

Public District School Board Writing Partnership

Social Sciences and Humanities

Course Profile

Challenge and Change in Society

Grade 12

University/College Preparation

HSB4M

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Overview

Challenge and Change in Society, HSB4M, Grade 12, University/College Preparation

Policy Document: *The Ontario Curriculum, Grade 11 and 12, Social Science and Humanities, 2000.*

Prerequisite: Any University, University/College, or College Preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Course Description

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour, and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

Course Notes

This course engages students in the study of humanity from the perspective of three of the social sciences; anthropology, psychology, and sociology. This is a University/College Preparation course that includes content designed to equip students with the knowledge and skills needed to meet the entrance requirements for specific university and college programs. Teaching and learning strategies emphasize the development of both independent research skills and independent learning skills. Social science courses give students essential knowledge and transferable skills applicable in their personal and family lives as well as in their post secondary studies and in the workplace. Cooperative education placements could be found for students in many social science facilities. Throughout the course, students are encouraged to examine their own biases, as well as the multiple perspectives found in social science research, and the disciplines of anthropology, psychology, and sociology. Teachers should survey students to see who has completed the HSP3M course. These students have a greater understanding of anthropology, psychology, and sociology.

This Course Profile has five units. Overall and specific expectation statements from several strands of the policy documents have been clustered into each unit. All of the units have a key question(s) to focus student learning. In each unit, students are asked to examine the three social sciences and demonstrate their understanding of how each contributes to our overall knowledge of personal, societal and global change. The final unit, Unit 5, outlines the process leading up to one of the suggested course culminating activities, a presentation of student social science reports. Students should have a Social Studies Research folder in which they keep work outlining the stages of their inquiries, their reflections, and their analysis of findings. In the first four units, students conduct their inquiry and research for the course culminating activity. The steps of the social science inquiry model are introduced gradually throughout the units. The expectations of the four strands identified in the curriculum policy document (Social Change, Social Trends, Social Challenges, and Research and Inquiry Skills) are integrated in the five suggested units. The purpose of Unit 1 is to provide students with an introduction to anthropology, psychology, and sociology. The next four units focus on answering key questions that social scientists use when exploring what causes and impedes change individually, socially, and globally. The effects of societal change are also a focus. Unit 2 provides a more specific analysis of how cultures, societies and individuals define and promote well-being. Unit 3 focuses on change in Canadian society, Unit 4 on global change, and Unit 5 focuses on the social science research report process, written product, presentation, and course examination.

Units: Titles and Time

* Unit 1	What are Anthropology, Psychology, and Sociology? How do these disciplines research the causes and effects of personal, societal, and cultural change?	15 hours + **5 hours for course culminating activity process
Unit 2	How do cultures, societies and individuals define and promote well-being?	25 hours + **3 hours
Unit 3	How and why is Canadian society changing?	25 hours + **2 hours
Unit 4	How and why are societies changing worldwide?	25 hours + **5 hours
Unit 5	Course Culminating Activities - Social Science Report and Final Examination	5 hours-20 hours in total (See ** above)

* This unit is fully developed in this Course Profile.

** Course culminating activity process will be ongoing throughout Units 1-4

Unit Overviews

Unit 1: What are Anthropology, Psychology, and Sociology?

Time: 15 hours + 5 hours course culminating activity process

Unit Description

Students are introduced to the purposes, major concepts, terminology, research methods, and practitioners of the three social science disciplines. The culminating activity is a unit test. The social science research process begins with students selecting a topic, forming a hypothesis, and completing an annotated bibliography.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	CHV.01, ISV.01, ISV.02, IS2.01, IS2.02, IS2.04, IS3.01	Knowledge/ Understanding	What is a social science? What are Anthropology, Psychology, and Sociology?
2	ISV.03, ISV.04, ISV.05, IS2.01, IS2.04	Knowledge/ Understanding Thinking/Inquiry Application	How do social scientists work?
3	CHV.02, ISV.01, ISV.02, IS1.04, IS2.01, IS2.02, IS3.01	Thinking/Inquiry Communication	Who are some leading social scientists from the past?
4	CHV.01, CHV.02, ISV.02, ISV.05, CH1.01, CH1.02, CH1.03, CH2.01, IS1.02, IS3.01	Knowledge/ Understanding Thinking/Inquiry	What causes change? What prevents change?
5	All expectations stated above ISV.02, ISV.03, ISV.04, IS2.03, IS2.05, IS2.07, IS3.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	Unit culminating activity – Unit test Step 1 – Social science research report process. Choose topic, form hypothesis, research relevant sources, and complete an annotated bibliography using APA format.

Unit 2: How Do Cultures, Societies and Individuals Define and Promote Well-Being?

Time: 25 hours + 3 hours course culminating activity process

Unit Description

Students define and categorize factors that contribute to a state of mental, emotional and physical well-being. They examine birth patterns, aging, health care provision, impediments to accessing health care, and the social and cultural implications of each of these topics. For the Unit Culminating Activity, students independently research and orally report on health-impairing activities from at least two social science perspectives. The social science report process continues with students proposing and revising a detailed research method.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	CHV.01, CHV.02, STV.02, STV.03, SC1.04, SCV.02	Knowledge/ Understanding Thinking/ Inquiry	What are the indicators of well-being? Define and analyse well-being and what an individual needs to attain wellness from the point of view of each of the three social sciences (e.g., anthropology – cultural prosperity, psychology – personal growth and lifespan development, sociology – positive social interactions). Evaluate the wellness of teens using recent Canadian research (e.g., Bibby and Posterski – <i>Teen Trends</i>).
2	CHV.03, ST3.02, SC1.03, SC1.04, ST2.02, ST2.03, CH3.02	Knowledge/ Understanding	What issues affect Canadian birth choices? Identify and evaluate the influence of factors affecting childbearing and the impact of current birth patterns on different Canadian communities, using case studies that include statistics (e.g., career choice, education, medical advances, new technologies, age of parents, alternative medicine).
3	SC1.04, ST3.03, ST2.01	Thinking/ Inquiry	What are the personal, social and cultural implications of the human life cycle? Identify and explore the implications of an aging population in Canada. (e.g., trans-cab services, granny flats, wellness clinics, palliative care, retirement planning, pre-planned funerals). Formulate strategies to assist in coping with this demographic change using a response journal.
4	SC1.01, SC1.02, SC1.03, SC1.04	Thinking/ Inquiry Communication	What are impediments to accessing health care from a personal, social and cultural perspective? Identify and analyse ethical issues related to health care provision (e.g., mental health, medical research, organ donation, blood supply, euthanasia, hospices, AIDS, the role of pharmaceuticals, midwifery, alternative health care, Aboriginal health care).

Activity	Learning Expectations	Assessment Categories	Focus
5	IS2.04, IS2.02, IS3.01, IS3.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Unit Culminating Activity Research, from the perspective of two of the social sciences, social practices leading to health impairing activities, and present findings in an oral presentation.
6	ISV.03, ISV.05, IS2.01, IS2.07		Step 2 – Social Science Research Report Process Propose and revise a detailed research method.

Unit 3: How and Why are Canadian Society Changing?

Time: 25 hours + 5 hours course culminating activity process

Unit Description

Students examine the nature of Canadian society from the perspective of the three social science disciplines. They examine positive social change and the role of various social institutions and policies in promoting or impeding change. The issues of gender, racism and discrimination are analysed as barriers to full participation in Canadian society. Students research patterns of hate crimes and develop materials (e.g., video, pamphlet, school presentation) to educate and to promote positive social interaction as one unit culminating activity. The social science report process continues with students conducting primary research and analysing their data.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	STV.01, STV.02, ST1.02, ST1.03, ST2.01, ST2.02, ST3.01	Knowledge/ Understanding Application	How is the nature of Canadian society changing? Analyse demographic and social trends in Canadian society (e.g., baby boom, Generations X Y, and Z, change in French-speaking, Aboriginal, and ethnic communities) and how they impact on economic, political, social institutions and decision making (e.g., marketing as an example of the interaction/conflict between generational needs and values, or changing Canadian beliefs and values).
2	CH3.01, IS1.03	Thinking/ Inquiry	How does technology impact on the lives of Canadians? Study effects of technology from the perspectives of the three social sciences (e.g., Barry Wellman's <i>Networks in the Global Village</i>). Identify strategies for coping with the stresses that technology can create in the lives of Canadians.

