

COURSE SYLLABUS



COURSE TITLE: Soci 162-1
CLASS SECTION: 002
TERM: Fall 2024
COURSE CREDITS: 3
DELIVERY METHOD(S): In person

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.
Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

NAME: Seb Bonet
EMAIL: BonetS@camosun.ca
OFFICE: Paul 237
HOURS: Thursday 11.00-12.30

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Poverty, racism, sexism, homophobia, crime, and sustainability are some of the social problems affecting Canada. Students will analyze the way such social problems are constructed and addressed within contemporary Canadian society. Within this context, students will learn to employ a sociological lens to understand the realities and contexts of inequity and inequality both in Canada and the world at large.

PREREQUISITE(S): One of: C+ in English 12 C+ in English Studies 12 C+ in English First Peoples 12 C+ in Literary Studies 12 C in ENGL 091 and ENGL 093 C in ENGL 092 and ENGL 094 C in ENGL 092 and ENGL 095 C in ENGL 092 and ENGL 096 C in ENGL 103 and ENGL 104 C in ENGL 090 C in ENGL 142 C in ELD 092 and ELD 094 C in ELD 097 C in ELD 103 and ELD 104 - Must be completed prior to taking this course.

CO-REQUISITE(S): N/A

EQUIVALENCIES: N/A

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

Describe significant theoretical perspectives on the study of social problems.

Describe the contexts of a selection of social problems and their effects on society.

Explain the social, cultural, political, and economic relationships among a selection of social problems.

Apply a sociological lens to the study of social problems to help interpret issues and events in the broader framework of societal structure.

Critically evaluate attempts to address social problems in contemporary society.

Clearly communicate information about, and perspectives on, social problems in a discipline-appropriate manner.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

All course material can be accessed through the D2L page for this course.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Course Schedule

PART ONE: Empire as Social Problem

Tues, Sept 3: What are Social Problems?

- Introductions and course outline.

Thurs, Sept 5:

- Graeber, David and David Wengrow. 2021. *The Dawn of Everything: A New History of Humanity*. Ch.2 – Wicked Liberty (excerpts). See D2L for PDF.

Tues, Sept 10:

- Locke, John. 1689. “Of Property”. https://www.gutenberg.org/files/7370/7370-h/7370-h.htm#CHAPTER_V
- Kimmerer, Robin Wall. 2013. “The Council of Pecans”. See D2L for PDF.

Thurs, Sept 12:

- Marx, Karl. 1867. *Capital – Volume One*, Part II, Chapter 6 “On the Buying and Selling of Labour-Power”. (<https://www.marxists.org/archive/marx/works/download/pdf/Capital-Volume-I.pdf>)
- O’Brien, M.E. 2019. “To Abolish The Family” in *Endnotes*. p.361-81. <https://endnotes.org.uk/articles/to-abolish-the-family.pdf>.

Tues, Sept 17:

- Coulthard, Glen. 2013. “For Our Nations To Live, Capitalism Must Die”. <https://unsettlingamerica.wordpress.com/2013/11/05/for-our-nations-to-live-capitalism-must-die/>.
- Du Bois, W.E.B. 2015 [1903]. *The Souls of Black Folk*, “The Forethought” and Ch.1 “Of Our Spiritual Strivings” p.1-11. <https://www.gutenberg.org/files/408/408-h/408-h.htm>.
- O’Brien, M.E. 2019. “To Abolish The Family” in *Endnotes*. p.387-389. <https://endnotes.org.uk/articles/to-abolish-the-family.pdf>.

Thurs, Sept 19:

- Armstrong, Jeannette. 1996. “Sharing One Skin”. <https://greenresistance.files.wordpress.com/2008/10/armstrong-1996-sharing-one-skin.pdf>.
- Marx, Karl. 1844. *Economic and Philosophic Manuscripts of 1844*. “Estranged Labour”. <https://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm>.

PART TWO: Explaining Social Problems

Tues, Sept 24:

- Marx, Karl. *Theses on Feuerbach*. 2 pages. <https://www.marxists.org/archive/marx/works/1845/theses/theses.htm>.
Chomsky, Noam. 2013. "Noam Chomsky in Conversation with Jonathan Freedland" excerpts: <https://www.youtube.com/watch?v=h2OhID5pFfg> (7 mins) and <https://www.youtube.com/watch?v=GbdmEf05EFk> (12 mins).
- CASE STUDY: Bartley, Kim and Donnacha O Briain. 2003. *The Revolution Will Not Be Televised*. 75 minutes. <https://www.youtube.com/watch?v=iH5nzZU0qCc>.

