



About Introduction to Sociology

How do sociologists look at the social worlds we all inhabit? In this course we'll learn that sociologists have a unique point of view—the sociological perspective. Through this lens we'll look at everyday rituals of deference and domination, solidarity and boundary-marking, conformity and resistance. The sociological perspective can help us to understand connections between self and society, private troubles and public issues, deviance and normality, order and conflict, and continuity and change. We can use the sociological perspective to become aware of how our culture, institutions, families and friends shaped our lives and to explore what our responsibility is to change society for the better.

Course Information

Soci 100 006: Introduction to Sociology
Lecture: M/W/F 12-1
Location: T1: M FRDM 153 W/F BUCH A203
T2: M CHEM C126 W/F IKBLC 182
Dr. Kerry Greer
Office: ANSO 124
Email: kerry.greer@ubc.ca
Telephone: 604.827.0668
Office Hours: Thurs 11:15-1 & Fri 1:30-2:30

Discussion Sections

Section D6A: Wed 2-3 (Jack Bell 223)
Section D6B: Tues 3:30-4:30 (IKBLC 157)
Section D6C: Wed 3-4 (Buch D229)
Section D6D: Tue 1-2 (Buch D204)
TA's: Kelsea Perry and Emma Russo

Learning Objectives

The overall aim of the course is to introduce students to a way of looking at the world—a sociological perspective—with which to ask meaningful questions about societies and their organization. Specifically, students in this course should expect to learn to:

1. Identify key sociological theorists and differentiate how each theoretical perspective would approach a particular societal issue;
2. Recognize and name sociological methods that are used by contemporary sociologists;
3. Describe how social structural features of society (e.g. the organization of the economy, political systems, the sexual division of labour) impact individuals and groups;
4. Understand the intersection between biography, history and social structures;
5. Transform a topic of interest into a researchable, sociological question (if doing the paper option) OR recognize and interpret how service-learning experiences illustrate key sociological principles;
6. Develop writing skills, specifically the ability to summarize texts and reflect on current events in order to tie these events to sociological principles;
7. Set up a data table properly and interpret elementary statistics accurately;
8. Appraise how your own experiences have influenced your assumptions about society and situate your own life choices and chances in a sociological context; and
9. Explore sociology's powerful message that each of us has a personal responsibility to either accept society as it is, or change it for the better.

Course Texts and Materials

In addition to the texts posted under “Library Course Reserve” and “Course Content” on Connect, the following text is required reading for this course. Texts have been ordered through the UBC bookstore. The book has

also been put on reserve for 2-hour loan in the UBC Koerner Library during the time we are engaging with it. Additionally, students are required to listen to assigned podcasts and watch assigned videos, which may occasionally require them to make a small purchase (i.e. to rent a video).

Hochschild, Arlie R. 1997. *The Time Bind: When work becomes home and home becomes work*. Holt Publishing: New York, New York.

Course Requirements and Evaluation

	Dates	Total Points
Exams (x4)	Oct 13, Nov 15, Feb 9, TBD	450 (45%)
Participation	Logs due: Oct 25, Nov 27, Feb 14, April 4	80 (8%)
Lecture Attendance	Throughout the term	20 (2%)
Assignments (x4)	There are 6 available (you choose 2 in each term) and they are generally due the last day of the month.	200 (20%)
Discussion Option/Trek Option	Throughout term, see schedule	250 (25%)

Final grades will be assigned in the following way (this is standard for UBC):

900-1000	A+	760-799	B+	640-679	C+	500-549	D
850-899	A	720-759	B	600-639	C	0-499	F
800-849	A-	680-719	B-	550-599	C-		

Note that students have to earn the minimum number of points for each letter grade. I do not round up a letter grade.

According to the UBC Guidelines:

An A grade is “Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.”

A B grade is “Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.”

A “D to C” grade is “Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour.”

Description of Course Requirements

Exams (45%)

Regular attendance is essential for doing well on exams. Class time will be spent preparing students for exams through a variety of in-class exercise, formative assessments, small group discussions, media presentations, and lectures. The first exam is worth 5% of your final grade – this is relatively low stakes but should be an opportunity for students to experience the kind of exam I write. Exams tend to be challenging and require strong preparation. **They are not cumulative, but it is expected that you carry forward what you learn throughout this course and apply it.** Each subsequent exam is worth 125 points (12.5%), including the final exam which is scheduled during the final exam period.