Activity	Learning Expectations	Assessment Categories	Focus
3	SCV.02, SC2.02, SC2.03, IS1.01	Knowledge/ Understanding Communication	What role does diversity play in Canadian society? Identify and assess the role of stereotyping and racism in Canadian society. Research patterns of racism and hate crimes in Canada and different ways of understanding these negative social behaviours (e.g., Julian Roberts' and Karen Mock's studies on hate crimes; George Dei's critiques of the education system; Carl James and Adrienne Shad's essays in <i>Talking About Identity: Encounters in Race, Ethnicity and Language</i> ; books by Lawrence Hill, Peter Edwards, Cecile Foster, and other Canadian authors of diverse backgrounds).
4	SCV.01, SCV.02, CH2.02, CH2.04, SC3.02, SC3.03	Thinking/ Inquiry Communication Application	What are the impediments to gender equality in Canada? Identify and analyse impediments to gender equality in Canadian society (e.g., perceptions of self, social/political/ economic institutions, and the structure of decision making in Canada). Assess the impact of dual income families from the three social science perspectives and explore policies to strengthen the positive and ameliorate the negative effects.
5	SCV.01, SCV.02, SC2.02, SC2.03, IS1.03 All of the above expectations	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Unit Culminating Activity Anti-discrimination pamphlet, video or school presentation Test
6	ISV.05, IS2.04, IS2.06, IS2.07, IS3.03		Step 3 – Social Science Research Report Process and Product Conduct primary research and analyse data.

Unit 4: How and Why are Societies World wide Changing?

Time: 25 hours + 5 hours course culminating activity process

Unit Description

Students examine and debate different views of progress. They examine the causes and effects of contemporary positive global change in technology, medicine, social justice and human rights issues, ecological knowledge and resource management, legal and political developments, and the role Canadians have played in promoting or impeding change in these areas. The impediments to positive global change are then examined through case studies. Students independently research and report on one change that focuses on gender equality from a global perspective. The unit culminating activity is a summary of social science findings where students are asked to apply secondary and primary social science research (e.g., statistical information or interviews) to a specific gender issue.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	CHV.03, CH2.01, CH3.02, CH3.03, STV.02, SCV.01	Knowledge/ Understanding	What is progress? (i.e., economic prosperity, democratic rights and freedoms, social justice and equality, improved health, longevity, education) Identify and analyse the causes of positive global change (focus on technology, medicine, social justice and human rights, ecological knowledge and resource management, legal and political developments, demographics, cultural beliefs and attitudes).
2	CH2.03, SC3.01, SC3.02, SC3.03	Knowledge/ Understanding	What global changes are Canadian social institutions promoting? Evaluate Canada’s role in global change (e.g., UN, G20, immigration and refugee policies, humanitarian aid to developing nations, Kyoto Accord, Land Mines Treaty, non-governmental associations such as Greenpeace and Doctors Without Borders).
3	CH3.03, STV.03, ST1.01, SC3.01, SCV.02, SC3.02, SC2.03	Thinking/ Inquiry	What impedes positive global change? Identify and explore examples of war, conflict, poverty and affluence, racism and discrimination, resource management (economics), political systems and cultural norms. Compare contemporary social science theorists (both “Western” — Marilyn Waring, Patricia Marchak — and “Non-Western” — John Ogbu, Arjun Appaduria) who study aspects of social change.
4	CHV.02, CH1.01, CH2.01, CH3.03, CH2.03, CH2.04, CH3.02, ST3.02, ST3.03, SCV.01, SCV.02, SC1.01, SC1.03, SC2.01, SC2.02, IS2.03	Application	Why is gender equity not a global reality? Identify and analyse impediments to global gender equality (e.g., biological differences, cultural norms and beliefs, social institutions and socialization, prejudice and discrimination, poverty and affluence, military conflicts, political representation). Research the findings of two specific social scientists on one topic of interest regarding global gender equality (e.g., access to education, access to political office, division of labour, technology and fertility, the increase in single parent families, attitudes towards sexuality, violence in relationships.).

Activity	Learning Expectations	Assessment Categories	Focus
5	IS1.02, ISV.05	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Unit Culminating Activity – Summary of Findings: Summarize, explain and apply research on the chosen gender issue, using focus questions (i.e., What key questions are the two social scientists trying to answer? What social science methods were used to examine this topic? What were their major findings and conclusions? Which social scientist do you think proved their theory most effectively and why?).
6	SCV.02, ISV.01, ISV.03, ISV.04, IS3.02, IS2.07	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Social Science Report Process and Product Teacher conferences and written report submitted.

Unit 5: Course Culminating Activities – Social Science Research Report and Written Examination

Time: 15 hours distributed throughout the course + 5 hours for presentations

Unit Description

Using ethical guidelines, appropriate methodology, and primary and secondary sources, students develop a position on a social issue of importance to anthropology, psychology, or sociology and, using a research design appropriate to the issue and discipline, carry out a research project in at least one of the disciplines. Teachers may wish to include steps of the social science report process in the 70% term work. The final written report and oral presentation should be included in the 30% course culminating activities along with an exam.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	ISV.02, ISV.03, ISV.04, IS2.03, IS2.05, IS2.07, IS3.03	Thinking/Inquiry	Step 1 – 5 hours Choose topic, form hypothesis, research relevant sources, complete an annotated bibliography using APA format.
2	ISV.03, ISV.05, IS2.01, IS2.07	Thinking/Inquiry	Step 2 – 3 hours Propose and revise a detailed research method.
3	ISV.05, IS2.04, IS2.06, IS2.07, IS3.03	Thinking/Inquiry Application	Step 3 – 2 hours Conduct primary research and analyse data.
4	SCV.02, ISV.01, ISV.03, ISV.04, IS3.02, IS2.07	Knowledge/ Understanding Thinking/Inquiry Communication Application	Step 4 – 5 hours Conference with teacher and submit written report.

Activity	Learning Expectations	Assessment Categories	Focus
5	ISV.05, IS1.02, IS3.01, CHV.01, CHV.02, STV.01, STV.03, SCV.01, SCV.02, ISV.01, ISV.02	Communication Knowledge/ Understanding Thinking/Inquiry Communication Application	Present social science research report orally. Write an examination.

Teaching/Learning Strategies

This course provides students the opportunity to explore, analyse, and reflect on the social sciences through diverse teaching and learning strategies. Many activities focus on critical-thinking skills, such as formulating a hypothesis; identifying bias and viewpoint; debating, collecting, and analysing primary sources; and problem solving. Focused inquiry, data analysis (e.g., for bias), note taking, and Internet searches are examples of the research skills that students practise. Students have multiple opportunities to hone their skills in communication through formal presentations, role-playing, research journals, and report writing. Cooperative group learning is another important active learning strategy fundamental to many activities in this profile. Each unit overview chart states examples of possible teaching/learning strategies as well as the suggested focus of assessment and/or evaluation. Many important skills are developed in the activities in the units. Students are asked to demonstrate a synthesis of their learning in the process and product of the social science research report, presentation, and exam. The Social Science Research folder assists students in each step of the social science inquiry/research model that leads to the synthesis of their research.

Assessment & Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment 2000*, outlines the philosophy and guiding principles concerning assessment and evaluation for Ontario teachers.

Assessment and evaluation in this course is based upon the Achievement Chart in *The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities*, pp. 142-145. The chart identifies four categories: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. The provincial standard for student achievement is Level 3. There are opportunities to evaluate any one of the categories or all of the categories within any of the clusters of expectations for each unit. In the case of unit culminating activities, all categories should be equally balanced for evaluation purposes. The teacher is expected to employ both formative assessment and summative evaluation strategies.

Teachers are advised to create a summative evaluation of critical performance tasks and a formative assessment plan for the course to share with students. The Unit Overview Charts suggest an Achievement Chart category focus in each activity for assessment purposes. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories.

Seventy per cent of the grade will be based on evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, social science report, and presentation.

Accommodations

Every effort should be made to assist all students in achieving success in this course. Specific adaptations and accommodations are recommended in Unit 1 activities. Individual Education Plans (IEPs) for exceptional students provide teachers with specific learning strategies that work best with individual students. As well, the proficiency levels outlined in *The Ontario Curriculum, Grades 11 and 12, English as a Second Language and English Literacy Development*, provide teachers and school administrators with a guide to receiving and accommodating these learners in the regular classroom.

There are a variety of strategies that can be used for exceptional students. To learn about specific strategies that work best with individual students, the teacher is encouraged to work with the Special Education staff, and become familiar with the IEP. Students with specific learning difficulties require accommodations to meet their particular needs in terms of learning, communication, and expressing strengths and weaknesses. Examples of accommodation include:

- extra time, use of a scribe, use of a computer, audio-taped answers, acceptance of oral answers (for tests and exams), “chunking” tasks into smaller, more manageable “bits,” use of enlarged print, and photocopying the teacher’s notes. There are many enrichment opportunities for gifted students who may explore issues, social scientists, and their theories in greater depth or from different perspectives. When evaluating exceptional students, provide a choice among several modalities (oral, visual, auditory).

Resources

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Units in this Course Profile make reference to the use of specific texts, videos and websites. Teachers need to consult their board policies regarding use of any copyrighted materials.

Textbooks

Bain, Colin, et al. *Transitions in Society*. Toronto: Oxford University Press, 2002. ISBN 19-5417682

The following Ministry approved texts for the HSP3M course may provide support.

Bain, Colin, et al. *The Human Way*. Toronto: Oxford University Press, 2001. ISBN 19 5415574

Gerrard, Dennis, et al. *Images of Society*. Toronto: McGraw Hill Ryerson, 2001. ISBN 0 07 088032-8

Spoule, Wayne. *Our Social World*. Toronto: Pearson, 2001. ISBN 013 041 0683

Print Resources

Abercrombie, Nicholas (ed). *The Penguin Dictionary of Sociology* 4th Edition. New York: Penguin Books, 2000. ISBN 0140513809

Barnard, Alan (ed). *Encyclopedia of Social and Cultural Anthropology*. London: Routledge Press, 2001. ISBN 041520318

Lawrie, A., S Trombley, A Bullock. *The Fontana: Dictionary of Modern Thought*. London: Harper Collins, 1999. ISBN 0006863833

Jackson, Winston. *Methods: Doing Social Research*. Scarborough, Ontario: Prentice-Hall, 1999. ISBN 0139745025

Reber, Arthur. *The Penguin Dictionary of Psychology*, 2nd Ed. Toronto: Penguin, 1995. ISBN 0140512802

Non-Print Resources

Canadian Social Trends

– <http://www.statcan.ca/english/indepth/11-008/feature/star2001062000s3a01.pdf>on-Print

Statistics Canada – <http://www.statcan.ca/english/Pgdb/>

Canadian Psychological Association – www.cpa.ca.html

The American Anthropological Association – www.ameranthassn.org

The American Sociological Association – <http://www.asanet.org/members/ecoderev.html>

National Film Board of Canada video catalogue – <http://cmm.nfb.ca>

Cable in The Classroom – www.cablededucation.ca

Human Resources

Contact school board, medical institutions, museum, colleges and universities for guest speakers on various social science topics.

The Schizophrenia Society’s High School Education Program

Schizophrenia and other psychotic illnesses are common (1 in 100 for schizophrenia, slightly more for bipolar disorder), and the age of onset is 15-25. Young people can go for up to two years with active symptoms before getting help. This is due largely to ignorance and stigma. This program seeks to dispel both. The program is targeted at Grade 12 and fills a 90-minute period. It is presented, at no cost, by a family member and a person who has experienced serious mental illness. The presentation consists of a video docudrama, “Reaching Out,” made in British Columbia), a factual presentation about psychosis/schizophrenia by the family member, a class participation exercise, a first-person story from the person with the illness, handouts, and pre- and post-test quizzes. The Schizophrenia Society has more than 30 chapters across Ontario. Contact names, numbers, and e-mail addresses can be found at www.schizophrenia.on.ca/chapters

See Unit 1 for specific resources listed for each activity.

Unit 2

Print Resources

Bibby, Reginald and Donald C. Posterski. *Teen Trends: A Nation in Motion*. Toronto: Stoddard, 2000. ISBN 0-7737-6163-2

Bibby, Reginald. *Canada’s Teens: Today, Yesterday, and Tomorrow* Toronto: Stoddard, 2001. ISBN 0773761810

Crellin, J. K. *Alternative Health Care in Canada*. Canadian Scholars Press, 1999. ISBN 1551301148

James, Waldram et al. *Aboriginal Health in Canada*. Toronto: University of Toronto Press, 1995. ISBN 0802059562

Mandell, Nancy and Ann Duffy. *Canadian Families: Diversity, Conflict and Change*. Toronto: Harcourt Canada. 2000. ISBN 0-7747-3629-1

Non-Print Resources

Aging and the Canadian Population. Centre for Canadian Studies, Mount Allison University. – www.pch.gc.ca/csp-pec/english/about/aging

The Canadian Health Network – <http://www.canadian-health-network.ca/customtools/homee.html>

Health Canada – <http://www.hc-sc.gc.ca/english/index.html>

The Clark Institute of Psychiatry – <http://www2.camh.net/clarkepages/>

The Social Indicators Launchpad. Canadian Council on Social Development. – www.ccsd.ca/lp.html

Special Health Issues for Immigrants and Refugees: Access to Health Care Services.

– www.settlement.org/site/HE/conditions.asp.

Unit 3

Adam, Michael. *Sex in the Snow: Canadian Social Values at the End of the Millenium*. Toronto: Penguin, 1997. ISBN 0-670-87173-7

Barrett, Stanley. *Is God a Racist?: The Right Wing in Canada*. Toronto: University of Toronto Press, 1987. ISBN 0802066739

Dei, George, et al. *Reconstructing Dropout: A Critical Ethnography of the Dynamics of Black Students' Disengagement from School*. Toronto: University of Toronto Press, 1997. ISBN 080204199X

Foster, Cecile. *A Place Called Heaven: The Meaning of Being Black in Canada*. Toronto: HarperCollins, 1996. ISBN 0-00-638028-X

Henry, Francis et al. *The Colour of Democracy: Racism in Canada 2000*. Toronto: Harcourt Canada. ISBN 0774736488

Hill, Lawrence. *Black Berry, Sweet Juice: On Being Black and White in Canada*, Toronto: Harper Collins, 2001. ISBN 0002000202

James, Carl and Adrienne Shad. *Talking About Identity: Encounters in Race, Ethnicity and Language*. Toronto: Between the Lines, 2001. ISBN 1-896357-36-9

Mackie, Marlene. *Gender Relations on Canada*. Toronto: Butterworths, 1991. ISBN 0774734353

Mock, Karen. *The Extent of Hate Activity and Racism in Metropolitan Toronto*. Toronto: Access and Equity Centre, The Municipality of Metropolitan Toronto. June 1996.

Roberts, Julian. *Disproportionate Harm: Hate Crime in Canada: An Analysis of Recent Statistics*. University of Ottawa: Department of Criminology, 1995. (Working paper.) Available on-line at – www.nizkor.org/hweb/orgs/canadian/canada/justice/disproportionate-harm

Wellman, Barry. *Networks in the Global Village*. Boulder, CO: Westview Press, 1999. ISBN 0813311500

Unit 4

Print

Berry, Wendell. *In the Presence of Fear: Three Essays for a Changed World*. Orion Society. 2001-12-19

Harrison, Lawrence and Samuel Huntington (ed). *Culture Matters: How Values Shape Human Progress*. New York: Basic Books, 2000. ISBN 0465031757

Harshman, Robert and Christine Hannel. *World Issues in the Global Community*. Toronto: John Wiley & Son, 1998. ISBN 047179692

Homer-Dixon, Thomas. *Environment, Scarcity and Violence*. Princeton, NJ: Princeton University Press, 1999. ISBN 0691027943

Nemiroff, Greta (ed). *Women and Men: Interdisciplinary Readings on Gender*. Toronto: Fitzhenry & Whiteside, 1990. ISBN 0889026491

Ness, Immanuel and James Ciment. *Encyclopedia of Global Population and Demographics*. 2 vols. Armond, NY: Sharpe Reference, 1999. ISBN 15632471000

Prescott-Allen, Robert. *The Wellbeing of Nations. A Country-by Country Index of Quality of Life and Environment*. Ottawa: IDRC/Island Press, 2001. ISBN 0889369550

Worldwatch Institute. *State of the World 2001: A Worldwatch Institute Report on Progress Towards a Sustainable Society*. New York: W.W. Norton, 2001. ISBN 0393048667

World Almanac and Book of Facts 2002. New York: World Almanac Educational Group, 2002. ISBN 0886878721

Wellman, Barry. *Networks in the Global Village*. Boulder, CO: Westview Press, 1999. ISBN 0813311500

Non-Print Resources

CIDA's Policy on Gender Equality and Development at a Glance. Canadian International Development Agency. 1999. – www.acdi-cida.gc.ca/home

Global Policy Forum. *Social and Economic Policy: Injustice and Inequity*.

– www.globalpolicy.org/soecon/inequal/indexgen.htm

“*Of Hopscotch and Little Girls*.” Toronto: National Film Board of Canada, 1999. 52 min.

ICAAP. *Social, Economic and Political Change*. <http://gsociology.icaap.org>

Unit 5

Barrett, Stanley. *Anthropology: A Student's Guide to Theory and Method* Toronto: University of Toronto Press, 1996. ISBN 0802078338

Jackson, Winston. *Methods: Doing Social Research*. Scarborough: Prentice Hall, 1999.

ISBN 0139745025

Bill Trochim's Centre for Social Research Methods (Cornell University professor).

– <http://trochim.human.cornell.edu/>

Coded Expectations, Challenge and Change in Society, Grade 12, University/College Preparation, HSB4M

Social Change

Overall Expectations

- CHV.01** · appraise the differences and similarities in the methodologies and strategies of anthropology, psychology, and sociology applied to the study of change;
- CHV.02** · describe key features of major theories from anthropology, psychology, and sociology that focus on change;
- CHV.03** · analyse patterns of technological change from the perspectives of anthropology, psychology, and sociology.

