

BRESCIA UNIVERSITY COLLEGE
Division of Sociology and Family Studies
SOCIOLOGY 3333F SECTION 530
INTERPRETING LAW AND SOCIAL POLICY TO BUILD COMMUNITIES
Fall 2011

Class Time: Mondays 2:30-4:30 pm and Wednesdays 2:30-3:30 pm. Room BR302

Course Instructor: Dr. Lina Sunseri

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Office Hours: Tuesdays 1:30-3:00 pm, or by appointment.

Course Description:

Community Development is designed to promote collaboration in decision-making so that individuals can, in meaningful ways, influence decisions that affect their lives.

Adopting a popular education model which emphasizes participation, direct involvement and practical application, this course begins with an exploration of the concept of social welfare. More specifically, we consider the role of legislation, policy, procedures and activities in identifying, and responding to basic human needs. The importance of community education, access and advocacy is highlighted, as students examine the role of citizens in shaping law and social policy. Students will begin to make links between classroom and community as we substantively consider laws and policies as they relate to poverty, women abuse, youth crime and violence, housing and tenant rights, senior citizens, and social difference.

Course Objectives:

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

- describe the highlights in the historical development of the Canadian social welfare system.
- outline the essential features of the Canadian policy-making process.
- compare competing approaches to explaining and understanding Canadian social policy.
- analyze the role of law and social policy in alleviating or reproducing inequities in society.
- think critically about structures of power and barriers to participation in the social, economic, cultural and political life of the community.
- examine some of the political, ideological and religious influences in law and social policy making.
- analyze the role of community-based agencies in working with marginalized, dis-empowered population to promote public awareness and social change.
- identify and propose strategies that active citizens can take in effecting social policy change in their agencies, communities, and the world.

Format: Three-hour Seminar

Course Prerequisites:

Sociology 1020 or 1021E, formerly Sociology 020 or 020E. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

Assignments and Grading Structures:

Ongoing Preparation and Participation.....	10%
Group Presentation(TBS).....	25%
Mid-Term In-Class Test(October17).....	30%
End of Term Essay Assignment (December7).....	35%

Required Readings:

1. Chappell, Rosalie. ***Social Welfare in Canadian Society (4th Edition)***. Scarborough: Nelson Thomson Learning. 2010.
2. ***Law and Social Policy: Selected Readings***. 2011. (Reading Package available from UWO Bookstore).

PLEASE NOTE THE FOLLOWING STATEMENTS:

1. **In case Brescia University College might close due to hazardous weather conditions or other emergency circumstances and classes are not held:** examinations scheduled for the day or evening of a closing are cancelled and rescheduled. Deadlines for assignments and other submissions originally scheduled on the day of closure are postponed until the same hour on the next weekday (Monday through Friday) on which Brescia is not closed. Assignments and other submissions will be made to the **Registrar's Office by 4:00 pm**.
2. Sociology 3333F/G is designated as an essay course. According to the University of Western Ontario's regulations for essay courses, all half courses, designated at the 1000 level or above, must include written assignments (excluding examinations) totaling to at least 2500 words. Additionally, according to this regulation, students are required to demonstrate competence in essay writing in order to pass the course.
3. **Submission of Assignments:** All assignments are firm. The one written assignment in this course is to be treated similarly to an end-of –term take-home exam; therefore **no late assignments will be accepted**, unless there are legitimate and documented exceptional circumstances (e.g. illness, death in the family).
4. **Laptop Use:** laptops are allowed in class EXCEPT FOR DURING GROUP PRESENTATIONS. DUE TO STUDENTS' PAST COMPLAINTS ABOUT THE MISPROPER USE OF LAPTOPS DURING PRESENTATIONS, LAPTOPS ARE NOT ALLOWED DURING GROUP PRESENTATIONS. During lectures they are only to be used to take notes, not for "chatting" on line or surfing the internet for non-class related information. The latter constitutes disruptive and disrespectful behaviour and is not acceptable. If instructor finds a person doing so, she will warn that student to stop such behaviour. If the student persists in that behaviour, he/she will receive a poor grade in the ongoing preparation & participation mark, regardless of his/her attendance and/or participation level in

the class. Also, please **turn OFF** and **PUT AWAY** any cell phones, blackberry and other similar devices during class!!

