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**Faculty of Arts
Department of Social Science
<http://concordia.ab.ca/>**

**Sociology 102: Social Problems
SOC 102A
Winter 2017**

Course description: An examination of social problems with particular emphasis upon their social construction; selected structural and behavioural problems (e.g., social inequality, intergroup relations, drug use, mental and physical disabilities); and social responses to social problems.

Prerequisites: Sociology 100

Co-requisites: None.

Hours: (3.0 - 0.0 - 0.0): 39.0 instructional hours.

Credit value: 3

Instructor(s):

Dale Schlenker, PhD

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Office Hours: T, TH 11:00-11:50 and 15:20-16:10 or by appointment

Lecture/seminar/lab times: Lectures:

Room: HA019 on Tuesday @ (08:00 - 09:15), Thursday @ (08:00 - 09:15).

Required resources:

1. Moodle (CCMS) access. Students should check their course Moodle sites on a daily basis.
2. Macionis, John J., and Linda M. Gerber. 2014. *Sociology* (8th Canadian edition). Toronto, Ontario: Pearson Education Canada Inc.
3. Illich, Ivan, Irving K. Zola, John McKnight, Jonathan Caplan and Harley Shaiken (1977), *Disabling Professions* (2005 reprint). London, Great Britain, Marion Boyers Publishers Ltd.

Course objectives:

1. Determine a working definition of social problems and identify the philosophical and ethical implications of defining specific societal issues as social problems.
2. Consider the sociological theoretical perspectives in relation to social problems.
3. Identify particular social problems and their magnitude in contemporary Canadian society.
4. Increase global awareness of specific social issues.
5. Provide opportunity for students to research the academic and personal face of a specific social problem.
6. Recognize responses to social problems at both the collective and individual level.

Lecture topics:

Jan. 12	Distribution of Syllabus and Course Introduction
Jan. 17 - 26	Definition, Approaches to Social Problems The Sociological Perspective – Chapter 1: 8-10; 15-22 <u>Disabling Professions</u> , <i>Disabling Professions</i> , Ivan Illich, p. 11-39.
SOCIAL INEQUALITY	
Jan. 31 – Feb. 9	Social Stratification – Chapter 10 Social Class in Canada – Chapter 11
Feb. 14	EXAMINATION 1
Feb. 16 – Mar. 14	The Economy and Work – Chapter 16 <u>Disabling Professions</u> , <i>Craftsman into Baby Sitter</i> , Harley Shaiken, p. 111 – 127. Global Stratification – Chapter 12 Population, Urbanization, and Environment – Chapter 22
Mar. 16	Aging – Chapter 15
Mar. 21	EXAMINATION 2
Mar. 23	PROJECT DUE DATE
Mar. 23 – Mar. 30	Health and Medicine – Chapter 21 <u>Disabling Professions</u> , <i>Healthism and Disabling Medicalization</i> , Irving K. Zola, p. 41-67. Family – Chapter 18

SOCIAL PROBLEM RESPONSES

Apr. 4 – Apr. 13

Politics and Government – Chapter 17

Disabling Professions, *Professionalized Service and Disabling Help*, John McKnight, p. 69-91.

Collective Behaviour and Social Movements – Chapter 23

Disabling Professions, *Lawyers and Litigants: A Cult Reviewed*, p. 93–109.

Evaluation:

1. Examinations: (65%)

The course has three examinations, all of which are noncumulative, consisting of multiple choice and fill in the blank items. The first two exams are valued at 20% of the course mark and the final examination contributes 25%.

The date of each term exam is found in the course schedule above and the final examination has been scheduled by the Registrar's office for April 25, 2017, 9:00 – 11:00 a.m. For each exam, students are responsible for all assigned chapters, lecture material, media presentations, Moodle postings and handouts. Students are expected to write all examinations in the designated period. Failure to write an exam in the scheduled time will normally result in a mark of zero.

2. Term Project (20%)

Each student is expected to complete a course project, to be handed in on Thursday, March 23rd during the class period. Failure to hand in the project on the completion date will result in a deduction of 5% per day late, including the due date.