Students are required to sit for the final exam (April) and are advised to check the exam schedules prior to making plans for school holidays. Students must bring their ID card to each exam (I reserve the right to spot check them). Bags will be placed in the front of the room, so please do not bring valuables. Please make sure your phone, if it is in your bag, is turned off. Students will be assigned seats. Students are allowed to bring 1 pen, 2 pencils, an eraser and a white out device to their seat. No pencil cases, water bottles, coffee cups, etc. are allowed during exams. Students are not allowed to use the washroom during exams. Students are not allowed to leave during the last 15 minutes of the exam period in order to maintain a quiet environment for examinees.

Exams consist of several multiple-choice questions, a series of short answer (3-5 sentence response), and/or a short essay. Exams focus on the material we have covered directly preceding the exam. If students receive a

C- or below on their exam they are required to review their exam with me in my office. This step can help diagnose strengths and weaknesses and improve subsequent performance.

Class Participation (10%)

Class participation will be measured two ways: 1.) Participation logs; and 2.) Contribution to in-class activities.

Participation logs

Students are asked to turn in Participation Logs (forms are available on Connect) 4 times throughout the year (mid-term, end of term one, mid-term, end of term two). Each log should record five discrete class instances where students were engaged and participating in the course material during lecture. Entries should be from different weeks of the term, and reflect the variety of ways you engaged with the material and lecture. Students should make note of when and how they contribute to the course.

Contribution to In-Class Activities

Throughout the term, we will engage in in-class activities. These include short reflective writing exercises, small group activities and discussion, and pair based learning. Participation in these activities is required. A sub-sample of these will be collected and used to approximate student attendance. These cannot be made up under any but the most extreme circumstance (i.e. hospitalization), so if you miss one, please do not request a "make up."

Class Assignments (20%)

Throughout the term six assignments will be made available to students (for full description, see Connect). These assignments build on course material. Students will complete 4 assignments in total – 2 in each term. Assignments are due on the date indicated on the course schedule (below, and generally the last day of the term). Each assignment is worth up to 50 points. Late assignments will be docked 5 points/day that they are late (starting at noon on the day they are due). No late assignments will be accepted after 3 days except under extreme circumstances.

Discussion Option or Trek Option (25%)

Students have the option to either participate in weekly discussion sections or participate in the Trek program. Please read through the description below and if you have questions, please ask. All students must decide whether they are participating in Trek by Friday September 22nd.

Students are strongly encouraged to develop a project presentation based on their TREK experience or their Discussion Section research for the annual CAP Conference in March.

Due to the nature of the Trek Program and the Discussion Section structure, students who sign up for Trek cannot switch to the discussion section midway through the year (or vice versa).

Students should be sure to include their name, the date, their discussion section, and their TA or their placement on every assignment they turn in for either Discussion or Trek.

Option A: Discussion Section

With this option, each week students will attend their assigned discussion section. During discussion, the TA will work with students to develop and hone research and writing skills through a series of activities. Each activity is worth a small number of points. The goal of these activities is to help students develop a sociological perspective and understanding of their own biography. Students are supported as they applying their developing sociological knowledge to write a 15-20 page social science research paper over the course of the two terms.

Students who opt for the Discussion Section are required to:

1. Attend a weekly discussion section, prepared to engage in active learning exercises;

2. Complete regular writing and research tasks geared toward helping produce an original, complete research paper by the end of the academic year; and
3. Participate in discussion section activities.

Regular attendance at your registered discussion section is required. Assignments cannot be made up, except under extenuating circumstances (i.e. accommodation request by an academic advisor).

Option B: Trek Program

With this option, students participate in the Trek Program, which is a community based service-learning program that facilitates student engagement weekly at off campus organizations. Trek is organized through the Centre for Community Engaged Learning (<https://students.ubc.ca/career/community-experiences/trek>). Students who opt for Trek will not attend weekly discussion sections, but instead will meet monthly as a group to discuss their experience and identify how it relates to what we are learning in the classroom. For information about Trek from a student perspective, visit the Blog site that previous students have created: <http://blogs.ubc.ca/soci100/>

Students who opt into Trek are required to:

1. Complete about two hours/week of service-learning at a site placement (schools, non-profits, community centres, neighbourhood houses). Students will also have to factor in transportation time to sites.
2. Attend four meetings (a program orientation in October, one community dinner in November, another in March, and a program wrap-up in April) facilitated by Trek staff and student leaders, and participate in reflective exercises.
3. Submit a series of reflective essays to me, including a blog entry, and attend regular meetings where we will discuss your Trek experiences.