- 5 For academic accommodation to be considered for any course component worth less than 10% of the final course grade, it is the responsibility of the student to approach the course instructor(s) in a timely fashion. Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision as to whether or not accommodation will be granted. The policies governing requests for academic accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline.
- 6 Electronic devices WILL NOT be allowed during tests/exams.
- 7 Please note that grades CANNOT be adjusted on the basis of need. The mark in the course will be the mark that you earn. Tests and exams cannot be re-written nor assignments resubmitted to obtain a higher mark. There are no supplemental or bonus assignments. Marks will not be given to students via e-mail, only in person and will be posted in the course webct, except for final marks –these will be available only through the Office of the Registrar.
- 8 The instructor does not post lecture notes online, therefore it is your responsibility to borrow notes from a classmate if you have missed a class and to find out about other important information that you missed during your absence.

EXPLANATION OF ASSIGNMENTS & OTHER EVALUATION CRITERIA:

A. Ongoing Preparation & Participation (10% of Final Mark)
Students are expected to attend classes, to do all required readings in advance, to demonstrate comprehension and deep critical engagement with the assigned readings throughout the term and to actively participate in seminar discussions and all other class activities. **Both regular attendance and regular ongoing active participation is required in order to obtain a grade of B (70%) or higher in this section of the grading structure!** In order to keep students on track with readings and encourage participation, beginning on September 19th, each student is supposed to hand in at the beginning of Monday's class a brief (approximately ½ page single-spaced, typed) reflective summary statement on at least one of the required readings for that week. If a student misses a class, she/he **cannot** hand in or email such activity to the instructor, as it constitutes part of the participation mark. You will be allowed 1 missed statement, without affecting your participation mark. The instructor will read the comments and keep them as a record of their submission for the purpose of giving the participation mark at the end of the term, but will not give them back or grade them. As a guide for writing the statement, ask yourself : "what did I learn from the reading (s)? What did I like the best? What are my personal reflections about what the author(s) states? How does this link to our contemporary Canadian society? To my own life?"

B. Group Presentation (25% of Final Mark)
In groups of 4 students (composition of groups may vary, depending on class size) there will be presentations on selected dates (see below). Students are free to form own groups and to choose one of the two options on type of presentation, but need

to consult and obtain permission by the instructor on specific community organization profile or case profile they will present on. The dates of presentations will be randomly drawn. If the date that your group has drawn is not your preferred choice, you need to find another group that is willing to switch with you and tell the instructor of such an arrangement. The two options consist of a) presenting on a community organization profile that deals with topics/issues/themes relevant to the course; b) presenting a case profile that deals with issues/topics/themes relevant to the course. More detailed information on each option and other instructions will be distributed in class. The groups will submit a brief summary (1-2 pages) of their presentation to the instructor with a bibliography page of sources consulted for the presentation on the day of the presentation. The group is expected to dig deep into the issues, cases, themes, readings consulted and to show originality, creativity, good research background, organization and ability to engage the class into discussion. The group will be evaluated both by the instructor and the class. The presentation is to last approximately 40 minutes, including discussion. Please ensure that your power point presentation –if using one- is ready to go, the program you are using is compatible with the computer to be used in class, that internet links are properly working, etc: in other words, check prior to your date of presentation that everything is in working order and **have a back-up plan** in case things do not work as planned on the day of the presentation: you have 40 minutes for presentation itself, and about 10 additional minutes are available for set-up. So, be aware of time constraints and factor this in when you are planning to use any technology and have a back-up plan for things not working properly so you do not waste precious time.

In case of extra-ordinary circumstances like an illness or death in the family and you are not able to present with your group, an alternate written assignment based on the work/topic of your group presentation will be assigned to you- this is to be administered on an individual case basis with the permission of the instructor and if proper documentation is provided. If the case arises, details will be worked out between the instructor and the student.

C. Mid-Term In-Class Test (30% of Final Mark)

There will be a 2 hour in-class test on October 17th, 2011. The test will cover course material (readings, seminar discussions, presentations, films, etc.) starting from beginning of course. The format of the test is mixed: it will include true/false questions, multiple choice questions and short answers.