Specific Expectations

Foundations of Social Change

- CH1.01** – identify a major question about social change posed by anthropology (e.g., What impact does technology have on cultural norms?), psychology (e.g., How is ego affected by family breakdown?), and sociology (e.g., How has women’s changing workforce participation affected gender relations?);
- CH1.02** – define and differentiate the theories of change (e.g., origination, acceptance, acculturation) in anthropology, psychology, and sociology;
- CH1.03** – evaluate the major contribution to understanding social change made by leading practitioners in the social sciences (e.g., anthropology: Marvin Harris, Sherry Ortner, Edward Spicer; psychology: Carl Jung, Abraham Maslow, B.F. Skinner, Marion Woodman; sociology: Dorothy Smith, Emanuel Wallerstein, Thelma McCormick).

Forces That Influence Social Change

- CH2.01** – identify conditions for change (e.g., objectification, advocacy, personality) and impediments to change (e.g., cost, penalty, functional repercussions), as revealed in studies of anthropology, psychology, or sociology;
- CH2.02** – explain the relationship among conformity, alienation, and social change;
- CH2.03** – demonstrate an understanding of how social change is influenced by poverty and affluence (e.g., consequences of unequal access to personal computers or higher education);
- CH2.04** – explain the impact of evolving roles of individuals or groups (e.g., of women in the workplace) and values (e.g., concern for the environment) on social change in Canada.

Technological Change

- CH3.01** – identify strategies for coping with the psychological stress of technological change on the individual;
- CH3.02** – evaluate the social impact of new technologies (e.g., new reproductive technologies, the Internet) on family structure and dynamics;
- CH3.03** – analyse the ways in which ecological knowledge resulting from advances in technology (e.g., improved tools, irrigation systems) influences indigenous approaches to resource management and land tenure.

Social Trends

Overall Expectations

STV.01 · appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of trends relating to the baby boom, fertility and fecundity, and the life cycle;

STV.02 · assess the importance of demography as a tool for studying social trends;

STV.03 · demonstrate an understanding of the social forces that influence and shape trends.

Specific Expectations

Trends Related to the Baby Boom and Echo Boom

ST1.01 – evaluate the anthropological significance of war and the impact of returning soldiers on individuals, families, and communities;

ST1.02 – assess the psychological importance of the baby boom to Generations “X”, “Y”, and “Z”;

ST1.03 – demonstrate an understanding of the social impact of the baby boom and echo boom (e.g., on educational facilities, pensions, health care, entrepreneurial and employment opportunities).

Trends Related to Fertility and Fecundity

ST2.01 – demonstrate an understanding of the relationship between fecundity and culture (e.g., age of marriage, average number of children per family);

ST2.02 – explain the psychological impact of the choice of whether or not to have children;

ST2.03 – evaluate the social impact of current birth patterns on Canadian communities.

Trends Related to the Life Cycle

ST3.01 – demonstrate an understanding of the influence that anthropological, psychological, and sociological factors have on youth culture (e.g., in terms of music, television, travel, gender identity);

ST3.02 – evaluate the influence of education, career choice, and medical advances on decisions about childbearing (e.g., age of parents at first pregnancy, having children later in life);

ST3.03 – assess the social implications of an aging population for families and communities, and formulate strategies for responding to this shift in demographics (e.g., the granny flat, transcab services, wellness clinics).

Social Challenges

Overall Expectations

SCV.01 · appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns;

SCV.02 · demonstrate an understanding of the social forces that shape such challenges.

Specific Expectations

Health and Wellness

SC1.01 – analyse social practices leading to health-impairing behaviours from the perspective of at least two of anthropology (e.g., the impact of formula feeding over breast-feeding in developing countries), psychology (e.g., the increase of isolation and depression among the elderly), and sociology (e.g., the rise of smoking among teenaged girls);

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- SC1.02** – discuss cultural, psychological, and sociological barriers to accessing health care;
SC1.03 – demonstrate an understanding of the ethical issues related to health-care provision (e.g., the blood supply system, organ donation, medical research);
SC1.04 – evaluate the impact of changing social mores on the well-being of Canadians (e.g., desensitization to violence and abuse).

Prejudice and Discrimination

- SC2.01** – explain the relationship between prejudice and discrimination, and assess the impact of both on ideas of self-worth;
SC2.02 – assess the role of stereotyping as a barrier to full participation in society;
SC2.03 – analyse patterns of hate crimes and differentiate ways in which social scientists (e.g., John Ogbu, Gordon Allport, George Dei, Beverly Tatum, Stuart Hall) would attempt to understand racism.

Challenges Facing Canadians in a Global Context

- SC3.01** – demonstrate an understanding of the anthropological significance of the relationships among globalization, tribalism, and transnationalism for Canadians;
SC3.02 – analyse, from a Canadian perspective, the social structures that support, and those that weaken, global inequalities (e.g., literacy, poverty, new technologies);
SC3.03 – evaluate, from a psychological perspective, the role of perception in Canadians’ understanding of themselves, their families, and their local and global communities.

Research and Inquiry Skills

Overall Expectations

- ISV.01** · define and correctly use anthropological, psychological, and sociological terms and concepts;
ISV.02 · demonstrate an understanding of the main areas of study in anthropology, psychology, and sociology, and of the similarities and differences among them;
ISV.03 · demonstrate an understanding of the different research methods used by anthropology, psychology, and sociology to investigate questions of importance within each field, and apply relevant skills correctly and ethically;
ISV.04 · demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources;
ISV.05 · communicate the results of their inquiries effectively.

Specific Expectations

Foundations of Inquiry in Anthropology, Psychology, and Sociology

- IS1.01** – define and correctly use the terminology of anthropology, psychology, and sociology (e.g., in relation to issues of ethnicity, race, and racism);
IS1.02 – describe and apply to real-life contexts the theories that are central to anthropology (e.g., cultural materialism, functionalism, structuralism), psychology (e.g., behaviouralism, psychoanalytic theory, learning theory), and sociology (e.g., symbolic interactionism, feminism, Marxism);
IS1.03 – compare explanations of human behaviour (e.g., aggressive behaviour, competitive behaviour, cult membership) drawn from anthropology, psychology, and sociology, and evaluate the strengths and weaknesses of each approach;
IS1.04 – analyse the ways in which the theories of early social scientists have influenced subsequent social-scientific thinking (e.g., anthropology: Franz Boaz, Margaret Mead; psychology: Ivan Pavlov, Sigmund Freud, Harry Harlow; sociology: Emile Durkheim, Max Weber, Karl Marx).

Using Research Methods and Skills

- IS2.01** – demonstrate an understanding of a variety of research methods and approaches used in anthropology, psychology, and sociology;
- IS2.02** – demonstrate an ability to select, organize, summarize, and interpret information from a variety of print, media, and electronic sources;
- IS2.03** – analyse for bias, accuracy, and relevance articles or programs on issues related to anthropology, psychology, and sociology;
- IS2.04** – correctly use the terminology of anthropological, psychological, and sociological research, including statistical terminology (e.g., hypothesis testing, prediction, variance, distribution, correlation, reliability, validity, statistical significance);
- IS2.05** – demonstrate an understanding of the purpose and use of the stylistic guidelines set by the American Anthropological Association, the American Psychological Association, and the American Sociological Association;
- IS2.06** – use telecommunications tools appropriately in conducting and reporting on research;
- IS2.07** – using ethical guidelines, appropriate methodology, and a range of primary and secondary sources, develop a position on a social issue of importance to anthropology, psychology, or sociology; and, using a research design appropriate to the issue and discipline, carry out a research project in at least one of the disciplines.

Communicating Results

- IS3.01** – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, lab reports, written reports, essays, journal-style articles, videos);
- IS3.02** – explain conclusions made as a result of an inquiry, using appropriate structure, argument, and documentation;
- IS3.03** – use recognized style guidelines (e.g., those of the American Psychological Association [APA]) to present the methods, results, discussion, conclusions, and documentation of research on a social issue or problem.

Unit 1: What Are Anthropology, Psychology, and Sociology?
How do these disciplines research the causes and effects of personal, societal, and cultural change?

Time: 15 hours + 5 hours for course culminating activity process

Unit Description

Students are introduced to the purposes, major concepts, terminology, research methods and practitioners of the three social science disciplines. The culminating activity is a unit test. The social science research process begins with students selecting a topic, forming a hypothesis and completing an annotated bibliography.

Unit Overview Chart

Activity	Time	Learning Expectations	Assessment	Tasks
1 What is a Social Science? What are Anthropology, Psychology, and Sociology?	4 hours	CHV.01, ISV.01, ISV.02, IS2.01, IS2.02, IS2.04, IS3.01	Knowledge/ Understanding Communication Assessment of oral and written responses.	Establish a respectful classroom climate. Define social science. Apply social science methods to issues. Compare, examine, and apply social science methods, strategies and theories through oral discussion, mind-mapping and written answers. Reflect on career choices in an argumentative paragraph.
2 How do social scientists work?	4 hours	ISV.03, ISV.04, ISV.05, IS2.01, IS2.04, IS2.05	Thinking/ Inquiry Communication Application Assessment of research design and data analysis. Evaluation of written report.	Define social science research and methodologies. Apply knowledge of ethics and bias in social science research by designing a sample survey. Analyse and present the results of the sample survey.
3 Who are some leading social scientists from the past and present?	3 hours	CHV.02, ISV.01, ISV.02, IS1.04, IS2.01, IS2.02, IS2.03, IS3.01	Knowledge/ Understanding Communication Assessment of summary of information and participation in group activity.	Examine resources on past social scientists and prepare research notes. Report and discuss, “in role,” specific social scientists’ major contributions. Apply knowledge to role-play.

Activity	Time	Learning Expectations	Assessment	Tasks
4 What causes change? What prevents change?	2 hours	CHV.01, CHV.02, ISV.02, ISV.05, CH1.01, CH1.02, CH1.03, CH2.01, IS1.02, IS3.01	Thinking/Inquiry Communication Application Assessment of oral responses, participation in group activities, concept maps, written notes, and oral presentation. Evaluation of 2-3 paragraph summary.	Examine causes and impediments to change through analysis of examples of individual, societal, and cultural change. Report on specific social science change theories and theorists. Apply concepts learned to examples of current social change. Write a summary that applies knowledge of social science research methods to an example of social change.
5 Unit Test Social Science Research Report Process	25 hours	ISV.01, ISV.03, CHV.01, CHV.02, CH1.01, CH1.02, CH1.03, CH2.01, IS1.02, IS1.03, IS1.04, IS2.03, IS2.05, IS2.07, IS3.03	Thinking/Inquiry Application Evaluation of test. Assessment of focus questions, hypothesis, and research notes. Evaluation of annotated bibliography.	Write a unit test. Choose a topic on social change. Form hypothesis. Research a variety of relevant sources. Complete an annotated bibliography using APA format.

Activity 1: What is a Social Science? What are Anthropology, Psychology, and Sociology?

Time: 4 hours

Description

Students are introduced to the purpose, methods and research tools of the social sciences. Students compare the methods, strategies and theories of anthropology, psychology, and sociology. Students become familiar with career opportunities in the disciplines of anthropology, psychology, and sociology. Students apply their knowledge and understanding of the three social sciences to relevant and contemporary social issues.

Strand(s) & Learning Expectations

Strand(s): Social Change, Research and Inquiry Skills

Overall Expectations

CHV.01 - appraise the differences and similarities in the methodologies and strategies of anthropology, psychology, and sociology applied to the study of change;
 ISV.01 - define and correctly use anthropological, psychological, and sociological terms and concepts;
 ISV.02 - demonstrate an understanding of the main areas of study in anthropology, psychology, and sociology, and of the similarities and differences among them.

Specific Expectations

IS2.01 - demonstrate an understanding of a variety of research methods and approaches used in anthropology, psychology, and sociology;

IS2.02 - demonstrate an ability to select, organize, summarize, and interpret information from a variety of print, media, and electronic sources;

IS2.04 - correctly use the terminology of anthropological, psychological, and sociological research, including statistical terminology;

IS3.01 - effectively communicate the results of their inquiries, using a variety of methods and forms.

Prior Knowledge & Skills

- Students who have taken HSP3M will be familiar with the purpose, research methods, and terminology of anthropology, psychology, and sociology. The teacher should encourage these students to complete suggested extension activities and perhaps assign them as facilitators during cooperative group activities.

Planning Notes

- Prepare a course assessment and evaluation plan to share with students.
- Survey students to see who has completed the HSP3M course. These students will have a greater understanding of anthropology, psychology, and sociology.
- Create a four-level checklist based on key criteria (e.g., accurate use of social science terminology Knowledge/Understanding, effective communication of ideas for Communication, demonstration of knowledge of the purpose and research methods of anthropology, psychology, and sociology for Knowledge/Understanding for self- and peer assessment of a written response.
- Distribute research folders. Students should maintain a personal vocabulary list.

Teaching/Learning Strategies

Encouraging a Respectful and Inquiring Classroom Climate

1. The teacher introduces the fact that this course involves an exciting examination of human behaviour. Topics, issues, and concerns will be discussed that are often very sensitive and controversial in nature. Students could be asked to skim the table of contents in their text or predict the topics, issues, and concerns covered in this course.
2. The teacher cooperatively establishes with students a set of rules that will help to develop and maintain a respectful yet inquiring classroom climate. (e.g., *Everyone has the right to express an informed opinion. We will all strive to have informed opinions (be mindful of our own biases). We listen with respect and an open mind. We do not have to agree but when we disagree, we are respectful in our response. Offensive comments are never permitted [homophobic, sexist, racist etc.] Everyone in this class has the right to learn and participate in a climate of scholarly respect and consideration*). The teacher should post these rules in a permanent location in the classroom, or perhaps duplicate them on paper for distribution to students.

What is a Social Science?

1. The teacher writes the following statement on the board: “Every person in this class is an observer and predictor of human behaviour.”
2. The teacher asks students to respond to this statement by recalling human behaviour that the students observed before arriving to class, making an educated guess as to why people were behaving in that manner, and explaining why the student expected or did not expect this behaviour. The teacher could provide the following examples to promote student discussion:
 - Observation 1 – People on the bus don’t speak to each other unless they know each other.
 - Why do people behave in this manner? Why did you expect or not expect this behaviour?
 - People like their own space; “Beware of strangers”; Keep to yourself; Mind your own business;

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- Observation 2 – Certain groups of students are located in certain locations in the hallways.
 - Why do people behave in this manner? Why did you expect or not expect this behaviour?
 - “Birds of a feather flock together.” People befriend those with similar interests.
3. Students in pairs discuss additional examples of observations and educated guesses from their experience about the reasons for the observed behaviour.
 4. After students share ideas for five minutes, the teacher explains that it is common for people to generalize in an effort to understand each other and anticipate behaviours through the use of clichés, truisms, proverbs and “common sense” explanations. The teacher explains that these are all common but non-scientific ways of looking at human behaviour. The teacher may wish to provide other examples and have students suggest more examples from their own cultural backgrounds (e.g., “Let sleeping dogs lie”; “Look before you leap”; “Two heads are better than one”; etc.). The teacher may also want to include other unscientific sources of information of human behaviour such as talk shows, self-proclaimed experts, and self-help books that lack a solid research base. The teacher states that the thing that separates an amateur observer from a trained social scientist is the use of directed methods of research.
 5. The teacher writes the answer to the question “What is a social science?” on the board: *A social science is a disciplined understanding of human behaviour.*
The teacher explains that “discipline” involves research and data collection and analysis. Many social scientists also apply their research to help solve social problems. Social scientists have challenging jobs because they study extremely complex phenomena that are often subject to multiple interpretations. The effectiveness of social scientists is demonstrated in the quality of their research.
 6. The teacher provides an example of human behaviour that is of interest to the students (e.g., Why do some women wear makeup? Why do some bodybuilders take steroids? Why do some people excel in mathematics? Why do people gossip? Why do some people get body piercings).
 7. With a peer partner, students brainstorm their common sense answers to one or two of the questions provided, or, as an alternative approach, to questions that they have generated.
 8. Students are directed to approach these questions as a social scientist. Using a think-pair-share cooperative strategy, students respond to the following question:
“What are examples of tools of research that a social scientist would use to examine these questions in a disciplined fashion (versus the vague generalizations and ‘hunches’ of a non-social scientist)?”
Answers may include surveys, experiments, participant observation, interviews, secondary data analysis. The teacher records answers on the board and may provide examples and explanations of the use of these tools.
 9. The teacher distributes and reviews with students Appendix 1.1.1 – Key Methodological Approaches of the Social Sciences. This appendix outlines the three key methodological approaches of the social sciences (positivist, interpretive and critical), the purposes of research, the role of values in research, the type of data collected, and examples of notable social scientists that used the methodological approach. The teacher reviews the approaches with the students and answers any questions generated from the material.
 10. Students complete the task outlined at the bottom of the appendix. They are instructed to apply their knowledge of the methodological approaches to topics of social concern (e.g., adoption rates, Internet use and an aging population).
 11. Answers could be reviewed by assigning one topic of social concern to a group of students and asking them to record their responses on the board, chart paper, or overhead transparencies.

What are Anthropology, Psychology, and Sociology?

1. Students are introduced to the social science disciplines of anthropology, psychology, and sociology by using a cooperative learning jigsaw strategy. Students are placed in home groups of three and are randomly assigned as an anthropologist and psychologist and sociologist. In the home group, students discuss, compare and clarify the definitions, using a textbook or the definition below:
Anthropology – The study of the unity and diversity of humanity (and related primates) and of human culture * and society from a comparative and global perspective.
* Culture is a hotly-debated term in anthropology but for general purpose, culture is understood to be a way of living learned over time and shared by groups of people (examples of components of culture are language, abilities [art, technology], ideas and beliefs).
Psychology – The study of the thought processes and behaviour of humans.
Sociology – The study of human social life, groups, and societies.
2. Students then move to expert groups based on one of the social sciences. In this expert group they consider the following social phenomenon:
At Old World Collegiate there are currently more boys enrolled in math, science, and computer programs than girls. There are also more girls enrolled in English, languages, social sciences, and arts programs than boys.
3. Students are instructed to examine this phenomenon from their social science (anthropology, psychology, and sociology) viewpoint. They generate five specific questions that they would ask as social scientists in response to this finding. They also specify three appropriate research methods that they might use to answer the questions. Finally they predict who might want to know the results of the research and why.
4. Students record their answers on board, overhead transparency, or chart paper and share their findings with the class. Teachers should make students aware that in some cases, the three social science disciplines do overlap in their questions and methods, but they differ in their overall focus.
5. For homework students are assigned another social phenomenon to examine, this time, from each of the three disciplines. The teacher should review the homework assignment before introducing the next topic.

What Career Opportunities are Available in Anthropology, Psychology, and Sociology?

1. Ask students for ideas of specific jobs and possible places of employment for anthropologists, psychologists, and sociologists. Write down responses on the board under the three specific disciplines.
2. Students may have more answers listed for psychologists. Ask them why they think this is so (e.g., psychologists are commonly featured on TV shows and in movies, literature, and newspaper articles). Teachers may need to clarify the difference between a psychiatrist and a psychologist (i.e., psychiatrists are MD's, while psychologists are PhD's.)
3. Students consider popular images of anthropologists (e.g., Jane Goodall observing chimpanzees, anthropologists studying indigenous populations as featured on the Discovery Channel). The teacher discusses with students the fact that while these images accurately reflect the jobs of anthropologists prior to the 1970s, anthropologists today are more likely to be employed to study aspects of their own culture. For example, recent research by anthropologists include the following topics: the cultural significance of the pop singer Madonna, trends in teenage culture, how to sensitively translate North American advertisements to other nations and cultures, studies of the residents of Netville (a wired suburb of Toronto), the workings of courts of law and prisons, and how best to teach students of diverse cultures in Ontario high schools.

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4. Students consider popular images of sociologists. The teacher may need to provide examples, such as guest speakers on news shows who are experts on crime, gangs, prisons, terrorist groups, family dynamics, cults, education, workplaces, etc. In the past, Sociological studies traditionally focused on the gap between rich and poor, gender gaps, or issues of ethnicity and multiculturalism. Today, sociologists are expanding into areas such as the impact of the electronic media on society, communication patterns among different age groups and genders, teen gangs, and patterns in crime rates.
 5. The teacher provides students with more information on careers in the three social science disciplines, distributing Appendix 1.1.2. Students read the material with partners. Students discuss with their partners “What are you most interested in, anthropology, psychology or sociology?” “What subdisciplines are the most interesting to you?” “What specializations appeal to you?”
 6. Students individually write a three-paragraph reflection in response to the following prompt: Choose two subfields or specializations from two different disciplines that you find most interesting in terms of career choices. Write a three-paragraph reflection in which you explain your choices. Your response must demonstrate your understanding of the purpose, research methods, and terminology of anthropology, psychology, and sociology.
 7. Students self-and peer assess their responses based on a four level checklist with key criteria (e.g., accurate use of social science terminology (Knowledge/Understanding), effective communication of ideas (Communication), demonstration of knowledge of the purpose and of the research methods of anthropology, psychology, and sociology (Knowledge/Understanding)).

Extension

Invite a panel of speakers representing the three disciplines to discuss their area of expertise, how they apply their knowledge, and how and why they chose their particular career.

Assessment & Evaluation of Student Achievement

- Formative assessment of student responses during discussions and oral reports by teacher observation.
- Formative assessment by self and peers of a written response based on a four-level checklist with key criteria.
- Teachers should share with students the assessment and evaluation plan for the course.

Accommodations

- Provide copies of board notes, discussion notes, and completed appendices to those with identified writing/processing difficulties.
- Simplified copies of materials may be distributed a day before the activity for pre-reading.
- Allow exceptional students and ESL students extra time to complete activities, if required.
- Assign student volunteers as scribes for students with writing difficulties.
- Ensure that any student groupings are heterogenous.

Resources

Jackson, Winston. *Methods: Doing Social Research*. Scarborough, Ontario: Prentice Hall, 1999.

Appendix 1.1.1

Key Methodological Approaches of the Social Sciences

Methodological Approach	Purpose of Research	Role of values in research	Type of data collected Research designs used	Social Science Practitioners
Positivist	- to predict behaviour - to test theories of behaviour by testing hypotheses (scientific method)	research should be value-free	- quantitative research (quantifying with numbers observations about human behaviour) - experiments, surveys, secondary data analysis	Anthropology Edward Evans-Prichard, Alfred Reginald, Radcliffe-Brown, Emile Durkheim Psychology B.F. Skinner Sociology Auguste Comte, Talcott Parsons, Louis Althusser
Interpretive	- to provide an adequate reflection of people's experience of the social world - to test grounded theories	research should be value-free	- qualitative research (emphasizes verbal descriptions and explanations of human behaviour) - participant observation studies, interviews, in-depth analysis of a single event or case	Anthropology Franz Boaz, Clifford Geertz, Victor Turner, Margaret Mead Psychology Carl Rogers, Rollo May, James Bugentha, R.D. Laing Sociology Max Weber, Peter Berger, Thomas Luckmann, Irving Goffman, Howard Becker, George Herbert Mead, Karl Mannheim
Critical	- to improve the social conditions of the oppressed	research is grounded in values derived from theory	- uses both quantitative and qualitative research - comparative studies, in-depth interviews, and analysis of secondary data. Tends to study societies more than individuals.	Psychology Thomas Szasz Sociology Thomas Malthus, Karl Marx, Herbert Marcuses, Jurgen Habermas, Michel Foucault, Wallace Clement, Paul Willis, William Chambliss Dorothy Smith, bell hooks

Examples of questions by social scientists with a positivist approach:

What factors are most important between _____ and _____?

What is the relationship between _____ and _____?

Is the popularity of _____ rising or falling?

Examples of questions by social scientists with an interpretive approach:

What is it like to be _____? How does _____ influence people's lives?

What is _____'s role in society?

Examples of questions by social scientists with a critical approach:

How can _____ lead to a more just society? Why are _____ oppressed in this society?

What role does _____ have in creating inequalities?

Appendix 1.1.1 (Continued)

Task: As a social scientist, you have been asked to research the following areas of social concern:

- Adoption rates
- Internet use
- An aging population

1. Create one specific question for each of the three key methodological approaches (positivist, interpretive and critical), for the four areas of social concern (12 questions total).

Adoption rates

Internet use

Aging population

2. Choose one of the areas of social concern listed above. Speculate on one appropriate method of research and data collection for each of the three questions you generated.
 - a)
 - b)
 - c)

Appendix 1.1.2

What Career Opportunities are Available in Anthropology, Psychology, and Sociology?

Subdisciplines	Examples of Specializations and <i>Places of Employment</i>
Physical (biological) anthropology The investigation of the evolutionary origins and physical diversity of the human species	Paleoanthropology – studies human biological evolution Primatology – studies the anatomy, social behaviour, and evolution of primates Human variation – focuses on differences and similarities among the world’s people in terms of physical characteristics Forensic anthropology – analyses human remains for police, government agencies, and global organizations investigating war crimes <i>- academic institutions, medical/pharmaceutical research, zoos/animal research, police, global organizations</i>
Archaeology The investigation of technological and cultural development of societies over long periods of time	Cultural resource management – locates sites of prehistoric and historic significance and makes recommendations about their preservation <i>- government agencies, museums, private companies (contract archaeologists bid competitively to locate and excavate sites affected by construction)</i>
Cultural anthropology (ethnology) The investigation of contemporary and historically recent societies * the largest subfield in anthropology today	Ethnopsychiatry – studies the relationship between society’s mores, roles, and beliefs, and mental illness Culture and personality studies – focuses on emotional development and socialization of humans within their culture Ecological anthropology – studies the relationship between people and their environments Economic anthropology – studies how humans use the material world to maintain and express themselves in social groups Network analysis – examines how people use contacts (people, marketplaces, organizations) in their lives <i>- government agencies, non-profit groups, private corporations, international bodies (e.g., UN)</i>
Anthropological linguistics The investigation of human languages and how they relate to cultures	Phonology – describes and analyses the nature and patterning of sounds that make up language Morphology – studies meaningful sound sequences and the rules by which they are formed Sociolinguistics – the study of how speech behaviour is affected by cultural factors <i>- medical research, health and educational agencies, academic institutions, private corporations</i>
Applied Anthropology The use of anthropological concepts, methods, and theories to solve human problems	Medical anthropology – determines the interactions between human health, nutrition, social environment, and culture Development anthropology – provides information on communities that help agencies adapt projects to local conditions and needs Educational anthropology – trains personnel in multicultural issues, learning styles, and behaviour of children from various ethnic and national backgrounds <i>- government agencies (health, education), non-profit groups, private corporations, international bodies (UN, World Bank, NGOs)</i>

Appendix 1.1.2 (Continued)

Subdisciplines	Examples of Specializations and <i>Places of Employment</i>
<p>Social Psychology The investigation of the ways in which both social and mental processes determine action</p>	<p>Human experience as a means of interaction between the world and the self, how individuals' perceptions, belief systems, moralities, identities, and behaviours are determined by their positions in social space, social history, institutions, geographic context, social class. Prejudice, Discrimination and Diversity – race-related issues, sexism, anti-semitism, multiculturalism, civil rights issues and affirmative action. Cultural psychology – focuses on cultural resources, ethnic world survey Interpersonal relations – divorce, family relations, group dynamics. Evolutionary psychology – knowledge and principles from evolutionary biology are used to research the structure of the human mind <i>- government agencies, academic institutions, global organizations, private companies</i></p>
<p>Clinical Psychology The investigation of mental health, behaviour, and treatment</p>	<p>Clinical and counselling psychologists – work in mental health settings, hospitals, rehabilitation practice with clients who need help with mental health and physical adjustment problems (e.g., addiction, depression, eating disorders, alcohol and drug addiction, sexual abuse, anxiety, sleep disorders) Health psychologists – study physical illness and disability Sport and exercise psychology – help athletes improve <i>- health agencies, private consulting (e.g., therapy), government agencies (e.g., social work), non-profit groups</i></p>
<p>Forensic Psychology The investigation of behavioural science, focusing on criminal and civil matters</p>	<p>Prison and correctional psychologists – facilitate prisoner rehabilitation, work in communities to develop prevention and rehabilitation programs Forensic experts – offer psychological opinion in the courts Civil forensics – deal with insurance claims involving emotional suffering, competency, accidental death claims, criminology <i>- governmental agencies (e.g., police, expert witness), private corporations (e.g., insurance), international policing</i></p>
<p>Developmental Psychology The investigation of development in the human mind</p>	<p>School psychologists – work in school settings to assist teachers, parents and students understand learning and behaviour problems. Implement effective programs, training, program evaluations. Child and adolescent psychiatrists – aid in the understanding and treatment of developmental, behavioural, and mental disorders which affect children and adolescents. Conduct research on child care, adoption, child abuse, family and parenting education, and developmental disabilities. <i>- government agencies (i.e., health and education), non-profit groups, medical research</i></p>

Appendix 1.1.2 (Continued)

Subdisciplines	Examples of Specializations and <i>Places of Employment</i>
<p>Industrial Organizational Psychology The investigation of psychology in all types of organizations to promote human welfare</p>	<p>Industrial organizational psychologists – research employee functioning, administrative systems, and the workplace environment. They are consultants who develop scientific knowledge and apply it to solving problems at work. <i>- private corporations (i.e., private consulting), labour or trade associations, public agencies, commercial enterprises</i></p>
<p>Pure sociology The study of life in human groups</p>	<p>Theoretical Sociology – analyse, critique, and formulate theories of social interaction. <i>- academia (universities, pilot schools, childcare facilities), writer or editor of a professional journal</i></p>
<p>Clinical sociology The study and research of the workings of human groups May be used to study issues/problems and may form the basis of program development</p>	<p>Research design – identify and design inquiries into selected social issues/problems and design census questions, polls, and other types of questionnaires. <i>- research for government (e.g., transportation, housing, labour, education) and for private businesses (e.g., marketing, consumer research, human resources)</i></p>
<p>Criminology The study of the causes, nature and distribution of crime in society</p>	<p>Criminologists – work with law enforcement agencies and related institutions and governments to assess policies and procedures related to crime. <i>- parole boards, public policy analyst</i></p>
<p>Urban sociology The investigation of social roles, groupings and interactions within urban centres</p>	<p>Urban sociologists – focus on the role of various managers in the distribution of social resources. <i>- research for government (transportation, housing, labour, education policy)</i></p>
<p>Gender sociology The study of the roles and/or perceptions of masculinity and femininity and their impact on social relations and social policy</p>	<p>Gender sociologists – examine the various gender roles (past and present) and the social impact of gender stereotyping. Areas of interest include impediments to career advancement, stay-at-home fathers, dual-income families, and the impact on society. <i>- government agencies (labour relations boards, equity offices), private companies (human resources), labour or trade associations</i></p>
<p>Medical sociology The examination of social issues surrounding illness and medical systems</p>	<p>Medical sociologists – focus on issues including social factors influencing fertility, fecundity and mortality, health care provisions, and different medical systems. They collect and analyse data related to the social factors contributing to health care issues and their impact on society (e.g., use of health care by age, gender, economic, or cultural background). <i>- gerontology, demographics, government agencies</i></p>

Activity 2: How do Social Scientists Work?

Time: 4 hours

Description

Students are introduced to the methods of social science research and learn to critically analyse research data and studies. They learn the terminology, procedures, and reporting methods that are standard practice for social scientists, and apply their learning to recent studies and to create, administer, and analyse a sample survey research design.

Strand(s) & Learning Expectations

Strand(s): Research and Inquiry Skills

Overall Expectations

ISV.03 - demonstrate an understanding of the different research methods used by anthropology, psychology, and sociology to investigate questions of importance within each field, and apply relevant skills correctly and ethically;

ISV.04 - demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources;

ISV.05 - communicate the results of their inquiries effectively.

Specific Expectations

IS2.01 - demonstrate an understanding of a variety of research methods and approaches used in anthropology, psychology, and sociology;

IS2.04 - correctly use the terminology of anthropological, psychological, and sociological research, including statistical terminology.

Prior Knowledge & Skills

Students who have taken HSP3M will be familiar with the method of research in social sciences. They have also been introduced to the basic methods and tools of research in the first activity of this unit. Students will have learned basic mathematical concepts such as mean, median, and mode in Mathematics in previous grades, along with basic graphing skills used in both Grade 10 Math and Geography. Teachers are directed to Appendix 1.2.1 for a list of key terms and definitions.

Planning Notes

- Gather headlines from recent newspapers regarding social science studies/findings.
- Gather data from Statistics Canada or other source for student analysis.
- Prepare answer key for T/L S 4.
- Prepare or photocopy guidelines for ethical research.
- Locate examples of sensationalized and/or questionable social science research findings from a newspaper or magazine.
- Create and distribute a checklist for sample survey.

Teaching/Learning Strategies

What is social science research?

1. The teacher introduces this topic by using current headlines about trends in Canada (e.g., crime rates, school dropout rates, gang membership). The teacher leads a discussion using the following questions: Why would this study be performed? Who would likely gather the data? How would the data be collected? How might this study be used by governments, citizens, social institutions (e.g., schools), or other interested parties?

2. The teacher reviews the key methodological approaches in the social sciences from the previous activity. The teacher then introduces several further distinctions in types and methods of social science research including qualitative versus quantitative, descriptive versus explanatory, and applied versus pure research. Students take notes from the board or overhead.

Quantitative	Qualitative
<ul style="list-style-type: none"> • Reports results in numeric form • Strives for precise measurement • Results expressed in graphs, or tables • Used commonly with the positivist approach; can be combined with qualitative when using critical approach 	<ul style="list-style-type: none"> • Verbal descriptions, or explanations • Uses observational/anecdotal methods • Strives to reflect relationships within social systems • Used commonly with the interpretive approach
Descriptive	Explanatory
<ul style="list-style-type: none"> • Accurate portrayal through counting the attributes of society, e.g., number of cell phones or fast food outlets • Deals with the question of “what” e.g., What percentage of high school students have access to the Internet at home? 	<ul style="list-style-type: none"> • Explain relationships between attributes and social behaviours • Deals with the question “why” e.g., the relationship between access to the Internet and desire to enroll in postsecondary programs
Pure	Applied
<ul style="list-style-type: none"> • Tests existing theories • Explains observed patterns of behaviour e.g., What factors lead teenagers to smoke? 	<ul style="list-style-type: none"> • Attempts to affect/impact social behaviours • Focuses on variables that can be changed to achieve a goal • e.g., Designing advertising campaigns to decrease the number of teenagers who smoke

3. The teacher provides examples of studies, and students classify these into the various categories mentioned. There could be multiple answers for the examples provided.

Sample prompts could include:

- a study of the role of alternative media in shaping the values and behaviours of teenagers (qualitative, explanatory);
- the role of shaman in promoting health and well being in a native community (qualitative, explanatory);
- a study comparing male and female brain function (quantitative, pure);
- identifying societal factors that increase the number of women in positions of political and economic power and influence (applied);
- gender differences and the socialization of children (explanatory, applied);
- body art: interviews with twenty popular tattoo artists and their clients (qualitative).