Trek Partner sites include places such as:

- *Writers Exchange*: Work with children aged 5-13 to build lifelong literacy skills through creative writing projects and workshops.
- *Pathways to Education*: Tutoring or mentorship using a place-based strategy for grades 8-12's with the goal of helping students graduate from high school.
- *Mount Pleasant Elementary*: After school sports coaching, planning and implementing lunchtime activities or supporting their breakfast program.
- *UBC Learning Exchange*: ESL conversation facilitation, computer workshop facilitation or support for computer skills drop0in, working with adult/senior learners in the Downtown Eastside.
- *Downtown Eastside Neighbourhood House*: Evening food preparation, or family drop-in support.

Attendance and Lateness

Attendance for the entire class period is required. Attendance in discussion section is required. And if you are in Trek, you are required to be present when you have agreed to be present at your community organization. Repeated absences in any of these areas will negatively impact your final grade. Please familiarize yourself with the CAP Attendance Policy, available here: <http://cap2016.sites.olt.ubc.ca/files/2016/04/CAP-Attendance-Policy-2017-1.pdf>

You are requested to arrive on time. Repeated tardiness will be penalized. With the exception of significant emergencies, **I will not excuse absences**, so please do NOT email me to tell me you will not be in class.

If you miss class, it is your responsibility to find out what you missed from a classmate, and if you need clarification, to come to office hours. While I will sympathize with ill students, I do not wish to see doctor notes—I consider this to be your business. If you have a family emergency or a major illness that causes you to miss class, please contact your **academic advisor** (CAPartsonone.advising@ubc.ca) and they will be in touch with me directly. If the April exam is missed, you must apply through the Registrar's office to write a make-up exam – please refer to the UBC Calendar for details for “academic concession.”

Late Assignments. If you need to miss an assignment deadline due to illness or any other unforeseen reason, you must notify me (and your discussion section TA) as soon as possible *prior* to the due date and apply for academic accommodation via your academic advisor (CAPartson.e.advising@ubc.ca). Without accommodation, 5% of the mark will be deducted per day that the assignment is late. I am not required to accept late assignments, and no late assignments will be accepted after 4 days.

Course Resources and CAP Program Information

In addition to the TAs that will assist with this course, there are several other resources that you may access throughout the term. We have two Peer Mentor's assigned to the Global Citizen's stream: Alex Chow (alex.chow@alumni.ubc.ca) and Sinem Culhaoglu (sinemculhaoglu@gmail.com). You can meet them at the Peer Mentor office (IBLC) on Thursdays from 12-30-2. These students successfully completed this course last year and are available to help guide students as they complete the CAP Global Stream program.

There are also three Arts Advisors who specialize in the CAP program: Adam Lukasiqitz, Atul Gadhia, and Leah Marks. They can be reached via email at CAPartson.e.advising@ubc.ca and will hold on-site advising in IBLC 380 Gateway on Thurs 10-12 and at a time TBD.

The UBC Sociology Department also provides a Peer Advising Program where you can meet with upper-division, successful, sociology undergraduate on Tues, Wed, and Thurs from 1-4pm in ANSO 1320. Peer advisors offer a student-perspective for how to succeed in Sociology courses, as well as being able to provide information about other sociology courses.

Throughout the term CAP will host several events and I encourage you to attend. These include a Welcome Event, a Mix and Mingle, and an end of the year conference. The dates are on your Course Schedule. I will also announce events hosted by the Sociology Student Association (SSA). The SSA is an active student organization and everyone is welcome to attend their events.

Accommodation. The University accommodates students with disabilities who have registered with the Access and Diversity office. If you have other needs that might not qualify for formal accommodation, or you are having trouble during the term, please consider discussing this with me during office hours. The University also accommodates students whose religious obligations conflict with attendance or scheduled exams. Please let us know during the first two weeks of class if you require any accommodation on these grounds. Other absences (e.g. varsity athletics, family obligations) are not part of University policy and you should not assume they will be accommodated.