D. End-of-Term Essay Assignment (35% of Final Mark)

On November 30th, 2011 the instructor will distribute the take-home assignment. The assignment is due on December 7th, 2011, and no late assignment will be accepted. Details of the assignment will be given on November 30th, 2011. Here it will suffice to say that the essay assignment does not require students to do outside research, but it will require them to apply relevant course materials learned throughout the whole term.

Detailed Course Outline:

*Students: Please note that the following course outline is subject to revision. That is, throughout the semester, circumstances may arise that will alter the ordering of topics, the pace at which we move through the material and so on. **It is your responsibility to***

do all required readings and to attend classes. If, for whatever reason, you are unable to attend class, please consult with your classmates to catch up on any administrative details, or course content you may have missed.

WEEKLY TOPICS AND ASSIGNED READINGS:

September 12: Introductory Remarks and Beginning Discussion of Active Citizenship

Video: TBA

No Required Readings

September 14: Understanding Social Justice through Transformative Pedagogy Readings:

From Reading Package: "Active Citizenship is the Best Defence against Abuse of Power";

And "Naming and Resisting Injustice".

September 19-21: Setting the Context: Understanding Social Welfare in Canada Readings:

Chappell, Chapter 1

Carniol "Roots: Early Attitudes" from the book *Case Critical: Social Services & Social Justice in Canada* by Ben Carniol, **on Reserve at the Brescia library.**

September 26-28: An Introduction to Social Policy in a Canadian Context

Readings:

Chappell, Chapters 2 and 4

October 3 : Social Agencies and the Delivery of Service

Readings:

Chappell, Chapter 5 only the section on Service Sectors: Public, Commercial, and Voluntary Domains (from pages 117-123), and whole of Chapter 6.

October 5: Group Presentation

October 10: Thanksgiving Holiday : No class

October 12: Group Presentation

October 17: Mid-Term

October 19: Exploring the Relationship between Social Welfare and Social Change
Video – TBA

October 24: Exploring the Relationship between Social Welfare and Social Change
Readings:
Chappell, Chapter 8
From Reading Package: “Restorative Justice: Fundamental Principles”

October 26: Social Welfare and the Family: Women Abuse
Video/Discussion or Guest Speaker – TBA

October 31: Social Welfare and the Family & Women Abuse
Readings:
Chappell, Chapter 10
From Reading Package: “Young Women’s Experiences with Reporting Sexual Assault to Police”

November 2: Group Presentation

November 7: Addressing the Crises and Crimes of Youth
Readings:
From Reading Package: “The Politics of Parenting and the Youth Crisis”; “Youth Justice: The Use of Incarceration”; “Youth Crime: Causes and Responses”.
Video/Discussion: TBA

November 9: Group Presentation

November 14: Poverty and Moving Towards Liberatory Practices
Readings:
Chappell, Chapter 9.
From Reading Package: “Community Economic Development: Making the Link Between Economic Development and Social Equity”

November 16: Group Presentation

November 21-23: Aboriginal Canadians and the Social Welfare System
Readings:
Chappell, Chapter 12
Video/Discussion -TBA

November 28: Responding to Needs of the Elderly Population
Readings:
Chappell, Chapter 11

November 30: Group Presentation. End of Term Assignment distributed today at the end of the class.

December 5: Group Presentations .

December 7: Group Presentation and Wrap-Up
End-of-Term Essay Assignment due TODAY! NO LATE PAPERS ACCEPTED!!!

If you need some assistance with your writing, here is some information about Brescia's Writing Centre:



Brescia Writing Centre St. James, Room 40

Hours: Open 5 days a week. Check our web page for details
Appointments: Drop in or email jellsw03@uwo.ca

http://www.brescia.uwo.ca/campus_life/campus_services/writing_center/ 

SEE BELOW FOR BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS!

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is **required**. To download an SMC go to <https://studentservices.uwo.ca/secure/index.cfm> and follow the link under "Medical Documentation". Documentation should be obtained at the time of the

initial visit. If it is not possible to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations document-ation stating simply that the student “was seen for a medical reason” or “was ill” is **not** considered adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2011/pg117.html>.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar’s website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that “you didn’t know it was wrong” is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html.

The University of Western Ontario Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.