



SOCI 1100 YDE - *Intro to Sociology*
(1.0 Credit - ONLINE)
DEPARTMENT OF SOCIOLOGY

Adjunct Professor: Kevin D. Willison, Ph.D.

Email: kdwillis@lakeheadu.ca

2026 - 2027: Tues September 8th to Thurs April 6

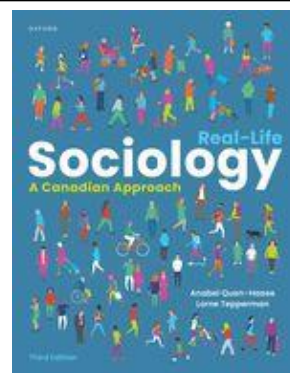
Online only: Tuesdays & Thursdays: 10 AM to 11:20 AM (EST)

Use the following ZOOM link for the FALL (there will be a different Zoom link provided for the second term, which starts Jan 2027):

<https://lakeheadu.zoom.us/j/91275053399> //

Meeting ID: 912 7505 3399

Required Textbook ↓↓



Third Edition

- Please login at least 5 min prior to the start of each Zoom session (prior to 10 am Tuesdays and Thursdays EST). **If you enter Zoom after the class has started you will likely / may expect a brief delay before you are able to join.** Note: the Instructor will be usually aware of someone is in the “wait room”. Remember – there is only one person teaching and multitasking.
- To help avoid and reduce background noise(s), please always mute your mic unless asking a question or making a comment. Your input is valued. *Thank you* in advance.
- Do not use the Chat function in Zoom to discuss with your classmates information that is not directly relevant to the course material that is currently being presented. It is best to focus on what is being said during class.

*** Active online class participation plus regular attendance is strongly recommended.**

*** How to contact the course instructor →** It is best to email me during the week 9 am to 4:30 pm (EST), Monday to Friday. When sending an email, please indicate the course you are in (as I teach more than one class). Note: only use your LU e-mail account (to verify registration with Lakehead University). Please do not expect an immediate response.

- Use of D2L. This is an online course, which also makes use of D2L (for posted course content and tests for example). Note: Zoom is separate from D2L (not the same).
- New to D2L?- please click on the following: [D2L in a Nutshell - YouTube](#)

Example D2L Posted TIPS (look under “Content”). Not testable - review on own:

- [1] Time Management Tips
- [2] Effective Reading Tips
- [3] General Study Tips
- [4] Stress-Taming Tips
- [5] Tips for Online Learning
- [6] Learning and Memory Tips
- [7] How to use Lakehead's D2L system
- [8] Cone of Learning (importance of class participation and engagement)

Course Background

Are you interested in knowing more about the world we live in? How does culture shape our ideas and orientations to *meaning*? What are possible causes and possible solutions to societal problems? How does group membership affect individual behavior? How do microsociology and macrosociology differ as approaches towards studying the social world? This course will consider such questions. Overall, this course explores social behavior and how such often impacts human societies.

Course Description (from calendar):

A sociological exploration of society, culture, social interaction and power relations. Topics may include (but not limited to): crime, economy, education, environment, gender, globalization, health and society, racial and class inequality, and urbanization.

Course Learning Objectives:

By the end of each term and this course it is hoped students will know how to better:

- (i) **Compare and contrast** the potential impact that macro, meso and micro forces may have on humans and the societies in which we live;
- (ii) **Explain** how a society is socially constructed, by comparing and contrasting ways in which different cultures address varied concerns;
- (iii) **Articulate** what type of occupations exist that an individual with a background in sociology could pursue;
- (iv) **Identify** different sociological related theories and theorists;
- (v) **Discuss** in detail how such topics as: social inequality, social institutions, aging, education, work, ethics, and religion may be viewed/discussed from a sociological lens / sociological perspective.