Mental Health. During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, please notify us (myself or a TA) and we will help you access university services. Another starting point is your Academic Advisor who can help you access services, and provide advice and assistance (CAPartson.e.advising@ubc.ca). The University has a robust set of resources to help support students. Please refer to the UBC Calendar for a discussion of academic concession. Also, look on Connect (under Course Content) for a list of Wellness Resources.

Early Alert Program. I participate in the Early Alert Program which helps me support students who are facing difficulties that are interfering with school. **If you are feeling stressed, please notify the TA or me** and indicate that you would like assistance. While we are not trained to help with personal problems, we can get you help from people who can assist you. Any information that they receive from you or us is strictly confidential and is in the interest of your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

Classroom Etiquette and Expectations

I will not distribute my lecture notes, nor will I give permission to students to photograph or record any part of the lecture. I am MORE THAN HAPPY to slow down, or to return to a slide either after class. Please do not hesitate to ask!

Electronic devices can be useful tools; however, they are also very distracting. For this reason **I do not want to see or hear** cell phones, cameras, ipods, laptops, or other electronic equipment in the classroom. That means they must be stowed away in a backpack or bag and **not** brought out during class time.

Academic Dishonesty, including turning in work that someone else wrote, or work that you turned in for another class, improperly citing or not citing sources, copying someone else’s work during an exam, not covering your own paper or answer key while taking an exam, or being dishonest about the work you have done is a serious issue and will not be tolerated. As CAP students you are held to the highest standards for academic integrity. Please see the Code of Student Rights, Responsibilities, and Conduct for university policies on academic misconduct and academic dishonesty along with other CAP program policies here: <http://cap.arts.ubc.ca/welcome-to-ubcs-co-ordinated-arts-program/program-policies-under-our-program-menu/>

Office Hours are times that I have set aside to meet with students. The hours are listed at the top of the syllabus. I encourage you to come and visit during office hours. Come individually, or with friends. It’s a chance to talk about the course, assignments, exams, study strategies, or whatever you would like to discuss. You don’t have to have a *problem* to visit. If you find yourself having difficulty with the readings, or if you do not do well on an exam I definitely want to see you. If the times listed do not work with your academic schedule, send me an email and we can find a time that will work.

Communication Preferences. At times I will send out announcements via Connect. It is expected that students check their email account daily. In turn, I respond to emails quickly, however if you do not hear back from me within 24 hours, consider that your email might have ended up in my Spam folder (for this reason, I strongly suggest students use a UBC email account).

Peer Contact Information. It will be helpful for you to have the contact information of a classmate. Please take a moment to introduce yourself to your neighbor, and share your contact information. You should find a second partner during your discussion section and get their contact information as well:

Name: _____ email/phone: _____

Name: _____ email/phone: _____

Course Schedule

Day	Month	Date	Topic	Due Dates	Assigned task (date completed)
WEEK ONE		The Sociological Perspective		No discussion section	
Mon	September	4	Labour Day	UBC CLOSED	
Tues	September	5	Imagine Day	No Classes	
Wed	September	6	Welcome!		
Fri	September	8	What is Sociology?	20 min. Trek Info Session (Guest)	Read: Gladwell “The Matthew Effect” (from Outliers pp 15-34)
Week Two		Theoretical Foundations		Introduction to Discussion Sections — ALL STUDENTS GO	
Mon	September	11	How do you theorize about society?		Read: Collins “Rise of the Social Sciences” (pgs 3-5);
Wed	September	13	What kind of problems can sociologists address?	Flash Advising (Guest)	Read: CW Mills “The Promise” (pg. 3-11)

Fri	September	15	A Degree of Injustice	CAP Joint Lecture	Read: Anderson "Imagined Communities" (pg 1-5)
Week Three		Theoretical Foundations		Discussion Sections — ALL STUDENTS GO	
Mon	September	18	Why do we feel connected to each other?	20 min. Research Info Session (Guest)	Read: Durkheim "Religion and Ritual" (pg 219-232)
Wed	September	20	Why do we feel separated from other people?	CAP Welcome Event 3-4:30 IBLC 380	Read: Marx "Manifesto of the Communist Party (emphasize: pg 14-21, skim all)
Fri	September	22	How can imaginary structures create cohesion?	Deadline for deciding whether to do Trek or Discussion	Read: Weber "The Nation" (pg 171-179)
Week Four		Social Research Methods		Discussion Sections — ALL STUDENTS GO	
Mon	September	25	How do sociologists construct knowledge?		Read: Conley, "Research methods" from <i>You May Ask Yourself</i> .
Wed	September	27	What do sociologists actually do?		Read: Armstrong, Hamilton and Sweeny "Sexual Assault on Campus" (pg 483-496)
Fri	September	29	What is the difference between qualitative and quantitative research?		Watch: Milgram's Obedience experiment: (http://bit.ly/2kRMv8B)
Week Five		Scholarly Ethics		Only Regular Discussion Sections meet (No Trek students)	
Mon	October	2	What principles guide researchers?		Read: CSA, <i>Canadian Code of Ethics</i> ; Singleton and Straits, "Research Ethics" from <i>Approaches to Social Research</i> (pg 47-63)
Wed	October	4	Why do ethics matter?		Read: "Andrew Wakefield" Wikipedia entry
Fri	October	6	How do we apply ethics to specific scenarios?		Do: Be prepared to identify and apply ethical standards
Week Six		The Self, Culture and Socialization		NO DISCUSSION SECTIONS	
Mon	October	9	Columbus Day	UBC CLOSED	
Wed	October	11	Defining and practicing scholarly habits.		Read: Kolbert "Why Facts Don't Change Our Mind" (http://bit.ly/2m3sycl)
Fri	October	13	EXAM #1 - 50 points		
Week Seven		The Self		Only Regular Discussion Sections meet	
Mon	October	16	What is "the self?"		Read: Mead "Self," from <i>Mind, Self and Society</i> (pg. 311-322)
Wed	October	18	What do we mean by "identity"?		Read: Brubaker and Cooper "Beyond 'Identity'" (pg 1-21)
Fri	October	20	How do we manage the self we present to others?	Assignment 1 Due	Read: Goffman "The Presentation of Self in Everyday Life" (pg 51-65)

Week Eight		Culture and Socialization		Trek and Regular Discussion Sections Meet	
Mon	October	23	How do social structures determine our behavior?		Read: Harris "The Cannibal Kingdom" (pg. 3-7)
Wed	October	25	How do we learn professional norms?	Participation Log 1 Due	Read: Hunt "Police Accounts of Normal Force" (pg 315-339)
Fri	October	27	How does culture matter?		Read: Tobin, Wu and Davidson excerpt from "Preschool in Three Cultures"(pg. 25-33)
Week Nine		Gender		Only Regular Discussion Sections meet	
Mon	October	30	What does it mean to "be a man"?	Assignment 2 Due	Watch: <i>Tough Guise -- Abridged version</i> (Available from UBC library)
Wed	November	1	How do sociologists theorize about gender?		Read: Messner "Center Snap" from <i>Taking the Field</i> (pg. 1-13)
Fri	November	3	What accounts for gender inequality?		Read: Gilman "Women and Economics" (Pgs 136-139)
Week Ten		Sexuality		Only Regular Discussion Sections meet	
Mon	November	6	What is sexuality?		Read: Weeks "The Invention of Sexuality" (pg. 11-40)
Wed	November	8	Do we still need a gay rights movement?		Read: Solebello and Elliott "We Want them to be as Heterosexual as Possible" (pg 293-312)
Fri	November	10	Does hook-up culture lead to more sex?		Read: Monto and Carey "A new standard of sexual behavior?" (pg 605-615)
Week Eleven		Race and Ethnicity		NO DISCUSSION SECTIONS	
Mon	November	13	Remembrance Day Holiday	University Closed	
Wed	November	15	Exam #2 - 125 points		
Fri	November	17	Is race real?		DO: Go online and complete the IAT (http://bit.ly/2aWyBP0) Write a 1-paragraph reflection of your result and what you think it means.
Week Twelve		Race and Ethnicity		Trek and Regular Discussion Sections Meet	
Mon	November	20	What is the racial composition of Canada?		Read: CBC News "Minorities to rise significantly by 2031" (http://bit.ly/1HnRYpG); Listen: Fresh Air podcast, May 3, 2017 "A Forgotten History of How the US Government Segregated America" (http://n.pr/2pxCPkQ)
Wed	November	22	What is the legacy of residential schooling?	Guest Speaker: Lynda Gray	Read: Gray "Residential Schooling" (pg 61-64) and Vowel "Our Stolen Generation" (pg 181-190)
Fri	November	24	How does discrimination and racism happen?		Watch: "A Class Divided" (http://to.pbs.org/1noFaKS)

