



School of Arts & Science
SOCIAL SCIENCES DEPARTMENT

SOC 162-01
Social Problems
2006F

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Dr. Paul Brady		
(b)	Office Hours:	M/W 10:30-12:00/ Tues 5:00-6:00 or by appointment		
(c)	Location:	Paul 334		
(d)	Phone:	3288	Alternative Phone:	
(e)	Email:	brady@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

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

1. Critically assess the major theoretical perspectives on social problems.
2. Apply various sociological theories to the analysis of contemporary social problems, to see patterns and processes rather than isolated facts, and to interpret events in the broader framework of societal structure.
3. Demonstrate an ability to think critically and to communicate ideas effectively in writing.

3. Required Materials

(a)	Texts	Dianna Kendall, <i>Social Problems in a Diverse Society</i> . 2007. Allyn and Bacon. ISBN: 0-205-48264-3
(b)	Other	

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

ACADEMIC MISCONDUCT

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section. Please see: <http://www.camosun.bc.ca/divisions/pres/policy/2-education/>

Academic misconduct includes, but is not limited to, the following acts:

- (i) giving, receiving, or obtaining unauthorized information during any type of examination or test;
- (ii) obtaining or providing unauthorized questions or answers relating to any examination or test prior to the time of the examination or test;
- (iii) asking or arranging for another person to take any examination or test in one's place.
- (iv) plagiarizing, that is, appropriating the work of another or parts or passages of another's writing, or the ideas or language of the same, and passing them off as a product of one's own mind or manual skill.
- (v) disruptive behaviour/disorderly conduct

This includes any behaviour that interferes with the provision of college services or of instruction or interferes with any member of the Camosun College community by students and any others accompanying them.

Examples: Verbal outbursts, physical gestures, actions or interruptions, which limit or interfere with the provision of college services or instructional activities; unwarranted and unreasonable disturbances during any Camosun College related **activity**.

Academic misconduct will result in a grade of "F" for the entire course. The students should note that in accordance with the college policy quoted above, mere access to unauthorized information constitutes academic misconduct. It is not necessary for the instructor to prove that the student has used the information.

TAPE-RECORDING IN THE CLASSROOM

In order to ensure free and open discussion of controversial ideas by the students, tape-recording of the proceedings is not permitted in the class. Exceptions, however, will be made for students who are visually impaired or are unable to write due to physical disability.

PROCEDURE CHANGES

In order to deal with the day-to-day management of the course, new procedures may be implemented from time to time throughout the semester. Such procedures will be announced in class for two consecutive sessions before they are implemented. It is the responsibility of the student to keep informed of such developments. Official college policies and procedures govern all other matters that are not covered by this course outline.

TENTATIVE COURSE OUTLINE IN SEQUENCE

Week 1:	Sept	4	Introduction to Social Analysis	Read: Chapter 1
Week 2:	Sept	11	Wealth and Poverty	Read: Chapter 2
Week 3:	Sept	18	Wealth and Poverty	Read: Chapter 2
Week 4:	Sept	25	Racism and Ethnic Inequality	Read: Chapters 3
September 28 Thursday Debate Unit 1: Prepare 3 questions from the article: "Federal tax relief for low income people". http://www.napo-onap.ca/en/issues/tax_cuts.php				
Week 5:	Oct	2	Racism and Ethnic Inequality	Read: Chapters 3

Week 6:	Oct 9	Crime	Read: Chapter 9
Mid-Term #1: Thursday October 12 includes chapters 1, 2, 3 and lectures			
Week 7:	Oct 16	Crime	Read: Chapter 9
October 19 Thursday Debate Unit 2: Prepare 3 questions from the article: " <i>Harm Reduction for Special Populations in Canada</i> ". http://www.ccsa.ca/pdf/ccsa-003900-2005.pdf			
Week 8:	Oct 23	Gender Inequality	Read: Chapter 4
Week 9:	Oct 30	Sexual Orientation	Read: Chapter 6
Week 10:	Nov 6	Family	Read Chapter 11
Mid-Term #2: Thursday November 9 includes chapters 4, 6, 9 and the lectures			
Week 11:	Nov 13	Family	Read Chapter 11
November 14 Thursday Debate Unit 3: Prepare 3 questions from the article: " <i>Growing Up to Be Boys</i> " http://www.alternet.org/mediaculture/33801/			
Week 12:	Nov 20	Global Problems	Read: Chapter 17
Week 13:	Nov 27	Can Social Problems be solved?	Read: Chapter 18
November 29 Debate Unit 4: Prepare 3 questions from the article: "<i>Monks in the Garbage Heap</i>" http://www.minimumsecurity.net/aboutme/writing/twilight.htm			
Week 14:	Dec 4	Final Examination (T.B.A.) includes remaining chapters and lectures	

