**Challenge of Change in Society**

***What will we have to do?***

This course will help you develop

 - a clearer understanding of the causes and effects of change on individuals and society

 - an understanding of challenges we need to examine to better the world

 - an increased ability to apply communication, research and analytical skills

To do this, you’re expected to…

 - show up to class

 - listen carefully to what is said in class by me and by other students

 - respect others’ opinions and ideas even if they differ from your own

 - discuss your own ideas and opinions in small group or class discussions

 - ask questions if you don’t understand something

 - complete and submit assignments on time

***What will we be studying?***

**UNIT ONE: *Why do we love and hate? Can “us” ever mean everyone?***

\* an overview of social science: the theories (Soc, Anth, Psych), the method, experimentation

\* sociology:  exploitation, oppression, norms of behaviour

\* prejudice development, victim reactions, “othering” of people and planet

\* in-groups and out-groups, theories of attraction and repulsion, mirror neurons

\* bullying, hate crimes and genocide; 1st Nations issues in Canada

\* exploration of one hate crime or genocide

**UNIT TWO:  *Why are we so easily corrupted?***

\* just a little economics:  prisoner's dilemma, tragedy of the commons, game theory, free-riding

\* can we run ethical multi-national corporations (environment and labour concerns)

\* will altering our consumer practices really affect the world

\* why do we buy stuff that we really don’t want

\* media influences and Noam Chomsky’s theories

\* theories of persuasion and coersion in industry; revolutions; culture jamming

\* Keynes, Friedman, Raulston Saul, Klein, Monbiot, Slee, Asch

\* exploration of one corrupt industry

\* experiment seminars

**UNIT THREE:   *Can we actually choose how to act?***

\* anthropology:  evolutionary adaptation, ritual studies, groupthink

\* to what extent does our environment determine our behaviour

\* are we all brainwashed by society

\* can we excuse behaviours in extreme circumstances; would we do the same....

\* Fossey, Goodall, Evans-Pritchard, Turner, Milgram, Zimbardo, Chomsky

\* cultivation of one rite of passage

**UNIT FOUR:   *Is our behaviour primarily nature or nurture?***

\* psychology:  psychoanalysis, behaviourism, cognitive behaviour therapy, and

   behavioural endocrinology

\* is it our parents, current social rewards, or our biology that most influence our decisions

\* dream analysis, ego development, reward schedules, hormones, etc.

\* Freud, Jung, Erikson, Skinner, Pavlov, Beck

\* selfing paper

***How will student be evaluated?***

**Term Assessments**:  (70% - each term is worth 35% of the final mark in the course)

Term Work and Discussion (10% lower/20% higher)                                     30

       \* personal challenges, short reports, mini-presentations,

       \* poster creations, handouts, and other in-class assignments,

       \* involvement in small group and whole class discussions

      Tests                                                                                                                 30

      \* in-class display of knowledge and understanding

      Term Assignments                                                                                          40

       \* three major assignments completed outside of class

 these assignments focus on…

          \* sociology (sub-cultures, research outline, experiment and presentation - 40% of 1st term),

 \* anthropology (ritual pamphlet and presentation - 20% of 2nd term), and

          \* psychology ([selfing paper](http://www.box.com/s/y89yelx2rk86flrx3m4l) - 20% of 2nd term).

      **Final Evaluation:** (30% of the final mark in the course)

         \* Cumulative Assignment (10-20%)

                Weekly analysis of **12 news** **articles** from a social science perspective

         \* Final Exam  (10-20%)

                 90-minute written evaluation of knowledge and understanding

HANDOUTS: This course outline, and the assignments, and many other handouts will not be distributed in class but will be available on-line to save trees and to help those students who lose their handouts. If you find it useful to have a hard copy, you can click on “download” and print whichever pages you need. Try to print on the backs of used paper.

LATE ASSIGNMENTS lose 5% per day up to 15%.  Assignments are not accepted more than one week past the due date and receive a mark of zero. Do not expect these penalties to be waived if you have computer problems, e-mail the assignment incorrectly, or lose all your files. Save all files on your hard drive AND a memory stick or cloud/drop-box. Back up all files as you work so nothing can be completely lost. If your computer dies the day before an assignment is due, then neatly hand-write your assignment. Start all assignments early in case of sudden illness or computer problems just before the due date. You have the due dates today; budget your time to ensure you can complete the work.

TESTS: Do NOT miss the day of a test If you must miss a test, expect to write it during MSIP (without the benefit of posters in the classroom) on the first day back to school. If you forget to go to MSIP that period, expect a zero on the test. If you have extenuating circumstances (a lengthy illness for example), then make arrangements with me to write at a different time.