

Adult Basic Education

## **Adult Oriented Electives**

# **Social Science 3200**

**Introduction to Anthropology,  
Psychology, and Sociology**

# **Curriculum Guide**

**Prerequisite:** None

**Credit Value:** Two

**Text:** Hawkes, Charles; Keirstead, Marc, Hawes, Reg; Holland, Dick; Gerrard, Dennis. *Images of Society: Introduction to Anthropology, Psychology, and Sociology*. Toronto: McGraw-Hill Ryerson Limited (2001)



## Table of Contents

To the Instructor.....	ii
Introduction to Social Science 3200.....	ii
Recommended Resources .....	iii
Using the Curriculum Guides.....	iv
Recommended Evaluation.....	v
General Learning Outcomes.....	vi
Unit 1: Foundations of Social Science: Self and Others.....	1
Unit 2: Social Structures and Institutions .....	11
Unit 3: Conflict, Discrimination, and Anti-social Behavior.....	17
Appendix A: Assignment Topics	
Appendix B: Answer key to Worksheets	



## **Introduction to Social Science 3200**

*Social Science 3200* is one of a series of adult-oriented elective courses developed for exclusive use in the Adult Basic Education program in Newfoundland and Labrador. It is a course that will engage ABE students because it addresses topics that are both fundamental to the study of anthropology, psychology, and sociology and topics that are very relevant to contemporary society. This study will make an excellent introduction to the social sciences for students who plan to study one of all of them at university and a first-rate source of basic information for students who simply wish to acquire an optional credit for graduation purposes. The course provides an opportunity to integrate a variety of teaching strategies with a variety of student skills. Although the Study and Curriculum Guides allow for independent and self-paced work on the part of the student, the course is especially appropriate to teacher-led groups and classroom based activities in a group setting.

### **Social Science 3200**

In **Unit 1**, *Foundations of Social Science: Self and Others*, students will assess the ways in which the three social sciences differ in their definition and view of humanity and how these views and definitions are being challenged. The unit also explores the ways in which human beings communicate and the social sciences' development of theories about the origin and development of language. Students will explore the effect of technology and media on language and communication. They will learn about the anthropological, psychological, and sociological views on what shapes human behavior and will consider the extent to which genetics and the environment (nature-nurture) and the impact of society determine human behavioral patterns. Students will learn about certain "rites of passage" that are ritualized and celebrated within their own society and other cultures worldwide.

**Unit 2**, *Social Structures and Institutions*, begins with a study of the five basic social institutions that are common to all societies: family, economic institutions, political institutions, education, and religion. It explores the ways in which the three social sciences view these institutions and how each one meets the needs of individuals within a particular society. Secondary agents of socialization such as school and work are examined; the unit explores the changes that have occurred, particularly in Canada's social and civil institutions, as a result of the onset of the "information age".

Students will look at the social institution of law enforcement and the concepts of socialization and social restraint. The unit concludes with an examination of the reasons why humans form groups and the various types of groups they create in order to meet their social needs. These topics are all examined through the perceptions of each of the social sciences.

## To the Instructor

**Unit 3, *Conflict, Discrimination, and Anti-social Behavior***, looks at the main causes of social conflict: poverty, social injustice, ethnocentrism, and inequality. It also outlines coping methods for individual and peer conflict. The unit explores the causes and effects of prejudice, discrimination, racism, and stereotyping, from the most minor offences committed by many members of society to more severe acts involving war and genocide. Students will look at several myths and assumptions about crime in Canada, and they will investigate how society is continuously attempting to maintain social order and to define what is acceptable behavior and what is considered deviant.

### **Recommended Resources**

#### **Textbook:**

**Text:** Hawkes, Charles; Keirstead, Marc, Hawes, Reg; Holland, Dick; Gerrard, Dennis.  
***Images of Society: Introduction to Anthropology, Psychology, and Sociology.***  
Toronto: McGraw-Hill Ryerson Limited (2001). ISBN: 0-07-088032-8

#### **Teacher's Resource**

The Teacher's Resource for the textbook is a conveniently divided binder that provides support material for a similar course that is offered in Ontario for academic graduation. It includes a wealth of suggestions for teaching activities as well as Blackline Masters, and answers to textbook questions. The resource also includes assessment and evaluation strategies and rubrics. *Social Science 3200* has been developed for ABE students in Newfoundland and Labrador and has been designed so that the student in the self-paced environment can work independently to a degree; however, for instructors who prepare and present lessons to groups of students, there are numerous activities outlined in the Teacher's Resource that incorporate co-operative group learning and reinforce the competencies necessary for working with others to achieve common goals; skills that have been identified as essential for the workplace.

Abram, Stephanie Smith; Haskings-Winner, Jan; McWhinney, Rob (2002). ***Images of Society: Introduction to Anthropology, Psychology, and Sociology, Teacher's Resource.*** Toronto: McGraw-Hill Ryerson Limited. ISBN: 0-070887

### **Optional Resources**

McGraw-Hill Ryerson also produces a computerized assessment bank CD ROM that has 1500 questions including completion, multiple choice, short and long answers; these questions may be selected by unit, chapter or course outcome and may be manipulated in several ways to change test formats.

***Computerized Assessment Bank for Images of Society*** ISBN 0-70-088747-0

**Curriculum Guides**

*Social Science 3200* has a Curriculum Guide for the instructor and a Study Guide for the student. The Curriculum Guide includes the specific curriculum outcomes for the course. Suggestions for teaching, learning, and assessment are provided to support student achievement of the outcomes. Each course is divided into units. Each unit comprises a **two-page layout of four columns** as illustrated in the figure below. In some cases the four-column spread continues to the next two-page layout.

**Curriculum Guide Organization:  
The Two-Page, Four-Column Spread**

<b>Unit Number – Unit Title</b>		<b>Unit Number – Unit Title</b>	
<b>Outcomes</b>	<b>Notes for Teaching and Learning</b>	<b>Suggestions for Assessment</b>	<b>Resources</b>
Specific curriculum outcomes for the unit	Suggested activities, elaboration of outcomes, and background information.	Suggestions for assessing students’ achievement of outcomes.	Authorized and recommended resources that address outcomes.

**Study Guides**

The Study Guide provides the student with the name of the text and other resources required for the course and specifies the chapters and pages that the student will need to refer to in order to complete the required work for the course. It guides the student through the course by assigning relevant reading under the heading **References and Notes** and then assigning questions from the text along with supplementary exercises in the form of review questions, worksheets, and Blackline Masters (from the Teacher’s Resource) under a column labeled **Portfolio Work**. Sometimes the study guide also provides important points for students to note. (See the *To the Student* section of the Study Guide for a more detailed explanation of the use of the Study Guides.) The Study Guides are designed to give self-paced students some degree of independence in their work. Instructors should note, however, that there is much material in the Curriculum Guides in the *Notes for Teaching and Learning* and *Suggestions for Assessment* columns that is not included in the Study Guide and instructors will need to review this information and decide how to include it. Instructors who deliver teacher-led lessons to groups may incorporate activities based on group learning practices that may not be appropriate for individual students.

**Recommended Evaluation**

Students are responsible for answering questions labeled “Check Your Understanding” that appear at certain points throughout the textbook. These questions are based on the course outcomes and are used to determine whether the learner has read and understood the content and concepts presented in the assigned text; the answers to these questions can be found in the Teacher’s Resource for *Images of Society*, and may be assessed for the achievement of student knowledge and understanding. Students will submit these questions as the part of the evaluation designated as **Notebook** work.

Students will also create a **Portfolio** throughout the course that will contain completed exercises in the form of “Understanding the Concepts and “Applying the Concepts” questions found at the end of each chapter of the textbook. The portfolio will also include completed Blackline Masters (BLMs); these should be reproduced from the Teacher’s Resource, as advised in the “Notes for Teaching and Learning” columns of this Curriculum Guide. In classrooms that utilize a self-paced method of delivery, instructors may wish to reproduce all of the appropriate BLMs and present them to students as an appendix to the Study Guide; they may then be completed as the student progresses through the assigned work. These BLMs have been chosen to satisfy the outcomes for *Social Science 3200*. Finally, the portfolio will hold completed worksheets that have been designed to complement topics encountered in the readings and to engage the student in the analysis and application of concepts studied. These worksheets have been included as an appendix to the student’s Study Guide and should be completed in the order that the guide directs.

Unit tests will be written after Units 1 and 2, respectively. The Teacher’s Resource provides tests for each of the units; alternatively, instructors may compile questions on the material and create unit tests of their own.

Students may choose to complete the course by either writing a comprehensive exam or completing a major project based on material studied in the course; the parameters for this culminating activity are described in this Curriculum Guide.