Week Thirteen		Power and Domination		Trek and Regular Discussion Sections Meet	
Mon	November	27	Who dominates in society?	Participation Log 2 Due	Read: Weber "Domination and Legitimacy" (pg 941-955)
Wed	November	29	How does power operate in modern society?	Assignment 3 Due	Read: Foucault "Panopticon" (pg 55-62)
Fri	December	1	What is a matrix of domination?	LAST DAY OF CLASSES	Read: Collins "Black Feminist Thought in the Matrix of Domination" (pg 413-421)
EXAMS: December 5-20 --- Dec 25-Jan 2 Most UBC Services reduced/Closed					
Week One		Social Class and Stratification		No Discussion Section meetings	
Mon	January	1	New Years' Day	University Closed	
Wed	January	3	What do we mean by social class and social equality?		
Fri	January	5	What is the difference between power and authority?		Read: Wright "Class Analysis" from <i>Class Counts</i> (pg 1-35)
Week Two		Power, Polity and Government		Trek and Regular Discussion Sections Meet	
Mon	January	8	Who rules?		Read: CW Mills "The Power Elite" (pg 269-297) and Domhoff "Who Rules America" (pg. 290-295)
Wed	January	10	How is power reproduced?		Read: Bourdieu "The Forms of Capital" (pg 241-258); Watch: Chompsky "Manufacturing Consent" excerpt (http://bit.ly/2k0e3b8)
Fri	January	12	How is power maintained?		Watch: Frontline's "The Persuaders" (http://to.pbs.org/1kyE6wY)
Week Three		Social Class and Networks		Only Regular Discussion Sections meet	
Mon	January	15	How does family affect social class?		Lareau "Concerted Cultivation" and "Developing a Child" chapters from <i>Unequal Childhoods</i> (pg. 1-13; 108-133)
Wed	January	17	Does who we know matter?	Assignment 4 Due	Read: Granovetter "The Strength of Weak Ties" (pg 1360-1378)
Fri	January	19	Amazonia – CAP joint lecture – Meet at MOA [bring student ID]		
Week Four		Families and Work		Only Regular Discussion Sections meet	
Mon	January	22	What is a family?		Watch: Coontz "On Marriage" (http://bit.ly/1BHarcZ)
Wed	January	24	How has the workplace changed? How has home changed?		Read: Hochschild <i>Time Bind</i> Part I (pg 1-55)
Fri	January	26	What is McDonaldization?		Read: Hochschild <i>Time Bind</i> Part 2 (pg 55-197)

