

BRESCIA UNIVERSITY COLLEGE
Division of Sociology and Family Studies
SOCIOLOGY 3333F SECTION 530
INTERPRETING LAW AND SOCIAL POLICY TO BUILD COMMUNITIES
Fall 2016

Class Time: Tuesdays 2:30-4:30 pm and Thursdays 2:30-3:30 pm. Room BR203

Course Instructor: Dr. Lina Sunseri

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Office Hours: Wednesdays 1:00-2:00 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's abuse, youth crime and violence, First Nations peoples, senior citizens, and social difference.

Learning Outcomes:

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

- 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, disempowered population to promote public awareness and social change.
- demonstrate competency in oral and written communication skills.
- collaborate in a team-based project.

*Students may vary in their competency levels on these outcomes. They can expect to achieve these outcomes if they honor course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students. (Linda Nilson, *Teaching at its Best*, 2010: 37).*

Brescia Competencies:

Communication includes the articulation of one's ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours.

Problem Solving includes the ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

Inquiry and Analysis involves the methodical practice of exploring issues and posing questions to seek information, knowledge, or clarity in order to gain a more comprehensive understanding of what is true. Inquiry and analysis begins with the collecting of information, the examination of the knowledge, and then converting the material into valuable new knowns. Knowledge is therefore discovered over time because investigation is continual, as is the testing of new knowledge. Once the evidence has been organized and synthesized, conclusions about the question or problem are developed that logically follow from the inquiry process.

Critical Thinking involves reasoning, a process where we create arguments by connecting thoughts together so that some thoughts (premises) provide support for other thoughts (conclusions). There are three basic skills involved in critical thinking: interpretation, verification and reasoning. The first skill comprises understanding how words express or fail to express thoughts, expressing clearly what we mean, and discerning an argument's structure. The second skill involves determining whether premises are acceptable. And the third skill encompasses evaluating whether premises make it reasonable accept the conclusion.

Social Awareness and Engagement involves the "the ability to understand and respond to the needs of others" (Daniel Goleman). To do so, students need to develop an understanding of the interrelationship between individual and society. They come to see how their actions influence, and are influenced by, other people, social institutions, and social structure. They appreciate the diverse standpoints and cultural experiences of others, and attempt to see things from different perspectives. Socially aware and engaged students demonstrate knowledge of contemporary social problems, and propose solutions for dealing with these issues. They have the ability to reflect on the

impact they have on others. They are able to work with a diverse group of people in intercultural contexts to develop and implement social justice initiatives and enact positive social change.

Self-Awareness and Development

The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their emotions and patterns of thinking, their impact on others, and make a commitment to personal growth.

Format: Three-hour Seminar. Please keep in mind that this course requires students to attend classes regularly and to actively participate in class. Also there is a group presentation each student **must** take part in! Those activities are integral to the pedagogical style of the course.

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).....	20%
Mid-Term In-Class Test (October 11).....	30%
End of Term Essay Assignment (December 6).....	40%

Required Readings:

1. Chappell, Rosalie. ***Social Welfare in Canadian Society (5th Edition)***. Scarborough: Nelson Thomson Learning. 2014.
2. ***Law and Social Policy: Selected Readings***. 2016. (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 **locked drop off box outside the Academic Dean's Office (BR-126) 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 BUT 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 OWL, except for final marks –these will be available only through the Office of the Registrar.
- 8 The instructor does **not** post lecture slides/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.
- 9 I will normally answer emails within 24 hours, but do not expect a reply during the weekend. If a question/comment requires a lengthy conversation, it might be best to see me in person during office hour or by appointment.

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 for that day 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. Informed participation is required at a

regular basis, and this means showing that you have done the readings through asking relevant questions, making useful comments, and contributing to group discussions/activities. It is important to pay attention to lectures, films shown in class, and to group presentations. Any **negative** activity is to be avoided, such as whispering to your classmates, being late, leaving early, texting, surfing the net during class, etc. Merely attending classes without actively participating will **not** grant you an above average mark (B). Conversely, missing or coming late to class, or leaving early, will **not** grant you an above mark (B) either. In order to expect a B or higher mark, you **must** regularly attend, actively and consistently participate in class discussions and activities, and refrain from disruptive behavior.

Brescia Competencies covered: Communication; Problem Solving; Inquiry and Analysis; Critical Thinking; Social Awareness and Engagement; Self Awareness and Development.

B. Group Presentation (20% of Final Mark)

In groups of approximately 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 at the beginning of the term.

