



Course Outline

UNIVERSITY STUDIES

**Sociology 102
Social Problems
Winter, 2014**

**3 CREDITS
3 HOURS PER WEEK**

INSTRUCTOR: Laura Roberts

Socy102–Social Problems Course Outline

INSTRUCTOR: Laura Roberts
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OFFICE NUMBER: S211A

OFFICE HOURS:

Monday 3:00-3:50 PM
Tuesday 2:00 - 3:50 PM
Wednesday 3:00 – 3:50 PM
Thursday 3:00 – 3:50 PM

HOURS OF INSTRUCTION:

Monday 4:00 PM - 4:50 PM S216
Tuesday 1:00 PM - 1:50 PM S218
Thursday 4:00 PM - 4:50 PM S214

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.

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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	20%	throughout the course
Term Paper	15%	March 6th, 2014
Midterm	25%	February 20th, 2014
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 presentation topic list will be distributed during the first week of class whereby students will select their topics and presentation dates. A detailed handout regarding presentation guidelines will be distributed in class and posted to Moodle.

2) *SEMINAR PARTICIPATION (20%) - 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. Participation in the Arts and Humanities Conference in March may be considered equivalent to one short reflection paper.

3) *TERM PAPER (15%) – Thursday, March 6th*

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 (25%) – Thursday, February 20th*

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) *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.

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.

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.

IMPORTANT DATES:

January 10, 2014	Last day to Add for Academic Programs
January 17, 2014	Last Day to Drop Academic Programs
February 17, 2014	College Closed (Family Day)
February 24-1, 2014	Reading Week
March 7, 2014	Last Day to withdraw without Academic penalty
April 18, 2014	College Closed (Good Friday)
April 21, 2014	College Closed (Easter Monday)
April 17, 2014	Last day of classes
April 22-30, 2014	Final Exams

MOODLE

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

This course is supported through Moodle. Assignments, readings, and powerpoint presentations will be posted on Moodle. Students will be expected to frequently check the course Moodle platform for updates, extra readings and assignments. The instructor will use Moodle as the main form of communication with the students in this course; therefore it is the student's responsibility to check Moodle on a regular basis.

Access to Moodle

Go to <http://ilearn.keyano.ca>. Login information will be provided by your instructor. For further instructions please see the Moodle handout. Go to Log In. Type in your student ID number with the dashes in the user name box (000-00-0000). Repeat the same ID number in the password box. For further instructions please see the Moodle handout. A course syllabus will be posted in the Moodle. Please check your Moodle frequently. Also, check the S-Drive for detailed course outlines.

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>

Specialized Supports and Duty to Accommodate

Disability Support Services: Learner Assistance Program

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counsellor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

Specialized Supports and Duty to Accommodate

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation, and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

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 & 5 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 6 & 7 Sexuality & 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*

<p>NOTE: Week 8 - Reading Week February 24 – March 1, 2014</p>

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 Problems in Globalized economy and politics

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

Week 13 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 14 & 15 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*