

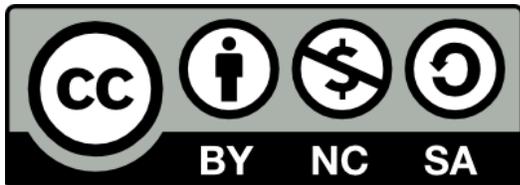


**COURSE OUTLINE**

**SOCI 104**

**SOCIAL PROBLEMS**

**3 CREDITS**



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

## SOCIAL PROBLEMS

---

**INSTRUCTOR:** Dr. Shawkat Shareef

**OFFICE HOURS:** Moodle , Fridays, 10 am-12 pm

**OFFICE LOCATION:** ONLINE ( e-mail for meeting)

**CLASSROOM:** ONLINE CLASS

**E-MAIL:** sshareef@yukonu.ca

**CLASS TIME:** ONLINE

**TELEPHONE:** 867 456 8604

**DATES:** September 1-December 20

---

### COURSE DESCRIPTION

Using a wide range of sociological theories, students will explore factors that lead to the construction and continuation of social problems. The course employs a multi-dimensional analytical framework, emphasizing the socio-cultural, economic, and historical forces that perpetuate poverty, class, ethnic and gender inequality, racism, crime, addiction and the sex trades. There will be a specific focus on mainstream Canadian society, and northern First Nation and other indigenous communities. Students will also reflect on policy options for the remediation of social problems.

### PREREQUISITES

NONE

### RELATED COURSE REQUIREMENTS

Online access to Moodle required.

### EQUIVALENCY OR TRANSFERABILITY

This course is new/newly developed/recently re-developed, and its transferability is still being evaluated. Receiving institutions always determine course transferability. Further information and assistance with transfers are available from the School of Liberal Arts.

### LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- analyse and compare research on social problems in Canada and abroad
- explain of social problems in Canada focusing on northern First Nations and indigenous socio-cultural, historical, and political contexts
- critically analyze their own views about different aspects of social problems in the postmodern Canadian society engulfed by various globalization factors
- objectively apply sociological perspectives and theoretical approaches to their knowledge of the linkages between Northern indigenous, Canadian national, and global societies in the creation and perpetuation of social problems

### COURSE FORMAT

Due to COVID-19 and social distancing recommendations from the Chief Medical Officer of Health, this

course is being taught online using a variety of materials, activities, and technical solutions. You will need to visit the course Moodle site and participate in online activities and discussions as assigned and scheduled.

There are no in-person meetings scheduled for this course and you will work on your own schedule. While there may be no set meetings times, video- or audio-conferencing may be used for office hours tutorials, teaching sessions, seminars and class meetings. Although This is a self-paced course, the class will proceed on a timetable with set assignments and due dates.

## **ASSESSMENTS**

### **Participation**

Participation in class is essential to the development of class unity and the learning process for everyone. Discussion forums offer students a forum in which to express ideas and be educated through the ideas of others. We will create together a respectful environment where everyone will feel safe and encouraged to speak. This means that students and instructor must monitor their speech so as not to give more than their fair share.

Students will also write a number of short assignments through practicing reflexive commentaries, demonstrating their understanding of sociological theories and their use in the understanding of various social problem issues in Canada and elsewhere. Ten percent of total points assigned to these practice reflexive commentaries/discussions. Also, practice reflexive commentaries will help stimulate the discussions the forums. For more details, see below.

### **Written Examinations**

There will be three written exams: two midterms and the the final exam.

### **Assignments**

There will be **FOUR** reflexive commentary assignments. The topics for the assignments are professor-chosen based on the students' experience in practice reflexive commentaries. See below for details about assignments. More to follow in the Discussion Forum.

Textbook aside, the on-line course environment containing several tools that would help you to get used to using the course material and enhance your learning experience. Please practice the following as your everyday guide to studying and learning.

## **STUDYING & LEARNING STRATEGY**

Textbook aside, the on-line course environment containing several tools that would help you to get used to using the course material and enhance your learning experience. Please practice the following as your everyday guide to studying and learning.

### **The Beginning**

At the very beginning, you should be able to familiarize yourself with the course syllabus, the Moodle course website, and the course textbook. Also, you should start reading the Week 1 readings and begin to address the concept of Reflexive Commentary based on the readings. Reflexive Commentary will be a big part of your learning throughout the course and it will certainly help you to do well in that.