Thurs, Sept 26:

- Hunt-Hendrix, Leah and Astra Taylor. 2024. "Us and Them" in *Solidarity: The Past, Present and Future of a World-Changing Idea*. p.33-61. See D2L for PDF.
- Marx, Karl. *The Communist Manifesto*. Section One: "Bourgeois and Proletarians" 10 pages. <https://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch01.htm#007>.

Tues, Oct 1:

- Foucault, Michel. 1990 [1976]. *The History of Sexuality – Volume One*. Excerpt: p. 1-11. <https://suplaney.wordpress.com/wp-content/uploads/2010/09/foucault-the-history-of-sexuality-volume-1.pdf>.
- Foucault, Michel. 1995 [1975]. *Discipline and Punish*. Excerpts: 200-205; 220-221. https://monoskop.org/images/4/43/Foucault_Michel_Discipline_and_Punish_The_Birth_of_the_Prison_1977_1995.pdf

PART THREE: Analysing Social Problems

Thurs, Oct 3: Neoliberalism or Neo-imperialism?

- Empire Diagram

(First Paper Due: Sunday, Oct 6th at midnight; upload to D2L)

Tues, Oct 8: Green New Deal or Climate Imperialism?

- Aji, Max. 2020. "Either You Are Fighting To Eliminate Exploitation or Not: a Leftist Critique of the Green New Deal" in *Canadian Dimension*.
<https://canadiandimension.com/articles/view/either-you-are-fighting-to-eliminate-exploitation-or-not-a-leftist-critique-of-the-green-new-deal>.
- The Cochabamba Declaration. 2010.
https://www.climateemergencyinstitute.com/uploads/Peoples_climate_agreement.pdf

Thurs, Oct 10: Green New Deal or Climate Imperialism?

- Guest Speaker: Emily Lowan
- Readings TBD

Tues, Oct 15: Missing Middle or Gentrification?

- Tranjan, Ricardo. 2022. "But What About the Landlords?" p.39-60. See D2L for PDF.
- Submedia. *This is Parkdale*. "<https://sub.media/this-is-parkdale-2/>" 37 minutes.

Thurs, Oct 17: War on Poverty or the Poor?

- Pandora Green Case Study

Tues, Oct 22: War on Poverty or the Poor?

- Guest Speaker: Nic Olsen, Stop the Sweeps
- Readings TBD

Thurs, Oct 24: Drug Poisoning Crisis or War on People Who Use Drugs?

- Crackdown Podcast. "Blame".
<https://www.crackdownpod.com/episodes/i7yatq1bg15ybqei6c5onnxpig6fc6>. 48 mins.
- Crackdown Podcast. "Recriminalization".
<https://www.crackdownpod.com/episodes/episode-45-recrim>. 49 mins.

Tues, Oct 29: Drug Poisoning Crisis or War on People Who Use Drugs?

- Guest Speaker: Corey Ranger
- Readings TBD

Thurs, Oct 31: Drug Poisoning Crisis or War on People Who Use Drugs?

- Naloxone Training Workshop

Tues, Nov 5: Reconciliation or Recolonization?

- Feltes, Emma and Coulthard, Glen. 2021. "Introduction: The Constitution Express Revisited" in *BC Studies*.
<https://ojs.library.ubc.ca/index.php/bcstudies/article/view/196799/191646>.
- Bulbulian, Maurice. 1987. "Dancing Around the Table: Part One and Two".
https://www.nfb.ca/film/dancing_around_the_table_1/

Thurs, Nov 7: Reconciliation or Recolonization?

- Case Study: Fish Farm Eviction Struggle

(Second Paper Due: Sunday, November 10th at midnight)

PART FOUR: Resolving Social Problems

Tues, Nov 12: Communist Revolution

- Lenin, V.I. 1917. *State and Revolution*. Preface and Ch. 1 and 2.
<https://www.marxists.org/archive/lenin/works/1917/staterev/>

Thurs, Nov 14: Decolonization

- Tom Keefer. 2014. “A Short Introduction to the Two Row Wampum”.
<https://briarpatchmagazine.com/articles/view/a-short-introduction-to-the-two-row-wampum>.
- Leanne Simpson and Naomi Klein. 2013. “Dancing the World into Being”.
<https://www.yesmagazine.org/social-justice/2013/03/06/dancing-the-world-into-being-a-conversation-with-idle-no-more-leanne-simpson/>.