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 instructor will mark the presentation, but will solicit comments from the audience. All members of the group will receive the same group mark. 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 ; 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.

PLEASE READ THIS CAREFULLY: Each person in the group is to positively contribute to the overall project, to attend any meetings the group has set up to prepare for the presentation, to promptly reply to email from group members, to collaborate and respect members of the group, to provide own section of the presentation to group members in a timely manner, and to notify group members in advance if there are any issues, or might miss a deadline set up by the group, or a meeting. PLEASE, if any issues, complications, conflict etc. arise, do contact the instructor as soon as possible so she can mediate and address these to her best ability. Do not wait until day before/of the presentation, or after presentation is done to tell the instructor that there have been some issues in group dynamics, as she cannot effectively or fairly address them at that point. This is a group project and it works efficiently and positively when all members collaborate, fairly contribute and are respectful of each other's time, perspective and needs. A reminder that, indeed, ability to collaborate in a team-based project is one the intended learning outcomes of this course.

Brescia Competencies covered: Communication; Problem Solving; Inquiry and Analysis; Critical Thinking; Social Awareness and Engagement; Self Awareness and Development.

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

There will be an in-class test on October 11th, 2016. The test will cover all 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 essay questions.

Brescia Competencies covered: Communication; Inquiry and Analysis; Critical Thinking; Social Awareness and Engagement.

D. End-of-Term Essay Assignment (40% of Final Mark)

On November 29th 2016, the instructor will distribute the take-home assignment. It will be posted on OWL. The assignment is due on December 6th, 2016, and **no late** assignment will be accepted. Details of the assignment will be given on November 29th 2016. 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. Hand in a hard copy of the assignment in person to the instructor at the **beginning** of class on December 6th, 2016.

Brescia Competencies covered: Communication; Problem Solving; Inquiry and Analysis; Critical Thinking; Social Awareness and Engagement.

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 8: Introduction to the Course

No Required Readings

September 13-15: Understanding Social Justice through Transformative Pedagogy

Readings:

Video: TBA

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

And "Naming and Resisting Injustice".

September 20-22: 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 27-29: An Introduction to Social Policy in a Canadian Context

Readings:

Chappell, Chapters 2 and 4

October 4-6: Social Agencies and the Delivery of Service

Readings:

Chappell, Chapter 5 only the section on Service Sectors: Public, Commercial, and Voluntary Domains (from pages 121-129), and whole of Chapter 6.

October 11: Mid-Term Test

October 13: Group Presentations Preparation Work

This class is reserved to assist group members to do preparation needed for their upcoming presentation: discussion, consultation, collaboration, research material, distribution of individual section of presentation to other members, prepare discussion questions and anything else that needs to be done. Take advantage of this time! Ask assistance from instructor if needed during this time as well. Attendance is vital and mandatory for this class!!!

October 18-20: Exploring the Relationship between Social Welfare and Social Change

Video – TBA, and

Readings:

Chappell, Chapter 8

From Reading Package: "Restorative Justice: Fundamental Principles"

October 25: Social Welfare and the Family & Women Abuse

Readings:

Chappell, Chapter 10

From Reading Package: "Young Women's Experiences with Reporting Sexual Assault to Police"

October 27: Fall Reading Week; No Class!

November 1-3: Addressing the Crises and Crimes of Youth

Readings:

From Reading Package: "Youth Crime: Causes and Responses".

November 8: Poverty and Moving Towards Liberatory Practices

Readings:

Chappell, Chapter 9.

November 10: Group Presentation

November 15-17: Aboriginal Canadians and the Social Welfare System

Readings:

Chappell, Chapter 12

November 22: Responding to Needs of the Elderly Population

Readings:

Chappell, Chapter 11

November 24: Group Presentation

November 29: Group Presentations

Note: End-of-Term Assignment will be posted on OWL on November 29th ! Check it and download it.

December 1 Group Presentation

December 6: : Last Class and Group Presentation: END OF TERM ASSIGNMENT DUE!!!

2016-17 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 for illness 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. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming 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.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: <http://www.westerncalendar.uwo.ca/2016/pg117.html>. 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 documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

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 policy on requesting accommodation due to illness can be viewed at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

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 (<http://www.westerncalendar.uwo.ca/2016/pg130.html>)

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

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.westerncalendar.uwo.ca/2016/pg113.html>

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 Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://www.westerncalendar.uwo.ca/2016/pg112.html>)

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 prerequisite(s).

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://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western http://uwo.ca/health/mental_wellbeing/ for information including a complete list of options about how to obtain help.

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.

