



Course Outline

UNIVERSITY STUDIES

**Sociology 102
SOCIAL PROBLEMS
FALL 2014**

**3 CREDITS
3 HOURS PER WEEK**

INSTRUCTOR: LAURA ROBERTS

INSTRUCTOR: Laura Roberts
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OFFICE NUMBER: S211A

OFFICE HOURS:

Monday	2:00 – 2:50 PM
Tuesday	1:00 – 2:50 PM
Wednesday	2:00 -- 2:50 PM
Thursday	2:00 – 2:50 PM

HOURS OF INSTRUCTION:

Tuesday	12:00 - 12:50 PM	Room S216
Friday	12:00 - 1:50PM	Room 205

PRE-REQUISITE(S):

SOCY 100

COURSE DESCRIPTION:

The objective of this course is to analyze the important social problems confronting the industrial societies in general and North American society in particular. Determinants of social problems and their sustaining factors will be analyzed from a theoretical perspective. While the emphasis is on sociological explanations, an interdisciplinary approach will be used wherever applicable. Social problems surrounding major social institutions such as family, economy, education and polity as well as social issues related to inequality, environment, technology and deviance will also be dealt with in sufficient detail. Some discussion of different global problems will be done that can only enhance the overall scope of this course.

COURSE OUTCOMES:

At the completion of the course, students will be able to:

1. Identify and explain the major social problems experienced in industrial societies in general and in particular to North American society.
2. Critically analyze important social problems through the main sociological theoretical perspectives.
3. Demonstrate the ability to write an academic sociological essay which includes scholarly academic research and properly adopts APA referencing.
4. Apply sociological research skills in the preparation of an in-class presentation related to topics of social inequality and contemporary social problems found in industrial societies.
5. Identify, evaluate and critically analyze solutions to selected social problems in contemporary society through in-class discussion, online discussion forums, and reflection papers.

TEACHING METHODOLOGY

This course will be largely taught by applying participatory learning tools and techniques, incorporating activities geared towards different learning styles and adhering to the main principles of Adult Education. Therefore, the class will incorporate a variety of learning activities, such as large and small discussion groups, reflection papers, review of documentary films, in-class examinations, and online quizzes. The variety of learning tools applied in this course will enrich student learning and also appeal to a wide variety of different learning styles.

You will be expected to critically engage yourself in the course materials, lectures, and discussions (both online and in-class). You might ask yourself, what does “critical engagement” mean? Well, this means that you will be actively processing what you are learning from week to week, by actively comparing the various perspectives and concepts you will be introduced to, by challenging what you think you know, and expanding on previous ideas.

In addition, to your “critical engagement” in the class, the following practices will make for a better classroom environment and go a long way towards building and deepening your understanding of the course materials:

- ✓ Read the assigned chapter(s) before class. When you do your readings, focus on understanding the key concepts, try to link examples to ideas, to understand differences and debates in approaches to sociology, to think about knowledge in context, and to ask probing questions about social life. Take notes. Read each chapter twice.
- ✓ Be present, listen, and think. *Turn off your cell phone* (or put it on ‘vibrate’ if necessary) and *turn off the wireless connection on your laptop*. Also be sure to *take notes* on main and supporting points during class.
- ✓ Make sure you attend all classes and contribute positively to the class environment. Engage with lecture material, ask questions, listen to what others have to say, respectfully add to discussion.
- ✓

TEXT(S)/MATERIALS REQUIRED:

Antony, W., & Samuelson, L. (2012). *Power and resistance, critical thinking about Canadian social issues*. Halifax, NS: Fernwood Publishing.

Additional required readings may be posted to Moodle throughout the semester

EVALUATION:

Assignment	Percentage	Due Date
Class Presentation	10%	throughout the course
Seminar Participation	15%	throughout the course
Term Paper	15%	Tuesday, November 4 th
Midterm I	15%	Friday, October 17 th
Midterm II	15%	Friday, Nov 21 st
Final Examination	30%	TBA

1) IN-CLASS PRESENTATION (10 %) - throughout the term

Each student will be expected to complete a 5 to 10 minute presentation on a specific topic in relation to the course outline. A detailed handout regarding presentation guidelines will be distributed in class and posted to Moodle.

2) *SEMINAR PARTICIPATION (15%) - throughout the term*

This includes occasional in-class quizzes, response papers, occasional online discussion forums and in-class activities. NOTE: Missed quizzes cannot be made up; however, your two lowest scores will be dropped in this category.

3) *TERM PAPER (15%) –Tuesday, November 4th*

A detailed handout regarding the term paper, with potential paper topics and options, will be distributed in class and posted to Moodle.

4) *IN-CLASS MID-TERM EXAMINATION I & II (15%) –Friday, October 17th*

The mid-term examination may consist of multiple choice questions, fill in the blank questions, true/false questions, short answer questions and short essay questions. The exam will be administered in class for the full period, and will cover materials from the chapters covered in the first half of the semester.

