDIT UNIT:** 2
COURSE TITLE: SOCIOLOGY OF DEVELOPMENT II

                                            TIME: 2 HOURS
INSTRUCTIONS: ANSWER THREE QUESTIONS. QUESTION ONE IS COMPULSORY. CREDIT WILL BE GIVEN FOR CLARITY OF EXPRESSION AND ORDERLY PRESENTATION OF MATERIAL.

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1. Describe clearly your understanding of Nigeria Vision 20:2020 as a development strategy and the challenges that may hinder its actualization.

                                                30 marks

2. In constructing their accounts of development, most theorists drew on the tradition – modernity distinction of classical sociologists. Analyze this assertion with particular reference to Durkheim's division of labour in society and Weber's rationalization of society.   20 marks

3. Using relevant examples, evaluate critically the theory of modernization with particular emphasis on the contributions of McClelland and Rostow.

                                                20 marks

4. Based on the contributions of Andre Gunder Frank to the dependency theory, critically analyze the historical situations of dependency across Africa, with particular reference to Nigeria.   20 marks

5. Using relevant examples from Nigeria, analyze the assertion by Karl Marx, that industrial capitalism promotes class conflict and alienation.

                                                20 marks

1. Describe clearly your understanding of Nigeria Vision 20:2020 as a development strategy and the challenges that may hinder its actualization. 30 marks

Answer

Nigeria Vision 20:2020 – the goal is for Nigeria to become one of the 20 largest economies in the world; able to consolidate its leadership role in Africa. This assertion was made by Goldman Sachs (2005) a New York based investment banker. The challenges suffered by Nigeria according to him, have been due to poor planning and leadership. 6 marks

The Goals of Nigeria Vision 20:2020 include:

Correcting revenue allocation mechanism
Diversification of the economy
Fight against corruption
Curbing national threat
Reducing incidence of poverty
Reducing the pervasive high inequality in income 10 marks
Factors that can hinder its actualization include:

Large scale corruption
Poor data and weak institutions
Capable leadership and strong political will
Not revamping the agricultural sector
Power and energy
Security threat 14 marks

2. In constructing their accounts of development, most theorists drew on the tradition – modernity distinction of classical sociologists. Analyze this assertion with particular reference to Durkheim's Division of labour in society and Weber's rationalization of society.

20 marks

Answer

They placed emphasis on values and norms operating in these two types of societies and people's attitude to embrace change. In the traditional society, there was dominance of traditionalism,

strong kinship system and people showed a strong emotional, superstitious and fatalistic approach to the world.

In contrast, for modernity, people were no longer slaves to tradition; kinship became less important as social mobility was hinged on hard-work, while members became more forward looking and innovative.   6 marks

Emile Durkheim's theory of development focused on the dynamics of society from simple or primitive to complex or modern. This was due to the process of the division of labour in the society. With mechanical solidarity, the simple society had common life styles and beliefs with strong moral sentiments. With organic solidarity, the modern society focused on division of labour just as the population increased. It also created a new pattern of morality and a system of norms with social rules less rigid than those of traditional society. This was based on functional interdependence.   7 marks

Max Weber in explaining the emergence of industrialization focused on differences in the ways people view the world. While members of preindustrial societies rely on tradition, people in industrial capitalized societies rely on rationality. Tradition focuses on sentiments and tradition passed on from generation to generation. Modernity focuses on rationality, using deliberate calculations of the most efficient means to accomplish a goal. In terms of the development of Western Europe, he stated that this was due to savings and investment as widely encouraged among those of the protestant faith.   7
Marks

3. Using relevant examples, evaluate critically the theory of modernization with particular emphasis on the contributions of McClelland and Rostow.   20 marks

Answer
Modernization is the process whereby societies move from less developed ones to those that characterize the developed ones. For modernization theories, modernity and tradition are polar opposites.   4 marks

The n-Achievement theory was presented by McClelland in his book "The Achieving Society" (1961). According to him, a nation with a generally high level of n-Achievement will produce more energetic entrepreneurs who will in turn produce rapid economic development. He asserts that it is the values we share that will ultimately determine the rate of economic and social development. It is men and their deepest concerns that shape history. Underdevelopment is caused by society's lack of proper amount of "achievement motivations". Simply put, Africa's cultural practices inhibit development.
          8 marks

To Rostow, it is possible to identify all societies in their economic dimension, as lying within five categories namely: Traditional societies; The Pre-Conditions for take-off; The take-off; The drive to maturity and The Age of high Mass consumption. These were derived from analyzing Britain's industrial revolution. The cause of the stage theory is that development has to proceed in a particular sequence of clearly defined steps as industrialization will occur after agriculture has been modernized.