<u>Note</u>	<u>Date</u>
Start day of the Fall LU classes	Tues September 8, 2026
Fall Study Week (no classes)	Mon October 12 – Fri October 16
Final Day of LU Fall classes	Wednesday December 2, 2026
First Day of the LU Winter (2027) term	Monday January 4, 2027

Final day to withdraw (from SOCI 1100 YDE)	February 5, 2027
Winter Study Week (no classes)	Mon Feb 15 – Friday Feb 19, 2027
Final Day of LU classes - WINTER (2027)	Tues April 06, 2027

Required Textbook:

Quan-Haase, A., and Tepperman, L. (Editors). Real-Life Sociology: A Canadian Approach. Oxford University Press, 2024. Third Edition

Soft Cover / Print Version: ISBN: 9780190166885. COST = \$127.00 CDN

E-book available: ISBN 9780190166908 COST = \$58.00 CDN

[[Real-Life Sociology | Anabel Quan-Haase and Lorne Tepperman | 9780190166885 | Oxford University Press Canada \(oupcanada.com\)](#)]

- The required textbook is NOT the course. It is only one (important) resource of varied resources that will be used for this course.
- Please see picture of required text on first page of this outline.
- The third edition is required as it does have updates since the second edition.
- Available via the Lakehead University bookstore.
- Additional required readings may/will be provided throughout the course. Such will be posted on the D2L course site. Please check for updates each week.
- Testable material includes: [1] Required text readings; [2] Material as posted on your D2L course site (such as PowerPoints); and [3] online lecture material (* be sure to take notes on your own).

Costs of Textbooks and Other Learning Materials

Lakehead University seeks to help ensure that students are informed of the costs of all textbooks and other learning materials that are mandatory and optional in the course syllabus.

[-] NOTE: While the publisher's soft cover price for the required text of this course is: **\$127.00 (Cdn)**, the LU Bookstore may slightly add to this cost to help cover administrative expenses.

[-] You may of course use a second-hand copy of the textbook. But be sure it is the third edition.

[-] As a student you are encouraged to also access Open Educational Resources (OERs). These resources are free of charge. This helps to make postsecondary education more affordable for students. OER resources are available through Campus Ontario: <https://www.ecampusontario.ca/exploring-the-open-library/>

Required Text Description:

“Real-Life Sociology integrates a theoretical approach with readable and relatable examples, providing an engaging and thought-provoking introduction to the core concepts and issues in Canadian sociology today. Keeping pace with our complex and changing society, this text tackles pertinent topics such as social media movements, climate change, precarious job markets, global pandemics, and transgender rights to help today's students make sense of the world around them.”

* **TIPS:** * It is best to attend classes regularly. Classes are not recorded. Also, regularly check your course D2L site for any new announcements as well as newly posted course material during this full-year (2-term) course.

As a student, you should:

- Be actively involved in your own learning. Often, the more we put into something the more derived satisfaction. Let us all do the best we can.
- Please read and re-review this course outline carefully.
- Please check your Lakehead institutional email and D2L course site frequently to access material and for any new course notices or announcements.
- Please notify your instructor immediately with any concerns or issues you may have.
- Have suggestions? Your Instructor is very open to your thoughts and ideas (I am a life-long learner as well). Please feel free to email me.

**STUDENT ENGAGEMENT AND CLASS PREPARATION
STATEMENT ON TECHNOLOGY**

In the Department of Sociology we highly value student engagement, presence, and participation in the classroom. Participation is the collective responsibility of the class; **all students are responsible for participating in class**. We believe that students need to be engaged to actively learn. As such, we encourage (and at times may require) students to engage and participate in several different ways.

[~] 14 percent of your course mark (7 percent per term) is based on your active participation during Zoom sessions. In this class, the following actions and activities constitute engagement and participation:

- Attending class in real time, on a regular basis.
- Be respectful and professional to your classmates and instructor at all times.
- Students are expected to engage in the lesson by turning on your computer camera and participating / engaging in discussions. Students and the Instructor should see your full face during Zoom sessions (not the floor or ceiling).
- For privacy reasons, students may choose to blur their background or use a themed background. These options can be found in Zoom under the 'video' option.
- During Zoom sessions registered students will be expected to respond to questions as they are directly asked by the Instructor. Most of these questions will likely be directly related to assigned homework readings, as assigned one week prior to the class. Refer to your course outline for added guidance.