5) *IN-CLASS MID-TERM EXAMINATION I & II (15%) – Friday, Nov 21st*

The mid-term examination may consist of multiple choice questions, fill in the blank questions, true/false questions, short answer questions and short essay questions. The exam will be administered in class for the full period, and will cover materials from the chapters covered in the first half of the semester.

6) *FINAL EXAMINATION (30%) – Date TBA*

The final exam may consist of multiple choice questions, fill in the blank questions, true/false questions, short answer questions, and short essay questions. The exam will be administered in class for the full period, and will cover ALL course materials which emphasis on the later topics covered in class.

GRADING SYSTEM:

Letter Grade	Description	Grade Points
A+		4
A	Excellent	4
A-		3.7
B+		3.3
B	Good	3
B-		2.7
C+		2.3
C	Satisfactory	2
C-		1.7
D+		1.3
D	Minimal Pass	1
F	Failure	0

Students intending to transfer to other institutions require a ‘C-’ as a minimum grade.

Transfer information on each course is available at the [Alberta Council on Admission and Transfers](#).

Students who do not complete all the required work should not expect to pass the course.

Students should consult: <http://www.keyano.ca/Academics/Examinations>

MISSED CLASSES

Regular attendance is recorded for all classes and is essential for optimal performance in this course. In cases of potentially excusable absences due to illness or other legitimate reasons, notify your instructor by e-mail. If you miss a class, it is your responsibility to get notes from another student. The instructor will not provide notes.

LATE ASSIGNMENTS

Assignments will be docked 0.3 points for each day (including weekends) that they are late. In cases of potentially excusable late assignment submissions due to illness or personal situation, notify your instructor by e-mail.

MOODLE

Go to <http://ilearn.keyano.ca>

This course is supported through Moodle. Assignments, readings and handouts will be posted on Moodle.

IMPORTANT DATES:

September 16, 2014	Last day to DROP Courses with full refund (\$100 deposit is non-refundable)
October 10, 2014	Last day to WITHDRAW with a refund (50%)
November 26, 2014	Last day to WITHDRAW (Grade of W)
December 5, 2014	Last day of classes
December 8-12, 2014	Final Exams (<i>do not book holiday travel until you know your exam schedule!</i>)

COLLEGE POLICIES:

Equality, Equity and Respect

The Keyano College is committed to providing an environment of equality, equity and respect for all people within the College community. All members of this community are considered partners in developing teaching and learning contexts that are welcoming to all. Faculty, staff, and students are encouraged to use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and valued in relation to their gender, ethnic and cultural background, and sexual orientation.

Students should consult:

<http://www.keyano.ca/StudentLife/StudentConduct/IndividualRightsPolicy>

Plagiarism and Cheating

Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

- No learner can obtain information from another student during an exam.
- No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
- No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.
- No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.

Student Rights & Responsibilities

Students should consult the Keyano College Credit Calendar or online at:

<http://www.keyano.ca/Academics/CreditCalendar>

Counselling and Disability Services

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career, and academic counselling.

Disability Services provides educational services to students with disabilities.

Both Counselling and Disability Services are located in CC167.

TOPICS TO BE COVERED:

Please Note: This course outline may be modified to facilitate unforeseen time constraints. Date and time allotted to each topic is subject to change. Also please note that additional required readings will be posted to Moodle throughout the term.

Week 1 & 2 Introduction to Social Problems & Social Theory

- Social Problems and Social Power *by Wayne Antony & Les Samuelson*
- The State and Social Issues: Theoretical Considerations *by Murray Knuttila*

Week 3 Poverty in the Canadian Context

- Persistent Poverty in Canada *by Jim Silver*

Week 4 Problems in Globalized Economy and Politics

- Global Slump: Power, Resistance and the Capitalist Crisis *by David McNally*

Week 5 & 6 Racism and Ethnic Inequality

- “We Were Not the Savages”: Indian Residential Schools *by Daniel Paul*
- Keeping Canada White: Immigration Enforcement in Canada *by Wendy Chan*
- Making Temporary Permanent: The Silent Transformation of the Temporary Foreign Worker Program *by Jason Foster*

Week 7 & 8 Gender Inequality

- Invisibilizing Violence against Women *by Ruth Mann*
- Fat Phobia and the Politics of Sexuality *by Marianne Parsons*
- Resisting Conformity: Women Talk about Tattoos *by Jessica Antony*

Week 9 Inequality based on Sexual Orientation

- “Homophobia High”: Sexual and Gender Minorities in Canadian Schools *by Tracey Peter & Catherine Taylor*

Week 10 & 11 Privatization of Health and Education as Social Problems

- Privatization Is Not the Cure: Health Care “Reform” in Canada *by Pat Armstrong*
- Private Interests at Public Expense: Transforming Higher Education in Canada *by Claire Polster*

Week 12 Population, Urbanization and Environmental Crisis

- Ecology, Climate Change and the Politics of Sustainability: The Case of the Alberta Tar Sands *by Debra Davidson & Mike Gismondi*

Week 13 & 14 Global Social Problems & Social Movements

- It Begins with Food: Social Change and the Politics of Food *by Sally Miller*
- Social Media and Social Justice Activism *by Leslie Regan Shade & Normand Landry*