    8 marks

4. Dependency as espoused by Andre Gunder Frank, is the situation that the history of colonial imperialism has left and that modern imperialism creates in underdeveloped countries. Discuss.
                                                20

marks

Answer
Dependency involves a situation where the economy of a country is conditioned by the development and expansion of another economy to which the former is subject. Globally, the dependent countries are situated in backwardness and are exploited by dominant countries.
                                           5 marks

Domination is based on superiority in technology, commercial activities, capital resource including social and political structures. Dominant countries therefore impose conditions of exploitation and extract part of the domestically produced surplus.
    5 marks

Dependency situation began when Europeans raided the African Coasts for captives whom they enslaved to work in plantations abroad. In the period of colonial imperialism, Africans became oriented to the export of primary products, principally agriculture and they also became markets for imported manufactured goods from the metropolitan countries.   *5 marks*

The present underdevelopment of some parts of Asia, Latin America and Africa is the result of centuries of long participation in the process of world capitalist development. Their past economic and social history of oppression and subjugation gave rise to their present underdevelopment.
        5 marks

5. Using relevant examples from Nigeria, analyze the assertion by Karl Marx, that industrial capitalism promotes class conflict and alienation.   **20 marks**

Answer

Living in the 19th century, Karl Marx (1818-1883), observed the early stage of industrial capitalism in Europe. This was an economic system that transformed a small part of the population into capitalists. Drawing on the philosophical doctrine of materialism, which asserts that how humans produce material goods shape the rest of society, he viewed the economic system as the infrastructure and other social institutions as the superstructure. According to him, while societies could change due technological advancement, conflict between economic classes is the major engine of change.   6 marks

Marx opined that Industrial Capitalism promotes class conflict and alienation. Thus, workers see themselves as merely a source of labour, bought by capitalists and discarded when no longer needed. Marx cited four ways in which capitalism alienates workers: Alienation in the work place; Alienation from the products of work; Alienation from other workers and Alienation from human potential.   8 marks

To Marx, the only way out of the trap of capitalism was to deliberately refashion society. He envisioned a more humane and egalitarian productive system that would enhance rather than undermine social ties. This he called a system of socialism through a revolutionary process involving the overthrow of industrial capitalism. According to him, this will eventually culminate into a communist system with the total elimination of the bourgeoisies and full enthronement of the proletariats.   6 marks

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TITLE OF EXAMINATION: BSc EXAMINATION
COLLEGE: BUSINESS AND SOCIAL SCIENCES
DEPARTMENT: SOCIOLOGY
SESSION: 2015/2016   SEMESTER: OMEGA
COURSE CODE: SOC 424   CREDIT UNIT: 2
COURSE TITLE: REGIONAL ETHNOGRAPGHY OF SUB-SAHARAN AFRICA

INSTRUCTION: CREDIT WILL BE GIVEN FOR CLARITY OF EXPRESSION AND
ORDERLY PRESENTATION OF MATERIAL. ANSWER QUESTION ONE AND ANY
OTHER TWO.   TIME: 2HOURS

1. The socioeconomic and demographic information on sub-Saharan Africa needs urgent
   reversal? Discuss.   -30marks

2. Discuss the historical development of race and racism. What are the implications and
   applications of these concepts in contemporary times?   -20Marks

3. Discuss the historical development of race and racism. What are the implications and
   applications of these concepts in contemporary times?