Tues, Nov 19: Radical Kinship

- O’Brien, M.E. 2019. “To Abolish The Family” in *Endnotes*. p.401-417.
<https://endnotes.org.uk/articles/to-abolish-the-family.pdf>.
- Mia Mingus. “The Four Parts of Accountability and How to Give a Genuine Apology”.
<https://leavingevidence.wordpress.com/2019/12/18/how-to-give-a-good-apology-part-1-the-four-parts-of-accountability/>

Thurs, Nov 21: Spiritual Practice

- Lama Rod Owens. 2023. *The New Saints: From Broken Hearts to Spiritual Warriors*. Excerpt TBD. See D2L for PDF

Tues Nov 26: Anarchism and the Radical Imagination

- Le Guin, Ursula K. 1974. *The Dispossessed*. Ch. 1-4.

Thurs Nov 28: Anarchism and the Radical Imagination

- Le Guin, Ursula K. 1974. *The Dispossessed*. Ch. 5-8.

Tues Dec 3: Anarchism and the Radical Imagination

- Le Guin, Ursula K. 1974. *The Dispossessed*. Ch. 9-end.

Thurs, Dec 5:

- Wrap up
- **Final Paper Due**

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

Participation (20%) – I cannot underline enough that attending class, doing the readings, and participating in discussion will help you internalize the material and improve the two papers and final exam you will also be evaluated on. Consequently, I urge you to participate to the fullest extent you can. I dearly enjoy discussing these ideas and on my end will strive to create a respectful, curious and welcoming environment for you to share a-ha moments, be perplexed, frustrated and more. Your participation grade will be based half on your attendance and half on my assessment of the quality of your engagement. This does not mean speaking first, last, loudest, longest or most. Instead, it means coming prepared to class, engaging and contributing with sincerity and respect, and supporting fellow students to do the same.

Take-Home Paper #1 (30%): Beginning from Marx’s concept of alienation, Jeannette Armstrong’s Okanagan conception of the self, or Kimmerer’s ethic that all flourishing is mutual, name some of the differential impacts of empire. For this take-home paper, I particularly recommend you be specific: name the site(s), relationship(s) of power, and logic(s) through which empire impacts (which) people and the earth. One challenge in this paper is that you cannot encompass everything; accordingly, part of your task is to bite off a manageable amount of content for the 1000 words you have to work with. All papers should be 12-point font, double-spaced, and submitted in a Word-based format (not ipages!) to D2L. **The paper is due Friday, October 6th by midnight.**

Take-Home Paper #2 (30%): Take one of the problems we analyse and make sense of it using the concepts and critical approaches we have learned to this point in the class. In other words, you might name the problem; assess how the crisis of homelessness bears the logic(s) of empire; use Marx to analyse how the missing middle ideology might obscure power relationships; or, thinking through Foucault, how discourses create subjects and knowledges that perpetuate the problem. Again, a challenge in this paper will be to be succinct; you have 1000 words to say as much as you can. All papers should be 12-point font, double-spaced, and submitted in a Word-based format (not ipages!) to D2L. **The paper is due Friday, November 10th by midnight.**

Final Paper (20%): This course ends by inviting us to consider systemic resolutions – in decolonization, kinship, communism and anarchism - to the social problems that beset us. A couple of weeks before your final paper is due I will give you two or three questions. You will choose one to respond to. **Your final paper will be due on Friday, December 6th.**

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf) policy for more information. <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Class Attendance

While attendance is not taken every class, attendance over the course is expected, and a significant portion of your participation grade is linked to making it to class. Send me a note if you can’t make it, and if that happens over an extended period we can discuss ways to make up for missed participation.

Deadlines

I do not take away marks for late papers. The deadlines are there to keep you moving through the course and I do expect you to do your best to meet them. However, if you’re struggling or life is happening to you, the last thing I want you to do is to plagiarize in order to meet a deadline. All this said, the later you submit your paper

the less time I will give to providing feedback; I too want to move through the semester. Finally, the end of the semester is a hard deadline. I have to submit grades so I can only push your evaluation back so far.

SCHOOL OR DEPARTMENTAL INFORMATION

School of Arts & Science

Campus location

Fisher 104

Office hours: 8am-4:30pm

Location link

[Lansdowne Campus](#)

[250-370-3298](tel:250-370-3298)

artsci@camosun.ca

[Peter Ove](#) | Chair, Social Science: OveP@camosun.ca

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services

International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc.). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: <https://camosun.ca/services/academic-supports/accessible-learning>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <https://camosun.ca/sites/default/files/2021-07/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.