The written project involves the incorporation of several elements, beginning with the selection of a social problem topic. Each student will examine no fewer than five scholarly research articles on the topic, all of which are to be selected from SocINDEX with Full Text, available from the Concordia Library E-Resources. The first page of each of the article PDF's must be appended following the reference list. The selected sources will be incorporated as a review of literature into the project paper. This section of the paper provides a backdrop to the step that follows and should be approximately two double-spaced pages in length and begin with an introduction to the social problem that the paper is considering. Details on research paper citation format will be discussed in class. Specific information can also be viewed at:

http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf

Following the introduction and review of literature, a component that incorporates a personal reflection on the social problem is to be presented. The purpose of the reflection is to gain a view of life "*Through the eyes of*" those labeled as socially problematic. This imaginative

reflection should incorporate the daily challenges of survival, perceived attitudes of society towards the problematic, successes and failures, hopes and discouragements. This section of the project should be approximately 2 – 3 pages in length and provide a personal face to the collective problem.

Finally, the last section of the term project should incorporate a consideration of what contribution you might make to assisting those confronted with the social problem that you have chosen to explore. What is the responsibility of society to those affected by the issue? Are there organizations in the Edmonton area that work with the social problem you have chosen? The length expectation of this section is approximately one page and should incorporate the conclusion to the project.

Overall, the project paper should be 5-6 pages in length, excluding the title page and reference list.

3. Participation, Discussion and Assignments (15%)

Students are expected to attend class in order to participate, share and learn. It is also expected that students will come to class on time and refrain from web surfing, cell phone use and/or texting during the class session. Late arrival, as well as leaving and re-entering the classroom, is distracting and discourteous to the class. Members of the class are expected to focus on the discussion at hand and refrain from personal conversations.

Small group projects, assignments and participation opportunities will be incorporated into some of the class sessions, especially with reference to consideration of Disabling Professions (Ilich, et al.). Students are expected to bring Disabling Professions to class on the dates designated for discussion of it.

Students are also expected to bring the textbook Sociology (8th ed. Macionis and Gerber) to class as it will be required to discuss questions and/or issues raised by the Instructor and/or students. Also, news clippings may be distributed on occasion between class sessions via Moodle, to be discussed in the following class period.

GRADE DISTRIBUTION:

Term Project	20%
Participation/Discussion/Assignments	15%
Exam 1	20%
Exam 2	20%
Final Examination	25%

TOTAL	100%

See Concordia's [Extended Description of Grade Levels](#) (Section 9.3.2 of the Calendar) for further information on grading.

Course policies:

- i. Classroom
 - Concordia provides learning accommodation services for students with disabilities. Please refer to Section 8.4.1 of the Calendar for more details.
 - Recording of classes is permitted only if recording is part of an approved accommodation plan or with prior written consent of the instructor. Please refer to Section 9.2.3 of the Calendar for more details.
 - Please refer to Section 9.2.8 of the Calendar for details regarding Educational Decorum. It is the responsibility of both students and instructors to facilitate the educational process.
 - At Concordia, Faculty Advising allows students to build a relationship with faculty members so they can plan their university education and access appropriate resources and services. To make use of faculty advising, please talk to your instructor or program coordinator for input or referral.

- ii. Laboratory etc. – N/A

- iii. Exam procedures
 - Exams will begin on time. No extensions are granted to those entering the exam room late.
 - Students will place all bags, and materials at the front of the classroom. This includes phones, tablets etc. , which must be muted.
 - Students are not allowed to leave the classroom during the exam period. Once students are certain that they have completed the exam, all papers must be handed to the instructor, and the student may quietly retrieve any bags or materials and exit the classroom.

- iv. Missed work and missed exams
 - Missed deadlines for term work is subject to a penalty of 5% per day late. A hard copy of all term work is required. Under exceptional circumstances, such as a missed deadline followed by completion on a non-class day or weekend, digital submission will be accepted as proof of completion. However, the hard copy must be submitted for marking on the next class day.
 - Missed exams without acceptable reasons will result in a grade of zero. For an excused absence, documentation – medical or otherwise- will need to be supplied before the exam will be rescheduled.
 - *Deferred Final Examination:* Deferred final examinations may be granted to students who are unable to write final examinations because of illness, severe family difficulty, religious observance, or circumstances beyond their control. Students are directed to Section 9.2.5 of the Calendar for further information. Of note is that the application for a deferred exam must normally be started within 48 hours of the missed examination.