4. Discuss the ethnography of one of the regions of sub-Saharan Africa   -20marks

5. Do you agree with the notion that man was not created but emerged through the process of
   evolution?   -20Marks.

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COLLEGE: BUSINESS AND SOCIAL SCIENCES
DEPARTMENT: SOCIOLOGY
SESSION: 2015/2016   SEMESTER: OMEGA
COURSE CODE: SOC 424   CREDIT UNIT: 2
COURSE TITLE: REGIONAL ETHNOGRAPGHY OF SUB-SAHARAN AFRICA

INSTRUCTION: CREDIT WILL BE GIVEN FOR CLARITY OF EXPRESSION AND
ORDERLY PRESENTATION OF MATERIAL. ANSWER QUESTION ONE AND ANY
OTHER TWO.   TIME: 2HOURS

MARKING GUIDE

1. The socioeconomic and demographic information on sub-Saharan Africa needs urgent reversal? Discuss. -30marks

   - Opening statements and introductory remarks coupled with lucidity of expression - 5marks
   - What is sub-Saharan Africa? It is Africa below the Sahara Desert-5marks
   - The socio-economic and demographic information on SSA:
     i. Economy. Export of raw materials and agricultural products. weak economies. No manufacturing; the country imports most things.
     ii. Energy and Power. Available to only about 50% of the populace. Most rural areas have no light.
     iii. Media. Mainly dependent on radio. Cell phones have been introduced but not everybody has them; only a few countries have them;
     iv. Infrastructure. Infrastructural facilities are poor roads, hospitals, electricity, etc. Thos affects the GDP which is also low.
     v. Agriculture is still traditional. Not mechanised. No storage facilities; purely subsistence agriculture. The situation is further aggravated by low technology, no marketing outlets and low infrastructure.
     vi. Helathcare. Generally poor and deficient.
     vii. Oil and Mineral. Rich in oil and minerals such as gold, diamond, uranium, chromium, manganese, crude oil, others.
     viii. Education. Majority are not educated.

ix.   Low level of primary school enrolment. It also suffers from brain drain.- 20 marks

2. Discuss the historical development of race and racism. What are the implications and applications of these concepts in contemporary times?
    i.   Introductory and opening remarks with clear expression -5marks
    ii.   Definition of race and racism. Students are to provide traditional understanding of race abnd conrtemporary cponnotation. -5 marks
    iii.   Racism entails the beliefs and attitude which see one race as superior and the other races as inferior. What are the results of racism?

        - Led to holocaust
        - Led to apartheid
        - European conquest of the rest of the world –colonialism
        - Driving force behind slave trade -10 marks

3. Discuss the ethnography of one of the regions of sub-Saharan Africa -20marks

    i.   Definition of ethnography -5marks
    ii.   This question should be discussed under the following leading:
  (1) Physical location (2) Language and culture (3) Religion (4) Agriculture (5) Manufacturing (6) Occupation (7) Education (8) Infrastructure (9)Others   -15marks

4. Do you agree with the notion that man was not created but emerged through the process of evolution? -20Marks.
    i.   Introductory remark and good opening sentence   -5marks
    ii.   Argument for and against creation   -5 Marks
    iii.   Argument for and against evolution   -5Marks
    iv.   Intelligent conclusion and harmonising the points.   -5marks

5. Briefly explain the following concepts:
    -   Ethnography. The detailed, descriptive study and writing about a particular culture   5marks
    -   Anthropology. The holistic or total study of man. Based on fieldwork. Also, uses the comparative method.   -5Marks
    -   Archaeology. The study of extinct cultures through their material remains. It could be clothing, mines, pottery, etc. Good explanation will attract marks.   -5marks.
    -   Xenophobia. Deep hatred for strangers or people of other cultures show examples of xenophobia   -5marks.

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P.M.B 1023, OTA, OGUN STATE, NIGERIA.

TITLE OF EXAMINATION: B.Sc Sociology EXAMINATION

COLLEGE: College of Business and Social Sciences

SCHOOL: Social Sciences

DEPARTMENT: Sociology

SESSION: 2014/2015 **SEMESTER:** Omega

COURSE CODE: SOC 425 **CREDIT UNIT:** 2

COURSE TITLE: Urbanization and Labour Migration

INSTRUCTION: Answer Question 1 and any two others **TIME:** 2 HOURS

Using any two theories of urban ecological processes, explain the concept of "urbanism as a way of life".

Critically evaluate the statement that urban development in Nigeria does not result from industrialization, modernization and technological development.

Critically evaluate the models of urban growth theories and their applicability in structuring urban planning processes in Nigeria.

What implications do the factors that motivate migration have on the state of urbanization in most developing countries?

Discuss the core factors that constitute urban ecological processes and the attendant challenges they create for urban development and the people living in cities.

MARKING GUIDE FOR SOC 425 (URBANIZATION AND LABOUR MIGRATION)
ANSWER 1
Introduction   2mks.
Discussion of two out of the three theories of urban ecological processes which includes urban-anomie theory, compositional and sub-cultural theories and their key features   16mks.
Critique of each theory and their applicability to people living in the city   10mks.
Conclusion   2mks.
ANSWER 2
Introduction   2mks.
Discussion of the origin of cities, factors that influence the development of urban cities and centres, including examining whether urban growth in Nigeria followed the pattern of growth of cities in other parts of the world   12mks.
Discussion of those factors that undermine urban growth in Nigeria 4mks
Conclusion 2mks.
ANSWER 3
Introduction 2mks
Discussion of the key components of the four models of urban ecological growth which include the concentric-zone model, wedged-shaped model, multiple-nuclei and peripheral model 12mks
How do they help to model urban planning in Nigeria   4mks.
Conclusion 2mks
ANSWER 4
Introduction   2mks
Discussion of the pull and push factors that influence migration and how the inability of government to provide infrastructure in the rural areas including the enabling environment for industries to thrive there has compounded the drive for rural-urban migration which has thrown up varied issues ranging from social vices, congestion and environment challenges, amongst other issues   12mks.
Proffering solutions in addressing the challenges of migration on urbanization   4mks.
Conclusion   2mks.
ANSWER 5
Introduction 2mks
Discussion of the factors of dominance, competition, invasion and succession which influences land use, planning and their attendant consequences in shaping the outlook of cities 12mks.
Discussion of these challenges and their effects on patterns of urban development
4mks
Conclusion 2mks

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TITLE OF EXAMINATION: B.Sc EXAMINATION
COLLEGE: College of Business and Social Sciences
SCHOOL: Social Sciences
DEPARTMENT: Sociology
SESSION: 2015/2016 **SEMESTER:** OMEGA
COURSE CODE:SOC 426 **CREDIT UNIT:** 2
COURSE TITLE: Child Development
INSTRUCTION: Answer Question 1 and any other 2 Questions. **TIME**: 2Hours

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Discuss:

History of Child development as a course of study 12 Marks

Developmental processes in child   8 Marks

Period of child development   10 Marks

a. How can gender, gender role, and gender typing be defined?   6 marks

b. What are some important social influences on gender development?   14 marks
20marks

Give detailed explanation of the "The Child's Immediate Environment" as described by Bronfenbrenner's Model of Developmental Contexts.   **20 Marks**

a. What is social and emotional development in childhood?   10marks

b. Discuss the development of 'initiative versus guit" in childhood. 10 marks   **20 marks**

Discuss how Social and Economic context relates to child development.   **20 marks**

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TITLE OF EXAMINATION: B.Sc EXAMINATION
COLLEGE: College of Business and Social Sciences
SCHOOL: Social Sciences
DEPARTMENT: Sociology
SESSION: 2015/2016 **SEMESTER:** OMEGA
COURSE CODE: Soc 426 **CREDIT UNIT:** 2
COURSE TITLE: Child Development

Child Development (Soc 426) 2015/2016 Session Marking Guide

Question 1-

Most individuals who suffer through childhood pains never go on to commit grisly crimes.

This course is about **development**, the pattern of movement or change that begins at conception and continues through the human life span.

During childhood and adolescence, development consists of age-related changes that are orderly, cumulative, and directional.

The idea of **development** is used extensively to give order and meaning to changes over time in children's physical, cognitive, psychosocial, and moral development.

Until the 17th century, there was no special emphasis on childhood as a separate phase of the life cycle. Today almost daily, the media describe new policies or research in child development.

Throughout history, philosophers have speculated at lent about the nature of children and how they should be reared. Three influential philosophical views portray children in terms of original sin, tabula rasa, and innate goodness:

Before 1750, the chances of a child living to be 5 years old were 3 to 1 against the child. In London, there was not a 50-50 chance of survival beyond the age of 5 until the end of the

eighteenth century. Disease, infection, lack of cleanliness, and abandonment all contributed to the problem.

The 17th century marked a great change in attitudes toward children and their morals. This is reported to probably be linked with the influence of the church during reformation.

The clergy and humanitarians of that time begun to encourage the separation of children from adults and even adolescents. Gradually, these thinkers influenced parents, and a whole new family attitude emerged, oriented around the child and his or her education.

The child became a "special" person. He ceased to dress like grownups. Paintings from the 17th century on, depict children in outfits reserved for their age group.

Moral education became one of the principal objects of school life. **12 Marks**

Developmental Processes in Child

The patterns of development are complex because they are the product of several processes-biological, cognitive, and socioemotional.

Biological processes produce changes in an individual's body. Genes inherited from parents, the development of the brain, height and weight gains, motor skills, and the hormonal changes of puberty all reflected the role of biological processes in development.

Cognitive processes refer to in an individual's thought, intelligence, and language. The tasks of putting together a tow-word sentence, memorizing a poem, solving a math problem, and imagining what it would be like to be a movie star all involve cognitive processes.

Socioemotional processes involve changes in an individual's relationships with other people, changes in emotions, and changes in personality.

Biological, cognitive and socioemotional processes are intricately intertwined. For example, consider a baby smiling in response to its mother's touch. This response depends on biological processes (the physical nature of the torch and responsiveness to it), cognitive processes (the ability to understand intentional acts), and socioemotional processes (the act of smiling often reflects a positive emotional feeling and smiling helps to connect infants in positive ways with other human beings). **8 Marks**

Period of Development

For the purpose of organization and understanding, development is commonly described in terms of periods. The most widely classification of development periods involves the following sequence:

The **prenatal period** is the time from conception to birth, roughly a nine-month periods.

Infancy is 18 to 24 months. Infancy is a time of extreme dependence on adults.

Early childhood is end of infancy to about 5 to6 years of age; sometimes this period is called the preschool years. During this time, young children learn to become more self-sufficient and to care for themselves, they develop school readiness skills and they spend many hours in playing with peers.

Middle and late childhood is the developmental period that extends from about 6 to11 years of age; sometimes this period is referred to as the elementary school year. Children master the fundamental skills of reading, writing, and arithmetic, and they are formally exposed to the larger world and culture.

Adolescence 10 to12 years of age and ending at 18 to 22 years of age. Adolescence begin with rapid physical changes- dramatic gains in height and weight; changes in body contour; and the development of sexual characteristics such as enlargement of breasts, development of pubic and facial hair, and deepening of the voice. **10 Marks Total 30 Marks**

Question 2 (a) Gender, Gender Role, and Gender Typing

Gender refers to the social and psychological dimensions of being female or male.
G**ender role** is a set of expectations that prescribe how females and males should act, think, and feel.
Gender typing is the process by which children acquire the thoughts, feelings, and behaviors that are considered appropriate for their gender in a particular culture. **6 marks**

(b) Social Influences on Gender Development

Social influences many social scientists have argued that psychological gender differences are due to social experiences such as parental, peer, school, and media influences.

Parental- once the label girl or boy is assigned by obstetrician, virtually everyone, from parents to siblings to strangers, begins treating the infant differently.
Both mothers and fathers are psychologically important in children's gender development.
Fathers seem to play an especially important part in gender-role development-they are more likely to act differently toward sons and daughters than mothers are, and thus contribute more to distinctions between the genders.

Peer- parents provide the earliest discrimination of gender roles in development, but before long, peers join the societal process of responding to and modeling masculine and feminine behavior. This evidence involves the:

Gender composition of children groups
Group size.

School and teacher- there are concerns that schools and teachers have biases against both boys and girls. Here are some factors to consider:
Compliance, following rules and being neat and orderly are valued and reinforced in many classrooms. These are behaviors that are typically associated with girls rather than boys.
A large majority of teachers are females, especially in the elementary school. This may make it more difficult for boys than girls to identify with their teachers and model their teachers' behavior.
Boys are more likely than girls to be criticized.
Schools personnel tend to stereotype boy's behavior as problematic.

Media- The messages carried by the media about what is appropriate or inappropriate for males and for females are important influence on gender development as well. **14 marks**

Question 3- Give detailed explanation of the "The Child's Immediate Environment" as described by Bronfenbrenner's Model of Developmental Contexts

The Child's Immediate Environment

Ultimately, all the contextual factors that operate through the child's immediate environment- the people, places, and things with which the child has direct contact.

The family context

The family is a dominant part of a child's immediate environment. Family members provide children with their first opportunities to form social relationships. The emotional quality of these relationships can have far-reaching effects, influencing a child's curiosity, problem-solving attitude, and interactions with peer.

Fathers' influence on children can be either direct or indirect. Studies of *direct* effects revealed that children are involved with their fathers and emotionally attached to then even in infancy. Father also have important *indirect* influences through their impact on the behaviour of mothers or siblings.

Siblings also have both direct and indirect effects on children's development. Older siblings' direct effects on younger children come through their roles as companions, teachers, and models. **10 Marks**

Immediate Context Outside the Family

As children grow older, they increasingly find themselves in settings outside the family. Four of these have major roles in development:

Day care setting- as the proportion of single parents has risen and more mothers have sought work outside the home, the use of day care has increased. Substantial evidence indicates that good-quality day care can be beneficial for children over a year old, promoting both cognitive and social development.

Peer group- the peer group offers an important setting for children's development that complements and expands on that provided by the family. By adolescence, peers exert a heavy influence on dress, tastes, and activities. One thing the peer group teaches is how to interact in equal-status, or symmetrical, relationships.

The Neighbourhood- A child's neighbourhood can play an important role in his or her physical, mental, and emotional development. Studies show that over and above individual and family-level influences, a person's neighbourhood income level in childhood can profoundly affect his or her health, performance in school, and achievement in later life. How can neighbourhoods affect child development?

The school- Schooling has direct effects on children's educational achievement, their acquisition of literacy, numeracy and scientific knowledge. The learning of specific knowledge and skills is a direct effect of classroom teaching. However, social cognitions and feelings are also influenced by school and these may be just as powerful in predicting later outcome as intelligence or school curriculum. **10 Marks** Total **20 Marks**

Question 4-   What is social and emotional development in childhood?
b. Discuss the development of 'initiative versus guit" in childhood

The emotional aspect of development relates to a child understanding and controlling their internal emotions while balancing external social elements of interacting with other people and family.

The development of the social and emotional health of a child is essential to his appropriate behaviour, understanding of life and transition to adulthood. Social emotional development helps shape a child into what he will become later in life by teaching proper reactions to emotional matters. Social skills are all about a child's ability to cooperate and play with others, paying attention to adults and teachers, and making reasonable transitions from activity to activity. Emotional development is the process of learning how to understand and control emotions.

Healthy social and emotional development allows children to:

Develop relationships

Master the ability to initiate, discover, play and learn

Develop persistence and attention

Self-regulate their behaviour **10 Marks**

initiative versus guilt- is the psychological stage that characterizes early childhood. In this stage young children enthusiastically begin new activities but feel guilty when their effort results in failure or criticism.

During early childhood, children use their perception, motor, cognitive, and language skills to make things happen. On their own *initiative,* children at this stage exuberantly move out into a wider social world.
The great governor of initiative is conscience. Children now not only feel afraid of being found out, but they also begin to hear the inner voice of self guidance, and self –punishments.

Their initiative and enthusiasm may bring them not only rewards but also punishments. Widespread disappointment at this stage leads to an unleashing of guilt that lower the child's self-esteem.
Whether children leave this stage with a sense of initiative that outweighs their sense of guilt depends in large part on how parents respond to their children's self-initiated activities. **10 Marks**
Total 20 Marks

Question 5- Discuss how Social and Economic context relates to child development.

The Social and Economic Context

The social and economic context affects children **directly,** as when youngsters in low-income city neighourhoods feel the effects of unsafe housing, poor health care, high crime rates, and overcrowding. At the same time, the social and economic context affects children **indirectly** by influencing their parents' behaviour. If parents are stressed by the hardships of poverty of job loss, for example, the quality of their caregiving may diminish.

Another change in families that has had a significant effect on child development is an increase in single-parent families, due to divorce and births to unmarried mothers. **10 Marks**

The Cultural Context

Culture: A system of beliefs, attitudes, values, and guidelines for behaviour shared by a group of people. These elements of culture help to shape the behaviour of the people who share them.

As a result, different cultures tend to produce different patterns of personality characteristics, cognitive skills, and social relationships.

The cultural context is represented by the third ring. Family, peer groups, schools, and communities always exist within a culture and are greatly influenced by it. These influences, in turn, affect the developing child. **10 Marks Total 20Marks**

COVENANT UNIVERSITY
CANAANLAND, KM 10, IDIROKO ROAD
P.M.B 1023, OTA, OGUN STATE, NIGERIA.