- Please avoid distractions such as eating and walking around with your computer during the lesson.
- Group and/or individual presentations are part of this course.
- Provide relevant questions and/or comments on the specific topic being addressed, either orally or by use of the zoom chat feature.

What students can expect from their Instructor. The instructor will:

- Be respectful and professional at all times.
- Be well prepared for all classes and ready to engage with students. This includes:
 - Using current and varied teaching material that align with the course description.
 - Being open to suggestions about other/additional material/ teaching methods and/or assignments.
 - Being mindful that students learn differently, which is reflected in the teaching methods used. For this course, visual, reading and auditory paths to learning will be used.
- Support / encourage students to participate in class discussions while online.
- Provide timely and transparent feedback on student assignments, following each due date.

Regarding Mental Health:

- As a university student, you may sometimes experience mental health concerns or stressful events that interfere with your academic performance and/or negatively impact your daily activities.
- All of us can benefit from support during times of struggle. If you or anyone you know experiences academic stress, difficult life events or feelings of anxiety or depression, Student Health and Wellness is there to help. Their services are free for Lakehead Students and appointments are available. You can learn more about confidential mental health services available on and off campus at lakeheadu.ca/shw.
- Remember that getting help is a smart and courageous thing to do - for yourself, for those you care about, and for those who care about you. Asking for support sooner rather than later is almost always helpful.

Accommodations / Special Needs:

- Lakehead University is also committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. Please let the Instructor know within the first week of the course if you are registered with SAS (thank you in advance).

- For more information, please visit <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>
- Your course instructor - Dr. Kevin Willison partakes in on-going / specialized training in AODA (the Accessibility for Ontarians with Disabilities Training Act). He has also acquired training in ethics. If you have any concerns or issues please contact Kevin.

SOCI 1100 YDE Course Requirements:

SOCI 1100 Course Evaluation [Details of Requirements found under Content - in D2L]

TERM ONE (48% of total grade) ↓

<u>Assignment</u>	<u>Date Due / Accessed</u>
[-] AIM Certificate - LU Policy Review → 1 percent	Fri. Sept 11
[-] Social Issue: Reflection Paper → 8 percent	Thurs. Sept. 24
[-] Assigned online seminar review → 5 percent	Thurs. Oct. 08
[-] Research thesis statement (based on seminar review) → 5 percent	Thurs. Oct. 22
[-] PowerPoint (based on seminar review) [30 SLIDES] → 12 percent	Thurs. Nov. 5
[-] Online Test 1 (via D2L) – week 10 (based on term 1) → 10 percent	Thurs. Nov. 19
[-] <u>Term 1</u> : Course Attendance & Active Participation Mark → 7 percent	Entire term

Note 1: Fall break (no LU classes Oct 12-16) // Note 2: no December 2026 exam.

TERM TWO (52% of total grade) ↓

<u>Assignment</u>	<u>Date Due / Accessed</u>
[-] Article review (based on 1 journal article) → 5 percent	Thurs. Jan 14
[-] E-Poster (based on journal article chosen) → 10 percent	Thurs. Jan 28
[-] E-Pamphlet (topic based on journal article chosen) → 10 percent	Thurs. Feb 11
[-] Individual 5-min Oral Presentations (online, during class time) → 10 percent . *Covered over a period of 4 class days / a 2-week period.	Tues Feb 23 to Thurs March 4
[-] Online Test 2 (via D2L) – week 22 – (based on term 2) → 10 percent	Thurs March 25
[-] <u>Term 2</u> : Course Attendance & Active Participation Mark → 7 percent	Entire term

Note 1: Winter Break (no LU classes Feb 15-19) // Note 2: no April 2027 exam.