- *Academic Honesty*: Academic honesty is fundamental to the academic enterprise. Students are urged to familiarize themselves with Section 9.2.9 of the Calendar and to take note that cases of academic dishonesty (e.g., cheating, plagiarism, collusion, unauthorized submission for credit of previously graded work, and misrepresentation) are serious offenses. Penalties for academic dishonesty range from a grade of zero on the work in question to expulsion.
 - *Appeals*: refer to section 9.2.9 of the Calendar (Section G)
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Additional contacts and services:

- a. Academic Administration
 - i. Dean of Faculty of Arts
 - Name: Querengesser, Neil, PhD
 - Office: HA224
 - Email: neil.querengesser@concordia.ab.ca
 - Telephone: +1 780 479 9364
 - ii. Department of Social Science
 - Department Chair
 - Name: Franke, Oliver, MA
 - Office: FH104
 - Email: oliver.franke@concordia.ab.ca
 - Telephone: +1 780 378 8435
 - iii. Program Coordinator
 - Name: Jayachandran, John, PhD
 - Office: HA321
 - Email: john.jayachandran@concordia.ab.ca
 - Telephone: +1 780 479-9343
 - iv. Registrar's Office (HA120, registrar@concordia.ab.ca, +1 780 479 9250)
- b. Academic Support
 - i. Dean of Students (Dr. Barbara van Ingen, barbara.vaningen@concordia.ab.ca, +1 780 479 9289, HA217)
 - ii. Student Life and Learning (studentlife@concordia.ab.ca, +1 780 479 9241, HA114)
- c. Writing Centre
 - i. The Writing Centre (located in the Concordia library, L266) is a free service that provides support for teaching and learning through writing for students, staff, and faculty
 - Throughout the academic year, one-on-one consultations are offered (book online at: <http://studyspaces.concordia.ab.ca>).

Concordia Calendar Table 9.3.2: Extended Description of Grade Levels

Grade Description		Letter Grade	Grade Point Value
Outstanding	Outstanding performance, demonstrating complete and comprehensive understanding of the subject matter; full mastery of concepts and skills; exceptional interpretive and analytical ability; originality in the use of concepts and skills; achievement of all major and minor objectives of the course.	A+	4.0
Excellent	Excellent performance, indicating superior grasp of subject matter and concepts; development of relevant skills to a high level; a high level of interpretive and analytical ability; originality or intellectual initiative; achievement of all major and minor objectives of the course.	A	4.0
		A-	3.7
Very Good	Very good to good performance, indicating thorough understanding of subject matter and concepts; development of relevant skills to a fairly high level; good interpretive and analytical ability; evidence of intellectual initiative; achievement of major and minor objectives of the course.	B+	3.3
Good		B	3.0
		B-	2.7
Satisfactory	Intellectually adequate performance, of fair but not good quality, demonstrating an acceptable understanding of the subject matter and concepts; development of skills to a satisfactory level; adequate interpretive and analytical ability; achievement of major objectives of the course; some minor objectives may not be achieved. The bottom of this range (C-) is the minimum satisfactory standard of achievement in a course. In courses graded CR or NC, CR denotes that the student has attained at least the C-level.	C+	2.3
		C	2.0
		C-	1.7
Poor	Minimally acceptable performance, demonstrating some understanding of basic subject matter and concepts and partial development of relevant skills, with some evidence of interpretive or analytical ability; achievement of most but not all major objectives of the course; failure to achieve several minor objectives.	D+	1.3
Minimal Pass	The bottom of this range (D) indicates that the student has achieved a marginal level of performance which may not be sufficient background for success at the next level in the discipline.	D	1.0
Failure	Unsatisfactory performance, demonstrating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the course.	F	0