Week Five		Social Institutions: The Economy and the State		Trek and Regular Discussion Sections Meet	
Mon	January	29	How does gender matter in an economy?		Read: Hochschild <i>Time Bind</i> Part 3 (pg 197 -259)
Wed	January	31	Do citizens have a right to social goods?		Read: Esping-Anderson "The Three Political Economies of the Welfare State" (pg 9-34)
Fri	February	2	What happened to welfare in the 1990s?	Assignment 5 Due	Read: Mosher "Welfare Reform and the Re-Making of the Model Citizen" (pg 199-138)
Week Six		Social Institutions: Crime, Deviance, and the State		Only Regular Discussion Sections meet	
Mon	February	5	How do we theorize about crime?		Read: Murphy, Waldorf, and Reinerman "Drifting into dealing: Becoming a cocaine seller" (pg xx
Wed	February	7	Which is more problematic: street crime or suite crime?		Watch: <i>The Big Short</i> (Streaming on Netflix; requested that the library purchase)
Fri	February	9	Exam #3: -- 125 points		
Week Seven		Social Institutions: Health Care and the State		No Discussion Section Meetings	
Mon	February	12	FAMILY DAY		UBC Closed
Wed	February	14	What are the different frameworks for health care systems?	Participation Log 3 due	Read: Wendt, et al. "Healthcare System Types: A conceptual framework for comparison" (pg. 70-90)
Fri	February	16	What are the social determinants of health?		Watch: "Unnatural Causes: In Sickness and In Wealth" (http://bit.ly/2eTgloB)
Feb 19 - 23 UBC READING WEEK: NO CLASSES					
Week Eight		Policy, the State, and its Alternative		Only Regular Discussion Sections meet	
Mon	February	26	The Salvation Army helps the poor, right?		Read: Davis and Robinson "The Salvation Army USA" (pg. 113-142)
Wed	February	28	How has Canadian approaches to drug crimes changed?		Read: Riley and O'Hare "Harm Reduction: History, Definition, and Practice" (pg 1-26)
Fri	March	2	Should everyone just receive a guaranteed income?		Read: CBC Chianello "5 Things you need to know about guaranteed income" (http://bit.ly/2vCYI6T)
Week Nine		Globalization		Only Regular Discussion Sections meet	
Mon	March	5	What is neocolonialism?		Watch: Raj Patel "How will the world eat in the future?" (listen from 12mins to end) (http://bit.ly/2vDlG7j)
Wed	March	7	How does globalization work?		Watch: Life and Debt (on reserve at UBC Library)
Fri	March	9	What is neoliberalism?		Read: Monbiot "Neoliberalism- the ideology at the root of all our problems" (http://bit.ly/1WskPhU)

Week Ten		Consumption		Trek and Regular Discussion Sections Meet	
Mon	March	12	Who made my iphone?		Watch: "The Story of Stuff" (http://bit.ly/IPCL6M)
Wed	March	14	Is it always better to make things cheaper?	CAP/Arts One Majors Mix and Mingle 3-5 IBLC 380	Read: Schwartz "Carrier Workers see costs, not benefits, of Global Trade." (http://nyti.ms/2vG7fpo); Bradsher and Nossiter "In Nigeria, Chinese Investment Comes with a Downside" (http://nyti.ms/2eF2xB3); and Kurutz "The Sock Queen of Alabama" (http://nyti.ms/2wzljQu)
Fri	March	16	Who pays for our consumption habits?		Read Eglitis "The Uses of Global Poverty: How Economic Inequality Benefits the West" (pg. xx)
Week Eleven		Population, Migration, and Urbanization		Only Regular Discussion Sections meet	
Mon	March	19	What are the push and pull factors of migration?		Read: Johnson "China's Great Uprooting: Moving 250 Million into Cities" (http://nyti.ms/1HIYZVG)
Wed	March	21	Who migrates to Canada?		Read: Levin "Foreign Farmworkers in Canada Fear Deportation if they Complain" (http://nyti.ms/2vFzTHi) and Hochschild "Love and Gold" (pg 15-30)
Fri	March	23	How does the service industry depend on migrants?		Read: Nussbaum "A Strangers Touch" (http://nym.ag/2xHLBP3) and Air "Perfect Nails, Poisoned Workers" (http://nyti.ms/2eTalfF)
Week Twelve		The Environment and Society		Trek and Regular Discussion Sections Meet	
Mon	March	26	How does rapid industrialization affect the environment?	Assignment 6 (Consumption Challenge) Due	Watch: Under the Dome (http://bit.ly/2cd33mV)
Wed	March	28	Why is the response to global climate change so lukewarm?	CAPCON 1-5 IBLC 380	Watch: Merchants of Doubt (https://fmovies.is/film/merchants-of-doubt.114n)
Fri	March	30	Good Friday	UBC Closed	
Week Thirteen		Collective Behavior and Social Change		Trek and Regular Discussion Sections Meet	
Mon	April	2	Easter Monday	UBC Closed	
Wed	April	4	What is to be done?	Participation Log 4 due	Read: Benford and Snow "Framing Processes and Social Movements: An Overview and Assessment" (pp 611-639)
Fri	April	6	END OF YEAR IN CLASS JEOPARDY COMPETITION!	LAST DAY OF CLASSES	
Final Exams Begin April 10 and end April 25		Final exam (Exam 4): 125 points (NOTE: the final exam is NOT cumulative. It is a little longer, but the same format, as previous exams.)			