TERM ONE – ASSIGNMENT(S) DETAILS:↓

[a] AIM CERTIFICATE: All students must complete the Academic Integrity Matters (AIM) module that can be found under self-registration in D2L. The completed AIM certificate must be submitted by 4 pm Friday Sept. 11. **[Value = 1%]**. Please note the following:

- if you have already completed the AIM module in the last twelve-month period, you may submit your existing certificate of completion.
- if your certificate was completed more than 12 months ago (since the start of this course), you must complete the **AIM Annual Refresher** module and

submit the resulting certificate. Certificates provided that are more than 12 months old from the start of this course will not be accepted.

- Once completed by the due date be sure to post (once only) within the correct D2L Assignments folder. Post only the certificate of completion. Be sure to include your full name on the certificate.

[b] Social Issue - Reflection Paper [Value = 8%]

Task: consult your course Instructor what your specific course-related social issue you wish to write about. Total = 3 pages (Include a title page, and two full pages double spaced). Further details / requirements provided soon and during a Zoom session.

[c] Assigned Online Seminar Review [Value = 5%]

Task: Each registered student will be assigned a different online seminar to review. Total = 4 pages (Includes a title page, and three full pages double spaced). Further details / requirements provided soon and during a Zoom session.

[d] Thesis Statement [Value = 5%]

Task: Following your review of an online seminar, using that as a background, develop a short, one sentence thesis statement (as if you were going to do further related research).

[-] For details on how to write a thesis statement, review the YouTube video: "How To Write a Thesis Statement." Go to: [How To Write An Essay: Thesis Statements](#)

[e] PowerPoint Presentation [Value = 12%]

Task: Following your review of an online seminar, using that as a background, develop a 30-slide PowerPoint presentation (based specifically on the online seminar you were assigned – as if to present to a professional audience). Further details / requirements provided during a Zoom session.

[f] D2L ONLINE TEST – Term One [Value = 10 percent]

- * Format: Multiple Choice and Fill-in-the-blank.
- * Duration = 1.5 hours (between 80 to 90 questions)
- * To be written only via your D2L course site (look under Quizzes).
- * You are not to use AI (Artificial Intelligence) software whatsoever for tests.
- * Tests will be written online during regular class time (no Zoom class on test days).

TERM TWO - ASSIGNMENT DETAILS: ↓

[1] Journal Article Review [Value = 5 percent]

Task: You are to read a peer-reviewed journal article (related to the course) and then, on your own, do a review.

[-] Find an article using the LU Library system.

[-] Your article must not be published any earlier than 2020.

[-] Further details / requirements provided early term 2 and, during a Zoom session.

[2] E-Poster Assignment [Value = 10 percent]

Task: Develop an **e-poster** based on your chosen journal article. [Value = 10 %]

- [-] Use only the e-poster template provided (as posted in your D2L course site).
- [-] Base your e-poster on a (one) peer-reviewed journal article on a topic assigned to you - that has information on each of the required headings (as per the supplied e-poster template).
- [-] Format exactly in accordance to the e-poster template provided.
- [-] Do not include your student number on the e-poster.
- [-] Be sure to check for grammar and spelling errors.
- [-] Assume/pretend you will be presenting such at an academic / professional conference.
- [-] Once completed by the due date be sure to post (once only) within the correct D2L Assignments folder.

[3] E-Pamphlet Assignment [Value = 10 percent]

Task: Develop an **e-pamphlet** based on your chosen journal article.

- [-] Use only the e-pamphlet template provided (as posted in your D2L course site).
- [-] Format exactly in accordance too the template provided.
- [-] Include public-domain pictures.
- [-] Add color.
- [-] Avoid excessive empty (white) space(s).
- [-] Do not include your student number on the e-pamphlet.
- [-] Include contact information (your name and a fictitious email address).
- [-] Be sure to check for spelling errors.
- [-] Assume/pretend that your e-pamphlet will be downloaded and read / used by a wide public audience (who are interested in your specific topic).
- [-] Once completed by the due date be sure to post (once only) within the correct D2L Assignments folder.

[4] 5-minute Oral Presentation Guidelines - Value = 10 %

- Your course required 5-minute oral short and concise [WOW!] presentation (during a class) is to convey to your audience the importance of the topic of your chosen journal article. Convince your audience of it's importance.
- Refer to the D2L posted oral presentation rubric (how you will be graded).
- Refer to the You-Tube video – 10 tips for effective presentations.
- Do not use a PowerPoint in your presentation.
- Start your talk with a hook. Refer to YouTube if uncertain what a “hook” means.

[5] D2L ONLINE TEST – Term Two [Value = 10 percent]

- * Format: Multiple Choice and Fill-in-the-blank.
- * Duration = 1.5 hours (between 80 to 90 questions)
- * To be written only via your D2L course site (look under Quizzes).
- * You are not to use AI (Artificial Intelligence) software whatsoever for tests.
- * Tests will be written online during regular class time (no Zoom class on test days).

Required Quizzes / Tests:

- Both required tests for this course will take place only online, as found in your D2L course site (look under Quizzes). Before you begin each test/quiz you will see a statement related to Academic integrity – in continuing with the quiz you are declaring that the submission to the instructor through D2L adheres to University Regulations related to Academic Misconduct and is free of plagiarism (intended or otherwise) plus, did not make use of AI software.
- Reminder - you are not to use AI (Artificial Intelligence) software whatsoever for tests.
- Students who do not submit their test/quiz may get a mark of zero. Students may write their quiz/test at a different time only if there is a valid health issue or family emergency. Refer to the LU regulations (see LU calendar at [Course Calendar Lakehead University](#)).
- Students who have documented disabilities/medical conditions and who require accommodations to successfully engage in this course should be in touch with Student Accessibility Services (SAS). More information is available at: [Support for Students with Disabilities | Lakehead University](#).

GENERAL EXPECTATIONS

It is the responsibility of all students at Lakehead University to be familiar with, and comply with all of the terms, requirements, regulations, policies, and conditions in the Lakehead University Academic Calendar. While all are important, particular attention is brought to the following:

- The University Regulations related to Academic Integrity, including Plagiarism – Students are responsible for understanding the various forms of plagiarism and employ strategies to ensure that all works submitted (e.g., assignments, online discussion posts) are free of plagiarism, as defined in the University Regulations. Penalties for dealing with academic integrity are strictly enforced in this course, and in the Department of Health Sciences.
- The Student Code of Conduct – Academic Integrity and Non-Academic – Students are bound by this Code when engaging with Lakehead University faculty, staff and students on campus and virtually, in-person and online. As described in this Code, students should not engage in or encourage activity or action contrary to the principles outlined, for example, respect for the rights of others and respect for the law.

Academic Integrity

Artificial Intelligence (AI) and the Student Code of Conduct - Academic Integrity

Inappropriate usage of Generative AI tools is captured by Section III of the Student Code of Conduct - Academic Integrity Policy, which lists a variety of acts that are considered offences under the Academic Integrity Code. While not an exhaustive list, submission of work created by or in collaboration with Generative AI tools (ChatGPT, Bard, etc.) could be categorized as Plagiarism (para 26a), Use of

Unauthorized Materials (para 26b), or Falsification (para 26e), and may be in conflict with the Academic Policy as cited above.

In this course, Generative AI use is prohibited.

Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variants Bing (built by OpenAI) and Bard (built by Google) among several others. Other Generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E.

Any use of GenAI systems to assist with doing required tests is not permitted.

The submission of any work using AI generated content will be considered a violation of academic integrity ("Use of Unauthorized Materials").

IT Issues – LU E-mail Accounts and Accessing “Desire2Learn” – D2L

Information Technology (IT) (at Lakehead is referred to as TSC) can be reached through any campus phone by pushing the Helpdesk button. Should TSC related problems arise you may also contact “Help Desk” at **ext. 7777** (on campus) – or tel. 705-330-4008 (then the extension). Only **Help Desk** can assist you with your specific TSC issues and concerns. *Please note 1:* your course instructor(s) have/has no control over encountered IT/computer problems. *Please note 2:* no computer system or software is perfect.

- Course instructors are not IT experts, nor do they have any control over IT issues.

General E-mail and Classroom Conduct Guidelines:

[1] Within all e-mail correspondence (not just for this course) it is advisable to follow “the ten commandments of ***e-mail netiquette***.”

Please review: <http://www.studygs.net/netiquette.htm>

[2] All e-mail communication sent from students to the instructor for this class **must** originate from the student’s own Lakehead University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a Lakehead University account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply, at his or her discretion.

[3] Please be sure to identify yourself in your e-mail (not only your name but also what course you are in, as your Instructor teaches more than one course, and has many students). This may help speed up a response. Thank you in advance.

[4] The course instructor may best be reached at: kdwillis@lakeheadu.ca. I will do my best to respond to your e-mail **within 8 hours** of receipt (based on e-mails received between 9 am – 5 pm EST, Monday to Friday). Due to curriculum development, meetings and other academic / research related activities do not expect your instructor to provide an instant / immediate response to your inquiry.

[5] Please be advised that you may ***not*** get a response e-mailing the Instructor the night before a quiz/test. Please plan ahead.

[6] Please do not expect an e-mail response if sending an e-mail to an Instructor on a Saturday or Sunday. On weekends your Instructor usually has family obligations.

[7] As per LU policy, your specific grades/marks will not be discussed over the internet / e-mail. Please schedule to talk with your instructor directly on such matters. Individual course marks (when ready) can be accessed using your unique course D2L account.

[8] In part, due in part to the volume / number of students in this course (more than 48), there are NO make-up tests nor any added assignments available for purposes of boosting up grades. What is provided to one student must be provided to all (to be fair). There is simply no extra time available to do added assignments.

Missed Tests/Quizzes:

Make-up tests will only be given with written documentation from a healthcare practitioner using the official Student Health Certificate, available at:
<http://registrar.lakeheadu.ca/uploads/docs/F.HealthCertificate.pdf> .

Religious Observance Policy: If you require religious accommodation(s), you must make your request to the instructor preferably within the first two weeks of class.

Course Suggestions or Concerns? Students are asked to speak with their Instructor should there be a suggestion, problem or concern regarding the course which you feel may benefit yourself and/or the class. Feel free at any time to speak to your class Instructor (as he or she may simply be unaware). Further, you are encouraged to ask questions and be engaged (as this often helps the learning process).

**** Regular class attendance is strongly urged/ recommended.**

- Within each section/module as described below, it is best to focus on key terms, concepts and theorists plus their interconnections (how they may connect / relate to each other).
- For improved comprehension and memory, be sure to review your required text and/or assigned reading(s) prior to (and after) attending each class.
- Active participation is required and encouraged, as is critical thinking.
- The course Instructor has the right to modify (add/subtract) module content. This may transpire as new content may arise as the course progresses.
- Not all modules / text chapters (as denoted in this course outline) may be covered (in part due to time constraints).

Section/ Module	<u>Topic(s):</u> this course section overview serves as an overall guide only. Specifics and relevant material to be provided over the course time period (as presented and/or posted within your D2L course site). It is best to attend all Zoom classes. <u>NOT ALL ORALLY PRESENTED MATERIAL PROVIDED IS POSTED IN D2L therefore, TAKE GOOD NOTES.</u>
ONE [Text chapter 1 and related]	• Overview of Course Outline. • D2L essentials. <u>Thinking Like a Sociologist</u> * Ways of Thinking Sociologically / Intro to the “Sociological Imagination” (developed by C.W. Mills)

	- The necessity of an integrative approach for all disciplines.
TWO [Text chapter 2 and related]	<u>Research Methods</u> - Defining Research Methods - Research Design - Quantitative Methods - Qualitative Methods - Mixed Methods / Case Mixed Analysis (Triangulation) <u>Research Ethics</u> - TCPS-2 and other ethics guidelines used. - Research Ethics Committees / Research Ethics Boards <u>Key Theoretical Approaches</u> - Structural Functionalism - Conflict Theory - Symbolic Interactionist/Interpretive Theory - Feminist, Critical Anti-Racist, and Intersectionality Theories - Post-Structuralism <u>Future of Sociology / Social Sciences</u> - Big Data - Artificial Intelligence (A.I.) - Fuzzy Logic
THREE [Text chapter 3 and related]	<u>Culture</u> - The breadth and importance of culture - How do sociology and anthropology differ / similarities - Cultural universals and cultural relativism - Importance of language - High culture / pop culture / subculture / counterculture - Cultural variation - Cultural capital and cultural literacy - Cultural values and economic activity - The culture of science
FOUR [Text chapter 5 and related]	<u>Deviance and Crime</u> - Relationships between deviance and crime - Intro to the Silk Library (Orillia OPP Headquarters) - Violent and non-violent forms of crime - White collar crime - Varieties of deviance - Human trafficking and sexual exploitation in Canada - The penal system - Theoretical approaches to deviance - Crime and technology
	↑ Term One – September to December 2026 ↑ Test one will cover text Chapters 1 / 2 / 3 / & 5 • Know also D2L posted material plus lectures material.

	↓Term Two – January to April 2027 ↓
FIVE [Text chapter 6 and related]	<u>Class and Inequality</u> - Class inequality and Social stratification - Theoretical Approaches to Class and Inequality - Social Mobility - Poverty - Social and Ecological Determinants of Health
SIX [Text chapter 8 and related]	<u>Ethnic and Racialized Groups</u> - Racialization and ethnicity - Migrant farm laborers in Canada - Issues of colonialism / white supremacy - Transcultural care issues - Institutional racism - Prejudice and discrimination in Canada
SEVEN [Text chapter 10 and related]	<u>Families</u> - Changing family structure(s) / demographics in Canada - Medicalization of the family / fertility / use of technology - Media portrayal of the family [<i>Modern Family</i> versus <i>the Waltons</i>] - Female caregivers - Families and Work / Genderfication (males entering dominate female jobs / women entering male dominate jobs)
EIGHT [Text chapter 11 and related]	<u>GOING TO SCHOOL - Education</u> - Production of human capital - Returning to school (changing demographics of learners) - Streaming as social inequality reproduction - Segregation in Schools - Degrees by Gender and Indigenous Status - Abuse and violence in schools - The legacy of residential schools in Canada - The commodification of education - Educational trends and inequalities - The hidden curriculum - The rise and continual rise of credentialism in Canada and around the world

NINE [Text chapter 12 and related]	<u>Work</u> - Industrialization - Common impacts of work on health and wellbeing - The McDonalidization of Work - The Bureaucratization of Work (aka - Taylorization) - Professions and Professionalization - The “Peter Principal” - The Organization of Work in Canada (ready or not) - Modern Capitalism and Neoliberalism - The reduction of memberships in Unions - The Future of Work (Technology / Robotics / Home Work)
	↑ Term Two ↑ Your APRIL 2027 test covers text Chapters 6 / 8 / 10 / 11 / & 12 * Know also D2L posted material plus lectures material.

Your April (2027) test will cover all sections/modules reviewed within term 2 only (since the start of January 2027).

Sample Lakehead University Regulations:

INCOMPLETE STANDING (Lakehead University Regulation, V Standing)

<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=25 &chapterid=7015&loaduseredits=False>

TIMELY FEEDBACK (Lakehead University Regulation XII)

<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=23 &chapterid=5698&loaduseredits=False>

ACADEMIC INTEGRITY IN YOUR COURSE(S)

<https://www.lakeheadu.ca/faculty-and-staff/departments/academic/idc>

Review the resources/guides to support academic integrity in your courses and excellence in teaching and learning.

Intellectual Property:

- The materials posted on the course D2L site, including any visual and audio recordings, are copyrighted and owned by Dr. Kevin Willison. It is prohibited to record or copy by any means, in any format, openly or surreptitiously, in whole or in part, in the absence of express written permission from Dr. Kevin Willison any of the lectures or materials provided or published in any form during or after the course.

- Course materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights and the Canadian Copyright Act.
- Recording lectures in any way (if used) is prohibited in this course unless specific permission has been granted by the instructor. Participation in this course constitutes an agreement by all parties to abide by the relevant university policies, and to respect the intellectual property of others during and after their association with Lakehead University.