### **Weekly Reading Strategy**

As part of weekly readings, you should start by reading through Chapter Summary, Learning Objectives, Key Terms and Critical Thinking Questions. You can follow your own individual reading habit in order to address those sections mentioned above but please do note that if you read Chapter Summary and Learning

Objectives first before you start with the actual textbook chapter, it will only help you to understand what to expect in the textbook chapter itself and how to focus on different topics. Upon finishing reading the chapter, you can address the Critical Thinking Questions and try to answer them in rudimentary fashion (this will help you to do reflexive commentary later on).

### **Problem solving**

It is very natural that you may run into difficulties to understand the textbook material. Do not worry when it happens because there are several tools to solve these problems: Chapter summary with short question topic and brief explanations, Discussion Forum and Email. Besides the textbook chapter summary and key terms that will direct you to many broader online materials to understand the relevant topics at hand, Discussion Forum is to support you to clarify confusions regarding course materials. Don't understand a topic? Simply start a thread with your question to your classmates and try to generate a very cooperative and congenial discussion. However, do this only after you have really invested some time and energy to understand the material because your classmates will not give you full answers to any topic/issue in question and if anybody attempts to do that, it will be considered unethical. As said before, Discussion Forum is an online-substitute for in-class lecture and discussions here should be regarded as discussions, not answers to questions (but definitely discussions will most likely lead you to the correct answers). Post your general course questions on the Forum. I will monitor the Discussion Forum and if necessary, will post comments to your inquiries/comments. If you are still struggling, send an Email to me through Moodle emailing environment and please be very specific topic/issue based in your emails. Personal problem related emails will be automatically ignored.

### **Reflexive Commentary**

You have done your homework so far (reading textbook chapter, summary, critical thinking questions and learning objectives for each chapter) and now it is time for you to proceed with Reflexive Commentary. Reflexive Commentary is a proof that you understand the course material and that you can engage with it through your critical reflection skills. It's basically your self-assessment tool to understand your own comprehension capacity of the course materials to develop your own reflective questions (other than the ones mentioned in the Critical Thinking Questions section at the end of every chapter). Reflexive Commentary will strengthen your skill and capacity that you need to write exams.

**Practice Reflexive commentaries** are written reflections of weekly readings. These practice reflexive commentaries will lead to **FOUR** commentaries in total throughout the span of the course which are regarded as formal assignments (see Reading List for the due dates). The commentaries will be submitted to the Discussion Forum when asked by me to do so using Moodle course website and in Word or PDF files. Submission of the commentaries are time sensitive and no late submissions will be accepted. There will be no make-up commentaries for missed opportunity. However, under extenuating circumstances (for which documentations are required), you can arrange for early submissions of the commentaries.

The purpose of the reflexive commentary is to enable you to develop critical analytical thought process. Therefore, the commentaries should not be just descriptive, rather they will be your own thoughts about different theories and concepts in textbook readings. Also, another aspect of the commentaries will focus on the Critical Thinking Questions at the end of the chapters where you will choose one question from each chapter to specifically critically analyze and explain. In other words, the latter aspect of commentaries (critical thinking questions) are to enable you to think about the issue in more in-depth fashion. If your analysis and/or explanations can generate some debate/discussion among your peers, then you know that you have done a good job.

The **length of each commentary** should not exceed one and half pages of typed text, using 1.5 line spacing and 12 pt Times New Roman font. No need to use a cover page for commentaries. Simply put your name and Id on the top left corner of the submission.

### Exam preparations

On exam days, reviewing all study notes and Reflexive Commentaries will get you ready for the exam. When the exam is available online, first, read the question thoroughly to know what has been specifically asked in the question to address. It is up to you in which order you will answer the questions as long as the numbers of the questions are clearly specified. Always try to answer the questions that are easier and more familiar to you and save the challenging ones for the last. Exam time is limited and so, you have to do all the preparations beforehand so that you are not struggling for time. Topics will be provided before each exam for your preparations. You will not be allowed to hand in the exam after the deadline: you fail to submit the exam on time, you miss the exam altogether.

### EXAM FORMATS

First, there will be multiple-choice and/or true-false questions for all midterms and the final exam. All three exams may also use short and long essay. Short questions will be “definitions” based and will require paragraph-long answer. Finally, the long essay topics will be drawn from major ideas/themes from the course readings. Long essays will be up to three pages (1.5 line spacing and 12 pt Times New Roman font). Textbook will be used for all three exam materials and exam questions will be available on the Moodle course website on the day of the exam. You will have 120 minutes (2 hours) to work on and submit your answers using Moodle course website. All exams are non-cumulative. Please do note that exam submissions are strictly time sensitive and late admissions will not be accepted.