INSTRUCTIONS FOR DEBATE QUESTIONS

These are classes where students meet in smaller units to discuss questions prepared by each student in the unit based on the assigned readings for that day. You should aim to produce a satisfactory set of questions to enable a fruitful discussion of the assigned reading. Please note that students must complete this assignment working on their own so that duplicate questions are minimized.

Please read carefully:

1. Read the article and record the central points or themes raised by the author(s).
2. Prepare three questions on the central points or themes of the reading(s), which you can pose to students in your unit. Your questions must be genuine questions not statements. Keep your questions concise, use your own words, and avoid quoting directly from the reading. Please note also that you do not have to keep your questions directly focused on the reading but can also create debate questions as a result of applying concepts or ideas from the reading to other areas of social life. For example, a reading may argue that the mass media promotes negative stereotypes about welfare recipients in order to explain their poor living conditions as due to individual problems rather than the result of social inequality and discrimination. Your question could expand on that idea to ask about if any other modern day organizations (police, churches, the state) use that same kind of ideology to legitimate the negative living conditions of others in society (ethnic minorities, women, non-heterosexuals)?
3. Remember to phrase your question in an open-ended format or in such a way as to invite debate. Be careful to AVOID questions:
 - that can be answered with a simple "yes" or "no" (obvious questions; Were witches burned in the medieval period?)
 - that ask what the author(s) wrote (content question)
 - that are the same questions the authors raise
 - that simply ask others if they agree or disagree with what the author(s) have written.
 - that begin with "explain", "compare", "list", "describe", "how", "why", "where", "what", "discuss" or any other questions that ask the respondent to provide you with information or an explanation rather than a debate.

-that are based on fantasy, stick to the facts of the article, for example; 'If aliens from space invaded would the witch craze still have happened in Europe'? Stick to the historical facts; do not ask what if this had not happened would that still have happened? Remember debate questions lead to the expression of a variety of viewpoints. Your questions should begin with words like "should", 'does', "will", "do", "has" "would" or other words that evoke debate. Make sure that you are not simply asking a question that the authors of the article raise but rather create your own debate questions.

4. Make a TYPED COPY of your written questions and bring the original and a copy to class. Your questions are your admission ticket to the debate unit classes. Debate can begin as soon as the groups are formed. Each student in turn should pose a question that is followed by a discussion. The purpose of the debate is NOT to win arguments but rather to help each other understand the material better and hopefully in an enjoyable manner. It is essential to have a useful exchange of views in which each member of the unit participates fully. You cannot participate meaningfully unless you are prepared. This is why YOU WILL NOT BE ADMITTED unless you have prepared your questions. This rule will be strictly enforced to avoid students being unprepared and hindering the efforts of other students. Towards the end of the class, one student from each group will be selected to provide the class with a brief oral summary of your debates.
5. Students will receive a mark out of 5 for each of the three debate units. Grading will be based on the quality of the questions according to the advice given above. In order to be fair to all students the following conduct will be penalized:

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

(a)	Assignments	Discussion Unit Questions and Attendance			20%
(b)	Quizzes				
(c)	Exams	Mid-term # 1	Thursday October 12	25%	
		Mid-term # 2	Thursday November 9	25%	
		Final Examination	TBA	30%	
(d)	Other (eg, Attendance, Project, Group Work)				

6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8

85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

<i>Temporary Grade</i>	<i>Description</i>
I	<i>Incomplete: A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.</i>
IP	<i>In progress: A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.</i>
CW	Compulsory Withdrawal: <i>A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.</i>

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED