



**A:** Division: **INSTRUCTIONAL** Date: **MAY 2002**

**B:** Department/ **SOCIOLOGY/ANTHROPOLOGY** New Course | | Revision | **X** |  
 Program Area: **HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) Revised: **J, M, N, O, P, Q, R**

Date Last Revised: **APRIL 1997**

**C: SOCI 155 D: SOCIAL ISSUES E: 3**

Subject & Course No. Descriptive Title Semester Credits

**F:** Calendar Description: This course introduces students to the concepts, methods, and theories of sociology through the examination of social problems. It examines the social conditions and processes related to defining, responding to, and resolving social problems. Social problems to be examined range from personal to institutional issues and include historical as well as contemporary examples.

**G:** Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

**Lecture  
Seminar**

Number of Contact Hours: (per week / semester for each descriptor)

**Lecture: 2 Hrs.  
Seminar: 2 Hrs.**

Number of Weeks per Semester: **14**

**H:** Course Prerequisites:  
**NONE**

**I.** Course Corequisites:  
**NONE**

**J.** Course for which this Course is a Prerequisite:  
**SOCI 200-LEVEL COURSES**

**K.** Maximum Class Size:  
**35**

**L:** PLEASE INDICATE:

- Non-Credit
- College Credit Non-Transfer
- College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

**M: Course Objectives/Learning Outcomes**

At the conclusion of the course the student will be able to:

1. Identify the major social problems evident in contemporary Canadian society, including both microproblems involving interpersonal relations as well as macroproblems involving structural factors and change.
2. Discuss the actors, the interests, and the processes by which these social factors are constructed as social problems.
3. Describe the primary theoretical perspectives used by sociologists in approaching social problems.
4. Discuss the relations between traditionally private and emerging social areas of concern, such as addiction and sexuality, and explain their emergence as focal concerns of social policy.
5. Understand and explain the ways in which structural factors such as age, class, race and gender are related to social problems and issues.
6. Describe the social, political and economic contexts of social inequality, with an emphasis on poverty, and explain the ways in which these are socially constructed.
7. Apply a range of theoretical perspectives to interpret social problems associated with gender, race and ethnicity.
8. Discuss the ways in which formal institutions, especially the family, formal organizations and the workplace have become redefined in terms of power, violence, diversity and technology.
9. Discuss the ways in which the mass media have become involved in the social construction of social problems.
10. Explain the global dimension of social problems, both as sources of Canadian social issues and in terms of the linkages and precedents they provide in interpreting domestic issues.
11. Evaluate contemporary social policy in terms of its capability to accommodate social problems.
12. Critically evaluate social problems in terms of the organization and structure of contemporary Canadian society.

**N: Course Content**

1. Introduction  
 Private Troubles and Public Issues  
 Approaches to Studying Social Problems  
 Assumptions, Concepts and Actors  
 Social Problems, Morality and Policy
2. Sociological Perspectives of Social Problems: Theoretical and Interpretive Frameworks  
 \_\_\_\_\_  
 Functionalist, Conflict and Interactionist Perspectives
3. The History of Social Problems  
 \_\_\_\_\_  
 Definition  
 Mobilization  
 Politicization  
 Reaction and Response  
 Policy Implementation and Treatment

**Course Content Cont'd.**

4. Private Troubles and Public Issues: Addictions  
Problems: Crime, Health, Economics  
Costs, Analysis, Solutions
  
5. Private Troubles and Public Issues: Sex and Sexuality  
Problems: Gender, Sexual Preference  
Eroticism, Coercion and Violence  
Reproduction and Sexuality
  
6. Structural Problems I: Crime and Inequality  
Social Definitions of Crime  
Crime and the Media  
Legal Definitions, Causality, Deterrence  
Social Inequality and Poverty  
Class and Stratification  
Racial, Ethnic, Gender, and Regional Inequality  
Poverty and Social Policy
  
7. Structural Problems II: Gender and Race  
Sociological & other Explanations of Gender  
The Problematic: Family, Work, Poverty, Violence  
Ethnicity and Aboriginality; Discrimination and Racism  
Multiculturalism: Different Visions  
Discrimination and Racism  
Social Policy: Self-determination and Aboriginal Rights
  
8. Institutional Problems: Families and Formal Organizations  
Demographics and Changing Ideas of the Family  
Power and Resources  
Parental Relations  
Parent-Child Relations  
Formal Organizations and the Workplace  
Organizational Change: Bureaucracy, Technology and Restructuring  
Labour and Corporate Culture  
Training, Skills and Global Competition
  
9. The Mass Media: The Social Construction of Social Problems  
The Media as Propaganda  
Political Economy of the Media  
Newscasting, Television Programming, Advertising  
The Media as a Reflection of Society  
The Media as Product
  
10. Globalization  
Cultural Homogenization and Differentiation  
Market Imperatives; Multinationals and the Bottom Line  
Neocolonialism  
Demographics

**O: Methods of Instruction**

The course will involve the use of a number of instructional methods to achieve its objectives including some of the following:

- lectures
- audio visual materials (including overheads, films)
- small group discussions
- oral presentations (discussion seminars)
- specialist guest speakers

**P: Textbooks and Materials to be Purchased by Students**

A textbook such as one of the following:

Mooney, L.A., D. Knox, C. Schacht, and A. Nelson. (2001). Understanding Social Problems (1<sup>st</sup> Cdn.. Ed.). Scarborough, ON: Nelson/Thompson Learning.

Fleras, A. (2002). Social Problems in Canada: Conditions, Constructions, and Challenges (3<sup>rd</sup> Ed.). Toronto, ON: Prentice-Hall.

Alvi, S., W. DeKeseredy, and D. Ellis. (2002). Contemporary Social Problems in North American Society (1<sup>st</sup> Ed.). Don Mills, ON: Addison-Wesley.

Text(s) will be updated periodically.

**Q: Means of Assessment**

The evaluation will be based on course objectives and will be carried out in accordance with Douglas College policy. The instructor will provide a written course outline with specific evaluation criteria at the beginning of the semester. Evaluation may be based on some of the following:

- exams made up of multiple choice, true/false, short answer, and short essay questions
- an essay assignment
- an oral presentation
- participation in class discussions
- student presentations
- group discussions.

An example of an evaluation scheme would be:

Midterm Exam	25%
Essay Assignment	25%
Essay Outline	5%
Final Exam	25%
Short Written Assignments	10%
Participation	<u>10%</u>
	100%

**R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR**

No.

\_\_\_\_\_  
Course Designer(s): Stephen Mainprize

\_\_\_\_\_  
Education Council/Curriculum Committee Representative

\_\_\_\_\_  
Dean/Director

\_\_\_\_\_  
Registrar