The recommended evaluation for *Social Science 3200* is as follows:

Notebook.....	20%
Portfolio (Review Questions/Blackline Masters/Worksheets.....	30%
Unit tests (2).....	20%
Culminating Activity (Exam or Project).....	30%
	100%



## General Learning Outcomes

### General Learning Outcomes for Social Science 3200

<p>Demonstrate an understanding of the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the concept of self in relation to others.</p> <p>Demonstrate an understanding of the social forces that influence and shape behavior as expressed by anthropologists, psychologist, and sociologists.</p> <p>Analyze socialization patterns from the perspective of the three social sciences.</p> <p>Identify social institutions common to many different cultures.</p> <p>Compare the ways in which selected social institutions function in a variety of cultures.</p> <p>Demonstrate an understanding of the characteristics of groups in Canadian society as identified by the three social sciences.</p> <p>Analyze the psychological impact of group cohesion and group conflict on individuals, groups, and communities.</p> <p>Correctly use the terminology of anthropology, psychology, and sociology.</p> <p>Demonstrate an understanding of concepts that are central to anthropology, psychology, and sociology.</p> <p>Identify and assess the major influences that contribute to an individual's personal development</p>	<p>Explain variations in behavior depending on context and individuals involved.</p> <p>Demonstrate an understanding of the anthropological, psychological, and sociological theories that deal with socialization.</p> <p>Examine the roles of cultural and natural influences on socialization.</p> <p>Identify trends in employment patterns in Canada and the influence that these trends have on individuals, groups, and communities.</p> <p>Examine the impact of social structure on education in Canadian society.</p> <p>Demonstrate an understanding of recent structural changes to work and education in Canada and the impact of these changes on Canadian society.</p> <p>Explain, from the perspectives of anthropology, psychology, and sociology, the significance of group formation.</p> <p>Compare the anthropological, psychological, and sociological perspectives on group cohesion and conflict.</p> <p>Explore the factors that explain human behavior from the perspective of anthropology, psychology, and sociology.</p>
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# Social Science 3200

## Unit 1: Foundations of Social Science: Self and Others

Outcomes	Notes for Teaching and Learning
<p>1.1 Define the three social sciences and examine the origins of each one</p> <p>1.2 Identify some pioneers in each of the social sciences and recognize their major contributions to their field</p> <p>1.3 Describe the steps involved in social science research and inquiry, including developing and testing a hypothesis</p> <p>1.4 Demonstrate an understanding of the social forces that shape behavior as described by anthropologists, psychologists, and sociologists</p> <p>1.4.1 Identify and assess the major influences that contribute to an individual's personal and social development</p> <p>1.4.2 Explain why behavior varies depending on context and on the individuals involved</p> <p>1.4.3 Explain the role of socialization in the development of the individual</p>	<p>The introduction section of the textbook gives students a sense of what the social sciences contribute to daily life and the differences among the three disciplines of anthropology, psychology, and sociology.</p> <p>Access to a computer and an internet link would be a useful resource for students; the textbook provides “web connections” that help learners to explore topics and issues in greater depth. The publisher maintains and monitors these sites.</p> <p>The “<i>Career Explorations</i>” worksheet should be completed using information found on the Service Canada job-futures site.</p> <p><b>Blackline Master 1-3</b>, part I requires that the student complete the table with the names of key practitioners in the social sciences, their fields, and their contributions. The index to the textbook is a good tool for locating information within the text. Students may also use internet sources.</p>

## Unit 1: Foundations of Social Science: Self and Others

<b>Suggestions for Assessment</b>	<b>Resources</b>
<p>Instructors should discuss the reading from <i>Images of Society</i> with students and provide formative assessment by using descriptive feedback, additional instruction, or the use of models or exemplars to aid in student accomplishment.</p> <p>Student <b>Notebooks</b>, containing answers to the questions from the textbook, should be reviewed frequently to allow for formative assessment. These questions are designed to assess the student’s acquisition of the outcomes and should be reviewed with the student. Since the notebook represents 20% of the grade for the course, students should be given the opportunity to reassess, revise, and polish their work.</p> <p>The same holds true for the <b>Portfolio Work</b>. The questions from the “Understanding the Concepts” and “Applying the Concepts” questions at the end of the chapters represent a more complex level of thinking. These, along with the blackline masters and auxiliary worksheets comprise 30% of the course grade.</p> <p>The remainder of the evaluation will consist of two unit tests worth 10% each and a culminating activity in the form of a final exam or project for the remaining 30%.</p> <p>The answers to questions from pages 15, 19, and 30 can be found on pages 109-112 of the Teacher’s Resource.</p> <p>Blackline Masters and worksheets should be assessed for completion according to instructions.</p>	<p><i>Images of Society: Introduction to Anthropology, Psychology, and Sociology</i>, Introduction ,pages 1-33</p> <p>“<i>Career Explorations</i>” worksheet from the appendix to the Study Guide</p> <p><b>Blackline Master 1-3, Part 1: Key Practitioners</b></p>

**Unit 1: Foundations of Social Science: Self and Others**

Outcomes	Notes for Teaching and Learning
<p>1.5 Examine the anthropological definition of humanity</p> <p>1.5.1 Relate the development of human beings to evolutionary theory</p> <p>1.5.2 Examine the theory of natural selection</p>	<p><b>Blackline Master 1-4</b>, asks students to compare humans and great apes using information from pages 46 and 47 of the textbook. An excellent source of data for this exercise is the website <a href="http://www.greatapeproject.org/">www.greatapeproject.org/</a></p>
<p>1.6 Examine the psychological definition of humanity</p> <p>1.6.1 Relate the cognitive process to “humanness”</p> <p>1.6.2 Relate personality to humanity</p>	<p>The “<i>Androgs: Assessing Gender Roles</i>” worksheet is intended to make students aware of their own predispositions to designate particular roles to males and females. This exercise would make an excellent opener for a discussion or debate.</p>
<p>1.7 Examine the sociological definition of humanity</p> <p>1.7.1 Relate the development of culture to “humanness”</p> <p>1.7.2 Examine the relationship of values and norms to humanity</p>	<p><b>Blackline Master 1-6</b>, should be completed using pages 58-61 of the textbook. Students should understand and evaluate the opposing views of Adolf Hitler and Jean Vanier regarding human worth.</p>

## Unit 1: Foundations of Social Science: Self and Others

<b>Suggestions for Assessment</b>	<b>Resources</b>
<p><b>BLM 1-4</b>, when completed, should contain a series of notes comparing humans with great apes. These notes should reflect the close relationship through biology (DNA), as well as reasoning, emotion, personality, culture, etc.</p>	<p><i>Images of Society: Introduction to Anthropology, Psychology, and Sociology</i>, Chapter 1 ,pages 36-67</p>
<p><b>BLM 1-6</b>, should contrast the extreme differences in the views of Hitler and Vanier regarding the value of human life. Students should exhibit a reflection on the limitations of Hitler’s definition of humanity compared to Vanier’s all-encompassing definition.</p>	<p><b>Blackline Master 1-4</b>, <i>Humans and Great Apes</i></p>
<p>An answer key to the worksheets appended to the Study Guide can be found in the Appendix B attached to this Curriculum Guide.</p>	<p>“<i>Androgs: Assessing Gender Roles</i>” worksheet from the appendix to the Study Guide</p>
<p>Answers to questions from pages 45, 54 and 57 can be found on pages 115-117 of the Teacher’s Resource.</p>	<p><b>Blackline Master 1-6</b>, <i>Contrasting Views of Humanness</i></p>
	<p>Note: Blackline Masters may be copied from the Teacher’s Resource for <i>Images of Society</i></p>
	<p>Answers to the candle problem and nine dot problem on page 50 of the textbook can be found by googling “Duncker’s Candle Problem” and “nine dot problem”</p>

## Unit 1: Foundations of Social Science: Self and Others

Outcomes	Notes for Teaching and Learning
<p>1.8 Explore theories related to the origin and development of language</p> <p>1.8.1 Examine the anthropological linguistics approach to human language acquisition</p> <p>1.8.2 Examine the psychological approach to the acquisition and manipulation of language</p> <p>1.8.3 Examine the sociological view of the impact of language on culture</p> <p>1.9 Analyze the role of mass media on communication</p> <p>1.10 Examine the sociological view of the impact of language on culture</p> <p>1.11 Outline the steps for the decision making process</p>	<p>This portion of the unit introduces students to language acquisition as a uniquely human trait. It also looks at body language and image as means of non-verbal communication as well as the differences in communication between adults and adolescents and between men and women. The readings from the textbook explore the effects of technology and media on communication.</p> <p>Chapter 3 looks at genetics and the environment as factors of human development. Students examine theories related to psychological, cognitive, and moral development. Agents of socialization are analyzed along with their effects on individual members.</p> <p>Using the “<i>Social Cohesion Through Slang</i>” worksheet, students will explore the purposes for and current usage of slang. Instructors need to be flexible in the assessment of this tool.</p> <p>To complete <b>BLM 1-7, Part I, <i>International Symbols</i></b>, students should look for symbols in their own experience and provide rough drawings and explanations for each. They should classify each as universal or regional (<b>See BLM 1-2, activity 5</b> in the Teacher’s Resource). <b>BLM1-7, Part II: <i>My Universal Symbol</i></b> asks students to design a new symbol that would be useful in conveying meaning to visitors. Again, instructors should be lenient in their evaluation of this creative exercise.</p>



## Unit 1: Foundations of Social Science: Self and Others

<b>Suggestions for Assessment</b>	<b>Resources</b>
<p>The student notebook should be reviewed and discussed with the student to ensure understanding of the concepts. Feedback and guidance are necessary to support student improvement and enhanced learning. Answers to questions provide the tool for discussion and clarification. Students should be given the opportunity to reassess their efforts for greatest possible success.</p> <p>Blackline Masters and worksheets should be assessed for adherence to instruction and completion of the assigned task. They are designed to demonstrate student learning in ways that have meaning and relevance beyond the textbook or classroom experience; for this reason, authentic assessment would allow for open-ended and multidimensional responses.</p> <p>The “Social Cohesion Through Slang” worksheet should be assessed flexibly since student answers could vary greatly. The answer key, adjunct to this Guide, gives examples of possible answers, but instructors should be open to a wide range of responses</p> <p><b>BLM 1-7</b> requires that students provide rough drawings of the picture-type signs and symbols they see and explain them, classifying them as regional or international.</p> <p>(See <b>BLM 1-2</b>, Activity 5 for instruction)</p> <p>The answers to questions from pages 75, 82 and 91 can be found on pages 122-125 of the Teacher’s Resource.</p>	<p><i>Images of Society: Introduction to Anthropology, Psychology, and Sociology Chapter 2, pages 70-95</i></p> <p>“<i>Social Cohesion Through Slang</i>” worksheet from the appendix to the Study Guide.</p> <p><b>Blackline Master 1-7, Part I: International Symbols</b></p> <p><b>Blackline Master 1-7, Part II: My Universal Symbol</b></p> <p><u>International Signs and Symbols</u></p> <p><a href="http://english.unitecology.ac.nz/resources/unit/s/signs_symbols/international.html">http://english.unitecology.ac.nz/resources/unit/s/signs_symbols/international.html</a></p>

## Unit 1: Foundations of Social Science: Self and Others

Outcomes	Notes for Teaching and Learning
<p>1.12 Compare the effects of genetic factors and environmental factors on human behavior</p> <p style="padding-left: 20px;">1.12.1 Investigate the impact of heredity on behavior patterns</p> <p style="padding-left: 20px;">1.12.2 Identify human characteristics with strong genetic components</p> <p style="padding-left: 20px;">1.12.3 Identify environmental influences on human development</p> <p>1.13 Explore theories on cognitive and moral development</p> <p>1.14 Compare various sociological views on the impact of society on human development</p> <p style="padding-left: 20px;">1.14.1 Examine the functionist perspective</p> <p style="padding-left: 20px;">1.14.2 Examine the conflict perspective</p> <p style="padding-left: 20px;">1.14.3 Examine the symbolic-interactionist perspective</p> <p>1.15 Identify common agents of socialization</p> <p>1.16 Explain the roles of family, school, peers, and religion as agents of socialization</p>	<p>Students would benefit from a discussion of the nature vs. nurture debate; how much of who we are is determined by our DNA and how much comes from our life experience? Talking about what causes the differences in intelligence, socialization, education, determination, ethics, and so on will prepare students to look at an individual for the completion of BLM 1-2. Instruction might examine, along with the student, what makes a particular individual stand out in society and make a permanent mark on the history of his or her area.</p> <p><b>BLM 1-12</b>, <i>Research notes for Profiles in Fame</i>, requires that students choose an individual who has had a positive, lasting impact on society and write notes on the forces that shaped that particular individual as well as how the research relates to the social sciences perspective (See <b>BLM1-2, Activity 10</b> in the Teacher’s Resource where possible examples for research are given.)</p>

## Unit 1: Foundations of Social Science: Self and Others

Suggestions for Assessment	Resources
<p>In the completion of <b>BLM 1-12</b>, <i>Research Notes for Profiles in Fame</i>, students should exhibit a knowledge of forces that shaped the life of a noted personage, chosen either from the list provided in <b>BLM 1-2, Activity 10</b> or from the student's personal experience. A brief biography should be given along with an analysis of the forces that help create such an exceptional person. Students may refer to the influence of family, circumstances, education, social forces, biological factors, and so on. Answers should include influences on behavior as described in all three of the social sciences.</p> <p>Instructors will need to explain to students what is required in order to finish the exercise, since <b>BLM 1-12</b> gives no instruction for its completion.</p>	<p><i>Images of Society: Introduction to Anthropology, Psychology, and Sociology Chapter 3, pages 98-123</i></p> <p><b>Blackline Master 1-12, Research Notes for Profiles in Fame</b></p> <p>Note: Explanations for the Blackline Masters above are given in <b>BLM 1-2, Activity 5</b>, and <b>BLM 1-2, Activity 10</b> of the Teacher's Resource. Instructors may adapt these activities to better establish a connection with the student's own experience. For example, a well-known local personage may be used for <b>BLM 1-12</b>.</p> <p>Some local personages that might be used for this exercise include:</p> <ul style="list-style-type: none"><li>• Danny Cleary, hockey player</li><li>• Elizabeth Goudie, author</li><li>• Wilfred Grenfell, doctor</li><li>• Ed Smith, writer</li><li>• Natasha Henstridge, actress</li><li>• Gordon Pinsent, actor/director</li><li>• Brad Gushue, curler</li><li>• Ron Hynes, songwriter</li><li>• Any local celebrity, personage or leader whose life is exemplary to the community</li></ul>

## Unit 1: Foundations of Social Science: Self and Others

Outcomes	Notes for Teaching and Learning
<p>1.17 Explore the concept of “rites of passage”</p> <p>1.17.1 Define rite of passage and outline the three-stage process involved</p> <p>1.17.2 Explain why rites of passage are a significant part of many cultures</p> <p>1.17.3 Compare rites of passages in own culture to those of other cultures</p> <p>1.18 Examine the perceptions of various cultures on death and the grieving process</p> <p>1.18.1 Explore the concepts of afterlife and reincarnation</p> <p>1.18.2 Identify the five stages of the grief cycle and describe each stage</p> <p>1.18.3 Compare funeral customs in various cultures</p> <p>1.18.4 Examine efforts made by the medical community to extend life</p> <p>1.19 Describe the steps necessary in designing, conducting, and writing up an interview</p>	<p>Most ABE students will have a lot to contribute to discussion of topics in this portion of the unit as they will have had practical knowledge of rites of passage and death and grieving in their own life experiences.</p> <p>Instructors should make efforts to expose students to customs from as many different cultures as possible.</p> <p><b>Blackline Master 1-2, Activity 12: Ceremony,</b> asks students to create a ceremony to commemorate a previously unmarked rite of passage in our culture. Some examples might include:</p> <ul style="list-style-type: none"> <li>➤ Moving from a crib to a bed</li> <li>➤ Reaching legal drinking age</li> <li>➤ Getting a driver’s license</li> <li>➤ Getting laid off/fired from a job</li> <li>➤ Leaving home for the first time</li> <li>➤ “coming out” as a member of the gay community</li> <li>➤ Onset of menarche or puberty</li> <li>➤ First sexual experience</li> <li>➤ Getting second teeth (adult teeth)</li> <li>➤ Learning to write your name</li> </ul> <p><b>Blackline Master 1-2, Activity 13: Mourning</b> requests that students explore the mourning customs of another culture and relate them to the grief cycle. The internet or other resource may be used for this exercise, but an interview with a person from another culture would also prove very enlightening.</p>

## Unit 1: Foundations of Social Science: Self and Others

Suggestions for Assessment	Resources
<p>Blackline Masters should be evaluated for the amount of thought and preparation put into their completion. The completed worksheets should exhibit mature application of the concepts. Both <b>BLMs: 1-2, Activity 12</b> and <i>Activity 13</i>, contain rubrics for assessment.</p>	<p><i>Images of Society: Introduction to Anthropology, Psychology, and Sociology</i>, Chapter 4, pages 126-153</p>
<p>Notebook questions should be assessed prior to the completion of each BLM so that students may reassess their answers and be confident of a clear understanding of the concepts before applying them.</p>	<p><b>Blackline Master 1-2, Activity 12: Ceremony</b></p> <p><b>Blackline Master 1-2, Activity 13: Mourning</b></p>
<p>The chapter review questions will be added to the portfolio after the readings are complete; answers to these questions may be found in the Teacher’s Resource.</p>	<p>Websites:</p> <p><u><a href="#">Japanese Funeral Customs</a></u></p> <p><u><a href="http://www.chinatownconnection.com/japanese-funerals-customs.htm">www.chinatownconnection.com/japanese-funerals-customs.htm</a></u></p>
<p>When the unit is complete, students should write the quiz for Unit I – value 10%.</p>	<p><u><a href="#">Chinese Funeral Customs</a></u></p> <p><u><a href="http://www.newsfinder.org/site/more/chinese_funeral_customs/">www.newsfinder.org/site/more/chinese_funeral_customs/</a></u></p>
<p><b>Note:</b> Instructors may use the quiz for unit one included in the Teacher’s Resource (See <b>Blackline Master 1-14, Self and Others: Unit Test</b>) or create their own based on the specific outcomes for Unit I of <i>Social Science 3200</i>.</p>	<p><u><a href="#">Parsi (India)</a></u></p> <p><u><a href="http://www.greenupgrader.com/4629/green-zoroastrian-funeral-vultures-and-the-towers-of-silence/">www.greenupgrader.com/4629/green-zoroastrian-funeral-vultures-and-the-towers-of-silence/</a></u></p>
	<p><u><a href="#">Khants Funeral Customs</a></u></p> <p><u><a href="http://haldjas.folklore.ee/folklore/vol7/khants.htm">http://haldjas.folklore.ee/folklore/vol7/khants.htm</a></u></p>

## Unit 2: Social Structures and Institutions

Outcomes	Notes for Teaching and Learning
2.1 Identify the five basic social institutions and analyze the roles they play in society	<p>Unit two opens with a look at the basic institutions that make up most human societies and how these institutions function in foraging, agricultural and industrial societies. Much of the focus of Chapter 5 is on the family and education, institutions with which ABE students are already familiar.</p>
2.2 Trace the historical development of social institutions	
2.3 Examine specific role expectations in various institutions such as the military and school	<p>Before students are asked to complete</p>
2.3.1 Explain how behavior changes with assumed roles	<p><b>BLM 2-6, <i>A Comparison of Two Families</i></b>, they should be given a copy of the instructions for completion, <b>BLM 2-2, <i>Activity 5: Other Family Models</i></b>, which also provides a performance rubric.</p>
2.4 Compare the functionalist and conflict schools of thought regarding social institutions	
2.4.1 Apply both the functionalist and conflict theories to the social institution of the school	<p>If students are not acquainted with a family from a culture different from their own, they may choose a family from their own experience that has a structure that is different; for example, an extended family living together, a single-parent family, a nuclear family, same sex, or blended family.</p>
2.5 Examine the family as a social institution	
2.5.1 Examine global forms of marriage	<p>Chapter 5 also contains a skills-acquisition section on designing a survey or questionnaire. Instructors should discuss this information with students and provide samples, if possible, since these are common methods of gathering data in the area of social sciences.</p>
2.5.2 Identify different family types	
2.5.3 Compare functionalist versus conflict theories on the family	
2.6 Explore the concept of health as a social institution	
2.6.1 Relate quality of health care to socio-economic status	
2.6.2 Define the biomedical model of illness	
2.6.3 Define culture-bound illness	
2.6.4 Examine health institutions outside of western culture	
2.7 Demonstrate an understanding of the stages involved in designing and analyzing a survey or questionnaire	

## Unit 2: Social Structures and Institutions

Suggestions for Assessment	Resources
<p><b>BLM 2-6, A Comparison of Two Families</b>, should be completed according to the instructions given on <b>BLM 2-2, Activity 5, Other Family Models</b>. Instructors may refer to the rubric when assessing the completed chart. Students should clearly indicate an understanding that the family may take many forms and still fulfill the functions of economics, caretaking, and socialization. Instructors should discuss with students how kinship, specialized functions, position, interaction, and residence play a role in their own families before they undertake the comparison.</p> <p>All questions from the textbook should be evaluated for content and organization of thought. The student notebook should be reviewed frequently to ensure that the learner has a grasp of the concepts and to allow for discussion and formative assessment. Instructors need to ensure that students have the requisite skills and knowledge to successfully complete assigned tasks.</p> <p>The answers to questions from page 172, 179, and 188 of the textbook can be found on pages 142-146 of the Teacher's Resource.</p>	<p><i>Images of Society: Introduction to Anthropology, Psychology, and Sociology</i>, Chapter 5, pages 162-191</p> <p><b>Blackline Master 2-6, Activity 5: Other Family Models</b> (to accompany BLM 2-6, above)</p> <p><u>Suggested Websites:</u></p> <p><a href="http://sixthsense.osfc.ac.uk/sociology/research/family_diversity.asp">http://sixthsense.osfc.ac.uk/sociology/research/family_diversity.asp</a></p> <p><a href="http://www.appliedsoc.org/family/">http://www.appliedsoc.org/family/</a></p>

## Unit 2: Social Structures and Institutions

Outcomes	Notes for Teaching and Learning
<p>2.8 Describe transformations to human societies over time</p> <p>2.8.1 Describe changes attributed to the agricultural and industrial revolutions</p> <p>2.8.2 Relate division of labour to the industrialization of society</p> <p>2.8.3 Relate the industrialization of society to changes in family life</p> <p>2.8.4 Examine the formation of new institutions as a result of industrialization</p>	<p>Students should be familiar with the concepts of social institutions and how they change over time. This part of the unit will give them an understanding of the impact of technology on society and on their own lives.</p> <p>Group discussions may be initiated that centre around specific technologies, the impact and future of technology in the workplace, and the future of technology in western society. Students may also wish to compare the advantages (disadvantages) of work in the agricultural, industrial, and information ages.</p>
<p>2.9 Explain the power of technology to radically change a society</p>	<p>This portion of reading addresses the concepts of policing and law enforcement from the agricultural age to present times. Many ABE students will have strong opinions on crime and punishment in Canadian society and should be encouraged to express their insights with a group if possible. This would also provide an excellent opportunity to invite a guest speaker from a local law-enforcement agency to talk about initiatives in policing and the many career possibilities in law enforcement. Such an exchange might also serve to dispel biases related to law enforcement.</p>
<p>2.10 Describe the effects of the information revolution</p>	
<p>2.11 Analyze changes and challenges to the world of work over time</p>	
<p>2.12 Trace the development of police and law enforcement in human society</p>	
<p>2.12.1 Compare the functionalist and conflict theories, on policing</p> <p>2.12.2 Define status quo</p> <p>2.12.3 Describe recent changes in policing in Canada</p>	
<p>2.13 Examine the prison system in Canada</p>	
<p>2.14 Explore alternate forms of prison</p>	
<p>2.15 Evaluate the relevance and validity of information gathered through research</p>	



## Unit 2: Social Structures and Institutions

<b>Suggestions for Assessment</b>	<b>Resources</b>
<p>Much of the assessment for this portion of study will be in the form of descriptive feedback and further instruction. Formative assessment is necessary so that students can feel confident to express what they have learned and be challenged to relate it to the real world.</p> <p>Questions from the text should be answered in the student notebook and be evaluated on the following criteria:</p> <ul style="list-style-type: none"><li>• Answers should be concise and clearly expressed</li><li>• Answers should be in direct response to the question asked</li><li>• Answers should reflect a level of thought that indicates understanding and not mere memorization</li></ul> <p>Note: Students should be given expanded opportunity to submit work, be given formative assessment, and resubmit work with improvements. In this way, ABE students will be able to improve their performance and better develop their skills.</p> <p>The answers to questions from pages 203, 211, and 219 of the textbook can be found on pages 150-152 of the Teacher’s Resource.</p>	<p><i>Images of Society: Introduction to Anthropology, Psychology, and Sociology</i>, Chapter 6, pages 194-225</p> <p><u>Suggested Websites:</u></p> <p><a href="http://www.publicsafety.gc.ca/prg/le/index-eng.aspx">www.publicsafety.gc.ca/prg/le/index-eng.aspx</a></p> <p><a href="http://www.vcn.bc.ca/august10/politics/facts_stats.html">www.vcn.bc.ca/august10/politics/facts_stats.html</a></p> <p><a href="http://www.justice.gov.nl.ca/hrc/Publications/sexual_harassment.htm">www.justice.gov.nl.ca/hrc/Publications/sexual_harassment.htm</a></p>

## Unit 2: Social Structures and Institutions

Outcomes	Notes for Teaching and Learning
2.16 Identify and describe primary and secondary agents of socialization	Chapter 7 looks at the life-long process of socialization and the agents that provide us with the norms and values of society as we develop our identities.
2.17 Analyze the role of mass media in influencing individual and group behavior	Students will need to think about their own values and norms and the agents that contributed to their own personal identities.
2.18 Examine the workplace as an agent of socialization	As they complete <b>BLM 2-9</b> , students will have to think about workplace culture and anticipatory socialization. This worksheet may be easily linked with investigations of future career goals or plans, especially those presented in other ABE courses.
2.19 Assess the impact of religion on socialization	Chapter 7 also explores the media and, in particular, television as a socializing agent. The topics of television advertizing, violence, and stereotyping would make excellent starting points for discussion or further study. Some students may wish to expand their investigation of these areas into their final project or culminating activity.
2.20 Examine the criteria for formulating a good hypothesis	Chapter 8 looks at the ways in which the social sciences define groups. Students will evaluate the types of groups and the ways in which they influence their own lives. Students should be seen to understand the concepts of roles, norms, sanctions, and conformity and be able to relate them to true-life situations.
2.21 Demonstrate an understanding of the reasons why and ways in which individuals form groups	The unit ends with a discussion of the use of social science experiments and the ethics of such research. Students should be able to relate social scientific experimentation to what they have learned in other areas of science.
2.21.1 Examine the anthropological, sociological, psychological perspectives on group formation	
2.21.2 Define roles, norms, and sanctions	
2.22 Demonstrate an understanding of the social science method of experimentation	
2.22.1 Examine the ethics involved in social scientific research and experimentation	
2.22.2 Demonstrate an understanding of the interpretation of social science experiments	
2.23 Examine the characteristics of cults as groups	

## Unit 2: Social Structures and Institutions

Suggestions for Assessment	Resources
<p>Students should be able to differentiate between primary and secondary agents of socialization and identify their contributions to the establishment of personal identity.</p> <p><b>Using BLM 2-9, <i>When I go to the Doctor I Expect...</i></b>, students are asked to examine the behavior that is expected of individuals who perform a particular job or profession – anticipatory socialization. They should write as many expected behaviors as possible for each field of work; for example, next to “priest/religious leader” they might put such behaviors as exhibit empathy, show discretion, explain doctrine, etc. If instructors have a group of students studying <i>Social Science 3200</i>, this worksheet may be filled out by using group discussion and a brainstorming exercise.</p> <p><b>BLMs 2-3:</b> Parts I and II, ask students to list the fields and accomplishments of key practitioners in the social sciences and to define or explain key terms and concepts. These worksheets should be completed using information from the textbook or from reliable internet sources.</p> <p>The Unit Test for unit 2 can be found on pages 66-69 of the Teacher’s Resource; alternately instructors may develop their own assessment tool using the specific outcomes for the course.</p> <p>The answers to questions from pages 231,237, 241, 256-257, 263, 267, 271 and 273 can be found on pages 155-162 of the Teacher’s Resource</p>	<p><i>Images of Society: Introduction to Anthropology, Psychology, and Sociology</i>, Chapter 7, pages 228-281</p> <p><b>Blackline Master 2-9, <i>When I go to the Doctor I Expect...</i></b></p> <p><b>Blackline Master 2-3, Part I: <i>Key Practitioners</i></b></p> <p><b>Blackline Master 2-3, Part II: <i>Key Terms and Concepts</i></b></p> <p><u>Suggested Websites:</u></p> <p><a href="http://www.public.asu.edu/~zeyno217/365/notes1.html">www.public.asu.edu/~zeyno217/365/notes1.html</a></p> <p><a href="http://www.media-awareness.ca/english/parents/marketing/marketers_target_kids.cfm">www.media-awareness.ca/english/parents/marketing/marketers_target_kids.cfm</a></p> <p><a href="http://www.age-of-the-sage.org/psychology/milgram_obedience_experiment.html">www.age-of-the-sage.org/psychology/milgram_obedience_experiment.html</a></p> <p><a href="http://www.factnet.org/rancho5.htm">www.factnet.org/rancho5.htm</a></p>

## Unit 3: Conflict, Discrimination and Anti-Social Behavior

Outcomes	Notes for Teaching and Learning
<p>3.1 Identify and compare anthropological, psychological, and sociological perspectives on conflict and cohesion in society</p> <p>3.1.1 Define conflict and cohesion</p> <p>3.1.2 Distinguish the psychological view of conflict and describe examples of psychological conflicts</p> <p>3.1.3 Distinguish the anthropological view of cultural conflict and cohesion</p> <p>3.1.4 Relate ethnocentrism to the anthropological view of conflict</p> <p>3.1.5 Distinguish the sociological view of conflict and cohesion</p> <p>3.2 Explore the concept of conflict arising from social inequality</p> <p>3.2.1 Analyze information on global wealth distribution</p> <p>3.2.2 Analyze information related to the distribution of wealth in Canada</p> <p>3.3 Analyze peer aggression in the forms of direct aggression, indirect aggression, and bullying</p> <p>3.3.1 List common characteristics of bullies</p> <p>3.3.2 List common characteristics of victims of bullying</p> <p>3.4 Examine a psychometric tool for measuring self-esteem</p> <p>3.5 Explore some causes of aggression</p> <p>3.6 Examine methods for promoting cohesion</p> <p>3.7 Describe key questions to consider when analyzing a news or magazine article</p>	<p>Chapter 9 focuses on the various social scientific views on conflict, the cause of conflict in society, and the promotion of cohesion.</p> <p>ABE students will be familiar with sources of conflict between individuals and peers, and methods for coping with and resolving problems. The reading presents an opportunity for discussion on these issues and their effects on society.</p> <p><b>Blackline Master 3-5</b> has students researching a topic associated with economic disparity in Canada. The Study Guide lists several possible topics including:</p> <ul style="list-style-type: none"> <li>➤ <i>homelessness</i></li> <li>➤ <i>child poverty in Canada</i></li> <li>➤ <i>low-income families</i></li> <li>➤ <i>panhandling (begging)</i></li> <li>➤ <i>single mothers under 25 years of age</i></li> <li>➤ <i>the unemployed</i></li> <li>➤ <i>street youths</i></li> <li>➤ <i>regional disparity in Atlantic Canada</i></li> <li>➤ <i>child poverty in Newfoundland and Labrador</i></li> <li>➤ <i>social assistance in Newfoundland and Labrador</i></li> </ul> <p>Students should choose a problem related to their chosen topic and write notes on the worksheet as they describe the problem and its implications for those involved. <b>BLM 3-5</b> also asks students to write brief notes about society's response to the problem and possible solutions.</p> <p><b>Note:</b> Although students are required only to make notes on their chosen topic, they may complete a 750-1000 word report to satisfy the requirements for the 30% culminating activity.</p>

## Unit 3: Conflict, Discrimination and Anti-Social Behavior

Suggestions for Assessment	Resources
<p>Student notebooks should be reviewed and discussed in order to provide the feedback and guidance necessary for success; this is especially true for students who follow a self-paced method of delivery.</p> <p><b>BLM 3-5</b>, should be completed in its entirety. Students should clearly delineate their chosen topic, the implications of the problem, how society has responded, the impact of the problem, and any proposed solutions. Students are asked to keep a record of any sources they use in making their notes, and these should be included with the completed BLM. Should the student decide to expand the notes into an actual report as the culminating activity for the course, they will have a way to retrace their research sources.</p> <p>Small-group discussion of conflict and cohesion in society would provide an excellent means of formative assessment for instructors who teach <i>Social Science 3200</i> to larger groups. Students should show evidence that they have gained a deeper understanding of the underlying sources of conflict in Canadian society.</p> <p>The answers to questions found on pages 291, 301, 311 and 318 of the textbook can be found on pages 166-173 of the Teacher's Resource</p>	<p><i>Images of Society: Introduction to Anthropology, Psychology, and Sociology</i> Chapter 9, pages 288-319</p> <p><b>Blackline Master 3-5</b>, <i>Rough Notes for Report on Economic Disparity in Canadian Society</i></p> <p>A good source for statistics and tables on Canada's economic performance and links to other sites is: <a href="http://economics.ca/en/">http://economics.ca/en/</a></p> <p><u>Bullying Information:</u> <a href="http://www.safecanada.ca/topic_e.asp?category=28">www.safecanada.ca/topic_e.asp?category=28</a></p> <p><u>Textbook:</u> <i>Images of Society</i>, page 408, <i>Reading and Making Notes Effectively</i></p>

## Unit 3: Conflict, Discrimination and Anti-Social Behavior

Outcomes	Notes for Teaching and Learning
<p>3.8 Demonstrate an understanding of discrimination and exclusion in social relationships from the perspective of each of the three social sciences</p> <p>3.9 Define and explore the concept of prejudice</p> <p style="padding-left: 20px;">3.9.1 Examine some causes of prejudice</p> <p style="padding-left: 20px;">3.9.2 Examine some effects of prejudice</p> <p>3.10 Examine the concepts of stereotyping and discrimination</p> <p>3.11 Analyze the ways in which law-level prejudice can escalate to become a much more serious social issue</p> <p style="padding-left: 20px;">3.11.1 Define racism</p> <p style="padding-left: 20px;">3.11.2 Examine the development of ethnic prejudice</p> <p style="padding-left: 20px;">3.11.3 Define genocide and examine examples in human society</p> <p>3.12 Apply skills necessary to interpret statistical tables</p>	<p>This portion of the unit explores the causes and effects of prejudice, discrimination, racism and stereotyping – from minor infringements towards individuals to the ultimate act of genocide against an entire race or culture.</p> <p>Students will have had experience with some type of prejudice, bias, or discrimination, either on a personal level or through the witnessing of it. A discussion of these experiences can lead into the larger issue of instances of exclusion and discrimination from Canada’s past.</p> <p><b>Blackline Master 3-8</b> requires students to investigate one of these historical events and make a series of notes that could serve as the basis for a report. (Students who are interested may expand <b>BLM 3-8</b> into a 750-1000 word report to fulfill the requirement for the 30% culminating activity in lieu of the final exam).</p> <p>Some suggestions include:</p> <ul style="list-style-type: none"> <li>➤ the extinction of the Beothuk</li> <li>➤ application of “head tax” on Chinese entering Canada</li> <li>➤ “enemy aliens” of WWI and WWII</li> <li>➤ residential schools in Canada</li> <li>➤ a topic of their choosing</li> </ul>

## Unit 3: Conflict, Discrimination and Anti-Social Behavior

Suggestions for Assessment	Resources
<p>Instructors should discuss with students the concepts of prejudice, discrimination, and stereotyping to ensure that they understand the principles. Students should not only exhibit a grasp of the insidious nature of discrimination, but recognize in their own experiences such things as the telling of ethnic jokes and the existence of “in” groups and “out” groups as examples of prejudice and exclusion.</p> <p><b>BLM 3-8</b> should be completed as directed, in note form. Students are asked to include their sources along with the specific notes.</p> <p>Once again, if discussion of the themes is possible, an informal group talk would allow for formative assessment by the instructor. Students should receive feedback as they exhibit their understanding of the concepts. The teaching of this unit affords the opportunity to not only explore the social science approach to the topics, but presents a chance for instructors and learners to evaluate the effect of discrimination in their own personal experience.</p> <p>The answers to questions from pages 329 and 336 can be found on pages 179-180 of the Teacher’s Resource</p>	<p><i>Images of Society: Introduction to Anthropology, Psychology, and Sociology</i> Chapter 10, pages 322-343</p> <p><b>Blackline Master 3-8, Rough Notes for Report on How Could This Have Happened?</b></p> <p><u>Textbook: Reading and Making Notes Effectively</u>, page 408</p> <p><u>Genocide:</u></p> <p><a href="http://www.ushmm.org">www.ushmm.org</a></p> <p><a href="http://www.pbs.org/destinationamerica/usim_wy_04.html">www.pbs.org/destinationamerica/usim_wy_04.html</a></p> <p><u>Prejudice and discrimination:</u></p> <p><a href="http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&amp;Params=J1SEC887260">www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&amp;Params=J1SEC887260</a></p> <p><a href="http://www.lermuseum.org/ler/mh/wwii/enemyaliens.html">www.lermuseum.org/ler/mh/wwii/enemyaliens.html</a></p> <p><a href="http://www.heritage.nf.ca/aboriginal/beo_extinction.html">www.heritage.nf.ca/aboriginal/beo_extinction.html</a></p> <p><a href="http://archives.cbc.ca/society/education/topics/692/">http://archives.cbc.ca/society/education/topics/692/</a> (a film on residential schools in Canada)</p>

## Unit 3: Conflict, Discrimination and Anti-Social Behavior

Outcomes	Notes for Teaching and Learning
3.13 Identify and compare social scientific perceptions on conflict	<p>Chapter 11 looks at deviant behavior and the ways in which society attempts to maintain order by defining which actions are socially acceptable and which constitute antisocial behaviors. The reading for this chapter aims to dispel the misconceptions that low-income people commit the most crimes, that young people are becoming more violent, and that the crime rate in Canada is rising.</p> <p>Students will examine all sides of the issues through examination of articles and statistical tables.</p> <p>Instructors are encouraged to make use of a daily newspaper when discussing the issues presented in this portion of the unit. Articles about youth crime, prisons, and other social issues related to deviance are often presented at a local and national level. The analysis of such articles may allow students to connect the theory to real-life situations.</p> <p>Because of the vast amount of material covered in <i>Social Science 3200</i>, Chapter 12, Social Movements and Organizations, has been omitted. It may be incorporated as a source for the culminating activity or used as a non-fiction reading exercise for an English course from any of the ABE profiles.</p>
3.14 Examine instances of deviance in society	
3.14.1 Define deviant behavior	
3.14.2 Identify forms of social control	
3.14.3 Relate the labeling theory to deviance	
3.15 Relate deviance to crime	
3.15.1 Examine recent crime statistics for Canada	
3.15.2 Identify causes for deviance and crime	
3.15.3 Examine the conflict theory of white-collar crime	
3.16 Examine the statistical profile of crime in Canada	
3.17 Examine youth crime and deviance in Canada	
3.17.1 Analyze statistical data on violent incidents involving youth in Canada	
3.17.2 Examine antisocial behavior in high schools	
3.17.3 Examine statistics and experiences related to street youth in Canada	
3.18 Develop skills in analyzing social problems	
3.18.1 Describe key questions for identifying social problems	
3.18.2 Describe key questions for analyzing social problems	
3.18.3 Examine ways of finding best solutions to social problems	



### Unit 3: Conflict, Discrimination and Anti-Social Behavior

Suggestions for Assessment	Resources
<p>The worksheet for the news article, “The Pendulum Has Swung Too Far” should be completed by answering each question in clear and concise language. Answers should reflect an understanding of the contents of the article as well as knowledge of the analysis of articles as described on page 319 of the textbook.</p> <p>The “Crime Rates...” worksheet should reflect an acquisition of the skills necessary to interpreting statistical tables as presented on page 342-343 of the textbook. Student answers should represent an accurate interpretation of the Statistics Canada table provided.</p> <p><b>Note:</b> Answers to worksheets are provided in Appendix B of this guide.</p> <p>Students who have finished all of the coursework for <i>Social Science 3200</i> should now complete the final assessment activity in the form of a comprehensive exam or a culminating activity such as those described in Appendix A at the end of this guide. Instructors may create their own exams based on the outcomes for the course or collaborate with students to design a suitable finishing activity.</p> <p>The answers to questions from pages 348, 351, 357, 363 and 367 can be found on pages 183-188 of the Teacher’s Resource.</p>	<p><i>Images of Society: Introduction to Anthropology, Psychology and Sociology</i> Chapter 11, pages 346-373</p> <p>“<i>The Pendulum Has Swung too Far</i>” article and worksheet from the Appendix to the Study Guide</p> <p>“<i>Crime Rates for Selected Offences by Census Metropolitan Area</i>” Statistics Canada table and worksheet from the Appendix to the Study Guide</p> <p><u>Suggested Sites:</u></p> <p><a href="http://www.statcan.gc.ca/daily-quotidien/050721/dq050721a-eng.htm">www.statcan.gc.ca/daily-quotidien/050721/dq050721a-eng.htm</a></p> <p><a href="http://www.oregoncounseling.org/Handouts/PsychopathicPersonality.htm">www.oregoncounseling.org/Handouts/PsychopathicPersonality.htm</a></p> <p><a href="http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&amp;Params=A1ARTA0008557">www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&amp;Params=A1ARTA0008557</a></p> <p><u>Report on Street Youth in Canada</u></p> <p><a href="http://www.phac-aspc.gc.ca/std-mts/reports_06/pdf/street_youth_e.pdf">www.phac-aspc.gc.ca/std-mts/reports_06/pdf/street_youth_e.pdf</a></p>



# **Social Science 3200**

Introduction to Anthropology, Psychology and Sociology

## **Appendix A**

**Potential Topics for Culminating Activity to be  
done in Lieu of Exam for Social Science 3200**



Students must either write a final comprehensive exam or complete a culminating activity to satisfy 30% of the grade for *Social Science 3200*. The following pages contain a list of potential projects and assignments that may be used in lieu of the final exam option. Instructors may develop their own assignment topics to collaborate with individual students to create projects or assignments related to topics of interest to the student. In evaluating the assignment option, instructors should use the following **parameters** to ensure that quality work is presented:

- *The submitted work should be of a caliber and maturity adequate to represent high school graduation level*
- *The student must adhere to the specific format of the chosen assignment or project*
- *Students should include specific references to support their interpretations, where applicable*
- *The student should commit considerable time and effort to the completion of the task, and the work must be original except where credit is given*
- *The submitted assignment or project should represent an interpretation of some theory, study, or other aspect of anthropology, psychology, or sociology and the student should be able to verbally defend its connection to the social sciences.*

#### **Formal Essays (may be given as oral presentations with visual aids)**

Students may wish to complete papers based on their research from the completion of either **BLM 3-5, *Economic Disparity in Canada*** or **BLM 3-8, *How Could This Have Happened?***

A comparison of papers on the Nature/Nurture debate

A research paper on one of the better-known social institutions: health, police, education, church, military; student should give a brief history, contribution to society, impact on the community, etc.

Sexual harassment policy at work or at school (college): outline of policy, steps to take if harassed, legalities, etc.

Community policing: Crime Stoppers, Neighborhood Watch, Block Parents

Significance of the “mall” or other gathering place to adolescent socialization (downtown or bars for adults)

Analyze a specific social problem such as child poverty, elder abuse, racism in your community, or homelessness (See pages 372-373 of the textbook for guidance).

Analyze television as an agent of socialization

Analyze stereotyping in the media

Cults: the mentality, recruitment methods, and tactics for keeping members

Find and compare two studies on the relationship of violent media (television, video games, movies) to aggressive behavior

Write a brief biography of a key practitioner in one of the social sciences, including the theories developed and work conducted

Any topic agreed upon by instructor and student that meets the aforementioned parameters

## Graphic Interpretations

Create a photo essay (including write-up) for one of the following:

- Fashion trends or fads used to communicate identity. Choose a specific time or decade and along with the pictures, include a written section that describes the music, clothes, attitude towards authority, use of slang, etc.
- Rites of passage from a particular culture or society
- Games played during a particular era or by a particular social group

Cut 5 ads from magazines or newspapers that connect a product to a personality or “lifestyle”. Explain what the manufacturers tried to make the viewer feel and the ways in which they tried to manipulate those viewers.

Write and illustrate a short children’s book to convey a lesson in the social norms and values of a specific culture.

Create a colorful, illustrated pamphlet about bullying that would be suitable for elementary school-age students.

Create a pamphlet to promote social organizations in your area. Include a brief description of services and contact information.

Make a copy of (or draw) a political cartoon that represents a poignant social issue. Write an analysis of technique and effectiveness (See guide on page 321 of the textbook)

Produce a scrapbook of articles (Refer to **BLM 3-11**) related to a particular social issue such as youth crime in your community, province, or country. Identify the source of each article-name, date, section, and page; and write a 1-2 page report on what role the media seems to play in portraying the issue. Consider any biases evident in the different sources;

Make a colorful poster suitable for viewing by high school or college students about the unfairness of racial or social stereotyping.

Any graphic interpretation, that meets the aforementioned parameters, agreed upon by the instructor and student.

## Movie and Book Reviews

Using the standard format, write a movie review using a movie that conveys some aspect of social science or social science theory. Some examples of such movies might include:

<i>A Beautiful Mind</i>	<i>The Burning Bed</i>
<i>The Soloist</i>	<i>Mean Girls</i>
<i>Gorilla's in the Mist</i>	<i>The Birdcage</i>
<i>Ordinary People</i>	<i>Norma Rae</i>
<i>Cider House Rules</i>	<i>Fahrenheit 451</i>
<i>Antwon Fisher</i>	<i>The Dark Wind</i>
<i>The Emerald Forest</i>	<i>Whale Rider</i>

\* Students may choose any movie as long as they can make a connection between the content and some aspect of one or more of the social sciences.

Using a standard format, write a review of a book written to reflect some aspect of one or more of the social sciences. Discuss how the book is representative of social science theory. (See **BLM2-10** for guidance)

Books related to anthropology, psychology, or sociology:

*Lord of the Flies* by William Golding  
*The Chrysalids* by John Wyndham  
*To Kill a Mockingbird* by Harper Lee  
*Beloved* by Toni Morrison  
*Dead Man Walking* by Helen Prejean  
*The Scarlet Letter* by Nathaniel Hawthorne  
*Silence of the Lambs* by Thomas Harris (very graphic and violent)

\* Students may choose any book as long as they can make a connection between the content and some aspect of one or more of the social sciences.

## **Other Interpretations of the Social Sciences**

Write an essay or create a photo essay to show changes in the culture of Newfoundland and Labrador over the last 50 years.

Write a radio script or newspaper article about some facet of social science. Present your script to the class or format your article into columns just as you would for a newspaper.

Write a song or poem that reflects a viewpoint on some social issue or that protests a perceived social injustice. Alternately, choose a song or poem that you feel is a reflection on a social concern and write an explanation of why you feel the piece has something to say about our social order. If you choose a rap song, ensure that it is tasteful and not offensive to anyone.

Create a piece of art (drawing, painting, sculpting, etc.) that shows the viewer how you feel about humanity, culture, social order, social injustice, or some other facet of the social sciences that you have learned about. Write a short paragraph to accompany your artwork explaining why you were inspired to produce it.

### **Note**

Instructors and students should be creative in designing culminating activities for *Social Science 3200*. This final activity gives students an alternative to the traditional final exam and provides them with the opportunity to demonstrate learning in a way that may have meaning and relevance beyond both the reading of the textbook and classroom activity. This type of measurement of a student's end performance, when it adheres to the parameters given at the beginning of this appendix, will connect student learning to the major summative task and allow for multidimensional response; also, it allows the student to have an active role in deciding how to best exhibit the knowledge and skills acquired throughout the course.



# **Social Science 3200**

Introduction to Anthropology, Psychology and Sociology

## **Appendix B**

**Answer Key for Worksheets from the Appendix  
to the Study Guide**



# Career Explorations

## Occupation: Psychologist

**Directions:** Log on to [www.jobfutures.ca](http://www.jobfutures.ca) to complete this worksheet.

### Duties:

Provide consultation services to government and other organizations. Conduct experimental research. Examine and assess behavior, diagnose behavioral, emotional, and cognitive disorders, counsel clients, and provide therapy. Help clients manage physical illness and disorders. Use standard psychological tests for assessment. Plan intervention programs and conduct program evaluation. Deliver presentations at conferences, workshops, or symposia.

Note: Students may write some or all of the above information from the Website.

### Educational Requirements:

You must have a graduate university degree in psychology and be registered with a regulatory body. You must have a doctoral degree in Ontario, Manitoba, and British Columbia and a masters or a doctorate in all other areas of Canada.

<b>Current Work Prospects:</b>	<u>Good</u>	<b>Average Unemployment Rate:</b>	<u>1%</u> (below average)
<b>Future Work Prospects:</b>	<u>Good</u>	<b>% of Part-time Work:</b>	<u>27%</u> (above average)
<b>Average Hourly Wage:</b>	<u>\$29.97</u>	<b>% of Women in the Field:</b>	<u>64%</u> (above average)

## Worksheet

### Androgs: Assessing Gender Roles

Newfoundland and Labrador has sent its first ship into space; the exploratory team discovered a new planet and a new race of beings which they called “Androgs”. Examine the following statements about the Androgs and determine the gender of those described in each statement.

Circle male or female.

1. The Androg, carrying a basket of laundry from the basement, heard a child cry and left the basket to investigate. (M F)
2. This Androg was dressed in a long flowing robe and a wrap-around headdress. (M F)
3. These Androgesse caregivers were protesting; they felt they deserved more pay for their work with the sick and aged. (M F)
4. One Androg was toned and strong and even refused anesthetic while having dental work done. (M F)
5. These Androgs work mostly in industrial trades; they build and maintain buildings and roads. (M F)
6. Some Androgs play a rough national sport that involves rock climbing and running while carrying heavy boulders. (M F)
7. Many young Androgs dream of being accepted into the high paying professional league for the sport and often play in minor leagues. (M F)
8. The planet’s leader was a university athlete and has a doctorate degree in mathematics. (M F)
9. Some of the adolescent Androgs were excited about a big social event and were getting new hair styles and skin dying to look good for the party. (M F)
10. One Androg had wanted to be a nurse since childhood. (M F)
11. The gym teacher at the Androg school was an excellent cook and knitter. (M F)
12. The Androg prison guards had close-shaved haircuts, many arm tattoos, and wore heavy laced-up boots. (M F)
13. These Androgs appear, often scantily-clad, in advertisements for lingerie. (M F)
14. These Androgs do not express a lot of emotion publicly and rarely cry. (M F)

### Examine your responses to the statements above and answer these questions:

- A. Which clues indicated gender to you? Why?
- B. What are the factors in your own society that may have influenced your assessment of the gender roles? Give an example that may be different in another part of our world.
- C. Are gender roles changing? Explain with examples.

<p><b>Note:</b> Answers will vary, but students should indicate that their own social influences cause them to see certain roles as gender specific. They should also indicate that roles are changing with examples such as stay-at-home dads, more male nurses, women in construction, etc.</p>
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## Social Cohesion Through Slang

Slang is a special collection of words and phrases used by a particular social group; these words and phrases have precise meaning only to the members of the group. Most slang is created and spoken by the adolescents and young adults of a society to differentiate their communication from that of their parents' generation; it is familiar to the user, but excludes others.

Sometimes slang is localized to a particular area or territory or to a specific sub-culture. See how many of the following "Hip-Hop" expressions you know; translate them into standard form:

1. Wasup, Bro?  
How are you, friend?
2. Don't be dissin' me, homey.  
Don't insult me, please.
3. My bad; I forgot where your crib was and blew off the party.  
I'm sorry; I forgot your address and couldn't come to your party.

Slang expressions change frequently since, as soon as others outside the group understand the meaning of the expressions, new words are created to maintain group solidarity. Some slang expressions, however, become part of mainstream communication. These slang words and expressions from the 1950s and 1960s are sometimes still used; write them in standard English:

1. Don't have a cow; I didn't mean to rattle your cage.  
Don't be upset; I didn't mean to trouble you.
2. I'm really bummed out because I bombed the exam.  
I'm depressed because I didn't do well on the exam.
3. What a ditz; he had a groovy chick but, because he made out with someone else, she dumped him!  
He's so silly. He had a nice girlfriend but she left him because he cheated on her.
4. You've got it made in the shade, man. That new job is boss.  
You are lucky. You have a really good job.

Note: Answers will vary, but should convey the same basic meaning.

Page 83 of *Images of Society* gives three main purposes for the use of slang:

- Slang is a type of shorthand to save time from making lengthy descriptions.
- Slang makes possible a more precise reference to observations or experiences within a group than mainstream vocabulary allows.
- Slang reinforces and maintains group solidarity.

List three slang terms or expressions that you have used with your peer group, explain their meaning, and relate each one to a purpose listed above.

1. \_\_\_\_\_

Meaning Answers will vary

Purpose \_\_\_\_\_

2. \_\_\_\_\_

Meaning Answers will vary

Purpose \_\_\_\_\_

3. \_\_\_\_\_

Meaning Answers will vary

Purpose \_\_\_\_\_

**More young offenders are going free under new act**  
(an article written for NUPGE, the National Union of Public Employees,  
Webpage, January 11, 2004)

**‘The Pendulum has swung too far.’ – Bob Eaton**

Toronto – The number of young people jailed in Canada has dropped so dramatically since the new Youth Criminal Justice Act took effect in April 2003 that some correctional officials are questioning whether the system is now too soft on offenders under the age of 18.

“The pendulum has swung too far,” says Bob Eaton of the Ontario Public Service Employees Union (OPSEU/NUPGE), a probation officer who works with young offenders.

“The ones who know the system are essentially walking out of court laughing at us, because they know that there aren’t any real strong sanctions for continued disobedience of court orders.”

In the past, young offenders who breached probation were often sentenced to jail. Now they frequently end up with community service, a lesser penalty than probation, Eaton argues.

The law applies to youths from 12 to 17 years old. It was designed to deal more harshly with serious offenders but at the same time to what had been one of the highest rates of incarceration in the world for young offenders.

**Dual approach**

For example, the act takes a hard line on serious crimes such as murder, manslaughter and aggravated sexual assault, often referring young people to adult court to face the consequences.

But for lesser offences it routinely tends to steer offenders away from the prison system. Emphasis is placed on out-of-court settlements, probation, community service and other non-jail solutions for offences such as shoplifting, theft, property damage, breaking and entering and drug offences.

Provinces have flexibility in the way the new legislation is administered, meaning that application of the act varies from one part of the country to another.

The overall result, after nearly two years of operation, is that many habitual young criminals are returning to the streets after facing only minor consequences in courts for their actions, officials say.

## **Rates decline**

Statistics published this week by National Post show that the new approach has led to significant reduction in incarceration rates across the country.

- In Newfoundland and Labrador, the average daily count of young people in “secure custody” had dropped to fewer than 30 from a level of 50-55 before the new law took effect. Two 10-bed units have been closed and 27 staff members have been laid off as a result.
- In Nova Scotia, the \$3-million-a-year Shelburne Youth Centre closed this year after the number of inmates, which had been as high as 120, dropped to a low of two. The average number of young people in custody across the province dropped recently to 59 from 128 in the last year before the new law took effect.
- It’s a similar story in Ontario, where judges sentenced 1,521 youth criminals to open or secure custody in the first year under the law, less than half the previous rate.
- The number of young people in custody has dropped 38% in Manitoba since the new law came into effect, 31% in Saskatchewan and B. C. and 25% in Alberta. Figures were not published for P.E.I. and Quebec.

Justice Minister Irwin is scheduled to meet with federal and provincial justice officials in February to assess how the new law is working. *NUPGE*



## Worksheet on “The Pendulum has Swung too Far” article by Bob Eaton

Read the article and answer the following questions:

1. Why do you think this article was written?

*The article was written so that the author could express his opinion on the Youth Criminal Justice Act and persuade others to share his views.*

2. Who was the intended audience?

*Members of NUPGE or anyone who reads their Webpage, generally an adult audience.*

3. Who wrote the article? Give one reason why the author is a credible source.

*Bob Eaton wrote the article. he is a credible source because he is a probation officer who works with young offenders and is knowledgeable about the youth justice system.*

4. What is the main idea or viewpoint of this article?

*The main idea is that many young people are not being made to take responsibility for the crimes they commit.*

5. Is the main idea supported effectively by evidence? Give examples.

*Yes, the author gives statistics from several provinces to show that the numbers of young offenders sentenced to open or secure custody has lessened.*

- *NL numbers dropped from 50-55 to 30*
- *NS Shelburne Youth Centre closed*
- *Ontario numbers dropped to half*
- *Numbers dropped 38% in Manitoba, 31% in Saskatchewan and BC, and 25% in Alberta.*

6. Is the article well researched? Give examples.

*Yes statistics are backed up (National Post)*

7. Do you detect any bias in the article? Explain.

*Somewhat. The author is seeing the issue only from the perspective of correctional officials like himself. He does not give other views. The closing of facilities affect people like him directly.*

8. Write a statement that expresses the main thesis of the article. Explain why you agree or disagree with the main point of the piece.

*The main thesis of the article is that youths who commit less serious crimes are not being punished adequately and that many habitual young criminals are still in the community after facing only minor consequences.*

### Crime rates for selected offences by census metropolitan area

	Total Criminal Code offences (excluding traffic)		Total violent offences	Homicide	Robbery	Total property offences	Break and enter	Motor vehicle theft	Total other Criminal Code
	rate	% change in rate 2006 to 2007	rate						
<b>500,000 and over population</b>									
Winnipeg	9,644	-12.9	1,082	3.6	268	5,090	1,022	1,714	3,471
Edmonton	9,572	-5.4	1,031	3.3	157	5,166	817	832	3,375
Vancouver	9,136	-11.3	989	2.4	155	5,100	995	630	3,047
Calgary	6,202	-8.4	712	3.1	106	3,825	602	639	1,665
Montréal	5,958	-13.8	777	1.6	133	3,282	755	601	1,899
Hamilton	5,511	-2.2	776	1.6	116	2,985	594	481	1,750
Ottawa <sup>1</sup>	5,457	-5.1	599	1.6	80	2,915	451	264	1,943
Québec	4,524	-8.0	645	0.0	54	2,579	716	216	1,301
Toronto	4,461	-11.0	709	2.0	113	2,307	362	279	1,445
<b>100,000 to less than 500,000 population<sup>2</sup></b>									
Regina	11,827	-5.5	1,478	2.5	225	5,703	1,618	735	4,646
Saskatoon	11,560	-5.2	1,612	3.6	272	4,520	899	616	5,428
Abbotsford	10,341	-8.2	944	1.2	103	5,868	1,263	1,001	3,529

	rate	% change in rate 2006 to 2007	rate						
Victoria	9,335	-8.5	911	1.2	72	4,941	801	355	3,483
Thunder Bay	8,819	-2.8	1,335	1.6	142	3,942	878	233	3,542
Saint John	8,292	5.4	1,431	2.0	59	3,441	649	168	3,420
Halifax	7,954	-8.5	1,145	1.8	119	3,774	670	269	3,035
St. John's	7,325	8.6	926	0.5	62	3,689	1,028	210	2,710
London	7,296	-10.2	730	1.3	61	3,867	667	489	2,699
Windsor	6,138	-9.3	644	1.2	57	3,321	730	231	2,174
Kingston	5,970	-11.7	689	0.7	37	3,001	546	176	2,280
Gatineau <sup>3</sup>	5,718	1.0	796	0.7	44	2,902	852	294	2,020
St. Catharines–Niagara	5,711	-4.6	571	0.7	65	3,206	722	253	1,934
Greater Sudbury	5,627	-9.3	888	2.5	72	2,691	580	226	2,048
Kitchener	4,906	-16.8	565	1.4	54	2,721	487	239	1,620
Sherbrooke	4,831	-10.0	503	1.3	60	2,512	694	350	1,816
Trois-Rivières	4,478	-8.2	599	2.7	33	2,391	636	363	1,488
Saguenay	4,398	8.1	720	0.7	41	2,107	629	265	1,572
<b>Canada</b>	<b>6,984</b>	<b>-7.4</b>	<b>930</b>	<b>1.8</b>	<b>90</b>	<b>3,320</b>	<b>700</b>	<b>443</b>	<b>2,734</b>

1. Ottawa refers to the Ontario part of the Ottawa–Gatineau census metropolitan area.

2. Oshawa is excluded due to incongruity between the police agency jurisdictional boundaries and the census metropolitan area boundaries.

3. Gatineau refers to the Quebec part of the Ottawa–Gatineau census metropolitan area.

Note: Rates are calculated per 100,000 population.

Source: Statistics Canada: 2008-11-17 [www.statcan.gc.ca](http://www.statcan.gc.ca)

## Worksheet to Accompany Statistics Canada Table “Crime Rates for Selected Offences by Census Metropolitan Area”

Look closely at the table and answer the following questions:

1. What is the purpose of the table as evidenced by the title (what information does it give)? What are the limits or range of the table?

*The purpose is to give crime rates for selected offences by census metropolitan area. It gives the statistics for crimes in certain Canadian cities. The table gives statistics for cities of 100, 000 to 500,000+ population only and does not include traffic offences.*

2. What do the 8 vertical columns represent?

- |  |                              |
|--|------------------------------|
| 1. Total criminal offences (excluding traffic) | 5. Total property offences   |
| 2. Total violent offences                      | 6. Break and Enter           |
| 3. Homicide                                    | 7. Motor vehicle theft       |
| 4. Robbery                                     | 8. Total other criminal code |

3. What do the horizontal rows represent? How are these subdivided?

*The horizontal rows represent the cities that were studied. They are subdivided into those of population 500,000 and above and 100,000 to less than 500,000.*

4. What is the source of the data? How do you know that it is reliable?

*The data came from Statistics Canada. We know it is reliable because Stats Canada is a government agency that collects statistics nationally and provides economic, social and census data to the entire country.*

5. In a sentence explain what column 3 tells you.

*It tells how many homicides were committed in each city during the year 2006-2007.*

6. Which city had the biggest change in crime rate from 2006-2007? Was there less or more crime?

*Kitchener, Ontario had the biggest change with 16.8% less crime (-16.8%)*

7. Which city showed no homicides for the year in question?

*Quebec City, Quebec showed no homicides for 2006-2007.*

8. Which city had the greatest number of break and enters?

*Regina, Saskatchewan had the most break and enters with 1,618.*

9. Why was the city of Oshawa excluded from the table?

*Oshawa was excluded due to a discrepancy in boundaries and jurisdictions.*

10. Briefly explain how the % of change in rate in St. John's compares to that of other Canadian cities.

*Crime in St. John's was up by 8.6%; in most other cities there was a reduction in crime.*