TITLE OF EXAMINATION: B.Sc. Sociology
COLLEGE: CBSS
DEPARTMENT: SOCIOLOGY
SESSION: 2015/2016   **SEMESTER:** OMEGA
COURSE CODE: SOC 427   **CREDIT UNIT:** 2
COURSE TITLE: SOCIAL STRATIFICATION AND SOCIAL MOBILITY
TIME: 2 HOURS
INSTRUCTION: ANSWER QUESTION ONE (1) AND NAY OTHER TWO. CREDIT WILL BE GIVEN FOR CLARITY OF EXPRESSION AND ORDERLY PRESENTAION OF MATERIAL.

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1) (a) Elaborate on the concept of '' Human Personality.   (10marks)
   (b) Are there benefits of studying human personality development? Justify your
   answer with relevant examples.   (10marks)
   (c) Identify and discuss at least 5 components of human personality.   (10marks)

2) Provide a detailed account of the structure of human personality as presented by
   Sigmund Freud (1856-1939).   (20marks)

3) Critically examine four (4) factors influencing personality development

                                                                           (20marks)

4) Explain the following concepts as they relate to your understanding of human personality.
        i.   'the looking glass self'   (8marks)
        ii.   'theory of symbolic interaction'   (7marks)
        iii.   'socialisation'   (7marks)

5) (a) Critically examine any theory of motivation of your choice   (14marks)
   (b) Apply the basic tenets of your choice theory of motivation to the Nigerian context
                                                                           (6marks)

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COLLEGE: CBSS   **DEPARTMENT:** SOCIOLOGY
SESSION: 2015/2016   **SEMESTER:** OMEGA
COURSE CODE: SOC 427   **CREDIT UNIT:** 2
COURSE TITLE: PERSONALITY AND MOTIVATION
COURSE COORDINATOR: DR. T. O. GEORGE

MARKING GUIDE

6) (a) Elaborate on the concept of Human Personality
   - Meaning/Definition of personality from different viewpoints   (5marks)
   - Features of human personality   (5marks)

   (b) Are there benefits of studying human personality development? Justify your answer with relevant examples

   - Ability to discuss at least 5 relevance of studying human personality, 2marks each
          (10marks)

   (c) Identify and discuss at least 5 components of human personality development.

   - Ability to list and explain any 5 component of personality namely (the whole, individual, physique, skills, habit, emotions, intelligence, achievement 2marks each)
          (10marks)

7) Provide a detail account of the structure of human personality as presented by Sigmund Freud (1836-1939)
   - Ability to explain Sigmund Freud's conception of personality   (1.5marks)
   - Ability to list the 3 structure of personality by Freud   (1.5marks)
   - Explanation of identity with relevant examples   (5marks)
   - Explanation of Ego with relevant examples   (5marks)
   - Explanation of Super-ego as divided into ego ideal and conscience with relevant examples   (7marks)

8) Critically examine four (4) factors influencing personality development
   - Ability of the student to list and explain any 4 of the following factors influencing personality development with relevant examples i.e hereditary, environment, culture, unique experience, group experience, parenting style etc attracts 5marks each.

9) Explain the following concepts as they relate to your understanding of human personality.
   (a) "the looking glass self" –propounded by Charles H. Cooley   (2marks)
      - 3 assumptions of the looking glass self by Cooley   (3marks)
      - Explanation of the looking glass self in the context of personality development
                                                                          (3marks)
   (b) "theory of symbolic interactionism" propounded by George Herbert Mead
                                                                          (2marks)
      - Ability to list at least 2 assumptions of the symbolic interactionist theory (2marks)
      - Application/criticism of the theory   (2marks)
   (c) Explanation of the concept of socialisation   (2marks)
      - examples/types of socialisation   (1mark)
      - explanation of how different agencies of socialisation namely school, peer group, mass media, religious institutions etc affect personality formation.   (4marks)

10) (a) Critically examine any theory of motivation of your choice.

        iv.   Ability of the student to explain any of Abraham Maslows theory of need, Fredrick Herzberg 2 factor theory and their explanation of motivation
                                                                          (14marks)
     (b) Application of the basic tenets of any of the theory of motivation chosen by the student to explain motivation of workers in Nigeria with relevant examples
     (6marks)