### EVALUATION

<b>Participation</b>	10%
<b>1<sup>st</sup> Midterm Exam</b>	20% (Friday, October 8, by 7PM)
<b>2<sup>nd</sup> Midterm Exam</b>	20% (Friday, November 12, by 7 PM)
<b>Final Exam</b>	30% (December 10, by 7PM)
<b>Assignments: Reflexive Commentaries, 4 in total (5% for each commentary)</b>	20%, 5% for each commentary): due every 3 or 4 weeks (September 24, October 15, November 16, and December 3)
<b>Total</b>	100%

### REQUIRED TEXTBOOKS AND MATERIALS

Kendall, D., Nygaard, V. L., & Thompson, E. G. (2016). *Social problems in a diverse society* (4th Canadian Ed.). Canada: Pearson.

**Click below for the electronic version of the text:**

E-Text: <https://www.vitalsource.com/en-ca/products/social-problems-in-a-diverse-society-fourth-diana-kendall-v9780133939545>

## GENERAL RULES

**Email:** All emails will be considered official and thus, emails will be formal both in language and presentation. Emails sent through Moodle SOCI 104 course website will be answered. So, please no emails from your personal email address as they will not be answered. Consider Discussion Forum is the most formal platform to post your questions about all types of course materials.

**Discussion Forum:** Discussion Forum is the online substitute for in-class lecture and thus, it should be used formally and appropriately. Discussion, debate should never entail any abusive language and tone and there will be zero tolerance for any kind of disrespectful presentation.

**Disclaimer:** The information is subject to change and if any change occurs in this online course, will be notified through Moodle, in the Announcements section.

## ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

## PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

## YUKON FIRST NATIONS CORE COMPETENCY

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.ca/yfnccr).

## ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): [lac@yukonu.ca](mailto:lac@yukonu.ca).



Week 6 (October 4-7)	Objectives and Critical Thinking Questions Chapter 5: Inequality Based on Age	Commentary: What do you think about the issue (Discussion Forum)
<b>Week 6 (October 8)</b>	<b>First Midterm, October 8</b>	<b>Moodle (7-9 pm)</b>
Week 7 (October 12-15)	Reading <ul style="list-style-type: none"> <li>Chapter 7: Summary, Learning Objectives and Critical Thinking Questions</li> </ul> Chapter 7: Pornography and Sex Trade in Canada	<b>Assignment 2: Reflexive Commentary due: October 15)</b>
Week 8 (October 18-22)	Reading <ul style="list-style-type: none"> <li>Chapter 8: Summary, Learning Objectives and Critical Thinking Questions</li> </ul> Chapter 8: Addictions	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 9 (October 25-29)	Reading <ul style="list-style-type: none"> <li>Chapter 10: Summary, Learning Objectives and Critical Thinking Questions</li> </ul> Chapter 10: Health, Illness and Health Care	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 10 (November 1-5)  Week 11 (November 8-10)	Reading <ul style="list-style-type: none"> <li>Chapter 11: Summary, Learning Objectives and Critical Thinking Questions</li> </ul> Chapter 11: The Changing Family	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
<b>Week 11 (November 12)</b>	<b>Second Midterm, November 12</b>	<b>Moodle: 7-9 pm</b>
Week 12 (November 15-19)	Reading <ul style="list-style-type: none"> <li>Chapter 12: Summary, Learning Objectives and Critical Thinking Questions</li> <li>Chapter 12: Problems in Education</li> </ul>	<b>Assignment 3 reflexive commentary due: November 16</b>

Week 13 (November 22-26)	Reading <ul style="list-style-type: none"> <li>• Chapter 15: Summary, Learning Objectives and Critical Thinking Questions</li> </ul> Chapter 15: Population, Urbanization, and the Environmental Crisis	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 14 (November 29-30)	Reading Chapter 15: Population, Urbanization, and the Environmental Crisis	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 15/16 (Dec. 1-3, 5-7)	Reading: Chapter 16: Global Social Problems  Summary of the course Module 15	<b>Assignment 4:          Reflexive          Commentary due:          December 3</b>
<b>December 10</b>	<b>Final Exam, December 10</b>	<b>Moodle: 7-9 pm</b>