How do social scientists analyse data?

1. The teacher introduces the two general approaches to statistics: central tendency and measures of dispersion. The teacher provides a set of values, e.g., a set of fictitious test marks.

Sample question:

On a recent test out of 25, selected students received marks of: 22, 20, 16, 13, 22, 8, 18,

Mean (the average of the values) = $22+20+16+13+22+8+18=119/7=17$

Median (the middle value) = 22, 22, 20, 18, 16, 13, 8 the middle number = 18

Mode (the most commonly occurring value) = 22

Range (the distance between the highest and lowest values) = $22 - 8 = 14$

Standard Deviation (the average distance of values from the mean) = $\sqrt{\frac{158}{6}} = 5.13$

Mark	Distance from the mean	Distance from the mean squared
22	$22-17 = 5$	25
22	$22-17 = 5$	25
20	$20-17 = 3$	9
18	$18-17 = 1$	1
16	$16-17 = -1$	1
13	$13-17 = -4$	16
8	$8-17 = -9$	81
Total		158

$Variance = standard\ deviation^2 = 26.3$

- (a) The teacher demonstrates how measures of central tendency can be used to provide a single number that represents the data as a whole. Using the set of marks, the teacher defines the terms mean, median, and mode and demonstrates how they are calculated.
- (b) The teacher demonstrates how measures of dispersion can help to illustrate how variable the individual values can be within a set. The teacher explains how these measures give a better picture of how spread out (variable) the individual values are. Using the same set of marks, the teacher demonstrates how to calculate range, standard deviation, and variance.
- (c) The teacher also reviews basic graphing skills and introduces the “line of best fit.” The teacher demonstrates that most points of data in a given study will not fit neatly on a straight line. However, in cases of a strong correlation (where the points are closely clustered), a line can be drawn through the data so that as many points as possible are on the line and the line has approximately the same number of points above as below. In other words, the line of best fit bisects the data to give an overall impression of the relationship of the individual points. This helps to predict where additional points might fall.
2. Students are provided with a set of data on a relevant social issue, e.g., the number of youths charged with criminal offences between 1996 and 2000 see www.statcan.ca/english/Pgdb/State/Justice/legal14.htm. Students are placed in groups to analyse the data provided. Students are assigned one set of data (e.g., charges laid by gender, or classification of crime) and are asked to assess both the central tendency and the measures of dispersion for their data set. Students then graph the data and apply the line of best fit. Students use the data to write up a one-page summary of the statistics and what they might tell interested parties about patterns/trends in youth crime.

Ethics and bias in social science research

1. The teacher provides a case study (some of most controversial being the 1963 Milgram study, “Behavioural Study of Obedience”; Zimbardo’s prison experiment; Ewan Cameron’s use of LSD and ‘psychic-driving’ treatments on Montreal mental patients at Allan Memorial Hospital, in conjunction with the CIA) from which students may draw potential ethical problems. Using a think-pair-share strategy, students generate a list of possible ethical dilemmas a social science researcher may encounter when using human subjects (e.g., confidentiality, endangering the subject/respondent, informed consent, etc.) Students share the responses orally with the class.
2. Students then read copies of ethical guidelines developed by social science organizations (see resource list). Students use these readings to create a concept map of ethical considerations on chart paper.
3. The teacher outlines possible sources of bias in the research process by providing examples of potential bias in the seven major areas:
 - a) The selection of the problem being researched – When studying problems, some phenomenon are judged as more important than others. For example, researchers are more likely to study violent events and behaviours than cooperative ones.
 - b) The sample design – Researchers must be aware of androcentrism (Oxford Canadian) (viewing the world from an exclusively male perspective), sexism, and other “isms” in their design.
 - c) Funding decisions – Society values some research more than others, and funding reflects this fact. Researchers may choose their research problems based on financial considerations.
 - d) Data collection – Researchers must avoid providing clues to the responses they want in data collection, or else they might distort the results. Researchers must also avoid specifying the hypothesis of the study to the respondents because the results might be biased.
 - e) Data analysis – Researchers might make random errors (accidental error) and/or systematic errors (distorting the data in one particular direction) when analysing their data.
 - f) Reporting findings – Academic journals decide what studies to print while refusing others. The popular media also interprets and misinterprets research findings.
Use of research findings – Findings can be misrepresented by those with a particular position in society.
4. The teacher provides articles from current newspapers or magazines containing sensational headlines and/or questionable research methods. Students are then directed to generate questions based on the above examples of bias in social science research. (e.g., Given an article titled, “Being poor leads to premature death,” possible questions/concerns arising from the study may be: How was the study conducted? What was the size of the sample? Where the conclusions distorted? Was there gender, ethnic, and other kinds of balance in choosing subjects? Who sponsored the study?)

Designing a sample survey research design

1. Students work in pairs to brainstorm an issue of interest to a psychologist, sociologist, or anthropologist that could be examined using a questionnaire. Students generate a list of ethical issues related to their chosen topic, and use questionnaires as a research method. The teacher discusses these issues with the students and guides in generating a plan for resolving potential ethical issues.
2. Students read materials that provide guidelines for appropriate research design (e.g., bias-free questions/language, designing appropriate questions, consistent rating scales, etc.). Students create a list of important points on chart paper to be displayed in the classroom for reference.
3. Students use their knowledge of bias-free research design to design a sample survey or questionnaire to be administered to other members of the class.
4. Students administer the survey to members of the class (and perhaps another class) and collect data.
5. Students then analyze the data they have collected from their survey using the appropriate methods learned.

-
6. Students present their findings in report format in small group conferences, and individually hand in a short 2-3 page summary. They discuss the research design, any ethical issues encountered, the data analysis and address the following questions: Why was the study done? Who might use this information and how might they use it? What future trends might be predicted based on the data presented?
 7. The reports are evaluated using a teacher-generated checklist (sample criteria may include: issue clearly defined, clear hypothesis, identification of appropriate research method, survey reflects ethical considerations, data is presented clearly, analysis of central tendency and dispersion is correct and clearly presented, purpose/trends/possible uses of information are clearly communicated).

Remediation

Teachers should offer specific practice sessions for students who have difficulty with mathematical concepts.

Assessment & Evaluation of Student Achievement

- Formative assessment of group data analysis using answer key.
- Formative assessment of issue chosen and proposed research design using peer/teacher checklist.
- Summative evaluation of sample survey/questionnaire using teacher-designed checklist.

Accommodations

- Students could be partnered for support: ESL with non-ESL students, students with weaker math skills partnered with students with better math skills.
- Case studies may be edited/alterd for students with reading difficulties.
- Extra time could be given to ensure comprehension of instructions.
- Instructions should be given in writing and orally.

Resources

Print

Abercrombie, Nicholas. *The Penguin Dictionary of Sociology*, 4th ed. Toronto: Penguin, 2000.

Jackson, Winston. *Methods: Doing Social Research*. Scarborough Ontario: Prentice Hall, 1999.

Coles Notes: Statistics and Data Analysis. Toronto: Coles Publishing, 1999.

Canadian Social Trends available at

– <http://www.statcan.ca/english/indepth/11-008/feature/star2001062000s3a01.pdf>on-Print

Non-Print

Statistics Canada – <http://www.statcan.ca/english/Pgdb/>

Ethics resources

Canadian Code of Ethics for Psychologists – www.cpa.ca/ethics.html

Canadian Association of Anthropology and Sociology – <http://alcor.concordia.ca/~csaa1/csaa.html>

The American Anthropological Association – www.ameranthassn.org

The American Sociological Association – www.asanet.org/members/ecoderev.html

Appendix 1.2.1

Key Terms in Data Analysis

Correlation	The relationship between two variables. A positive correlation exists when both variables move in the same direction (e.g., one variable increases as the other increases). A negative correlation exists if the two variables move in opposite directions (one variable increases as the second variable decreases).
Line of Best Fit	A line drawn through scattered data on a graph such that as many points as possible are on the line and there is a fairly equal distribution of points above and below the line.
Mean	The average of the data, which is found by dividing the sum of all the values by the number of items in the set.
Median	The value in the middle of the set when data values are arranged from highest to lowest.
Mode	The most commonly occurring value in the set of data.
Population	The group being studied.
Random Sample	A sample of people that has been chosen so that every member is equally likely to be included.
Range	The gap between the highest and lowest value in the study.
Reliability	The extent to which an indicator will yield similar readings on repeated tests.
Sample	A group within the population that will actually provide the information.
Standard Deviation	A statistic that illustrates the average variation of points from the mean of the data. It reflects the variability of the data (in other words, whether the individual points in the data are grouped within a small range, or whether there is a wide range among individual values in the set). It is found by first adding the distance of each value from the mean squared, then dividing by the number of values in the set minus 1 (subtracting one for the mean). A standard deviation of over 1 decreases reliability.
Variance	Another measure of the level of differences within a set of data. The greater the spread of data, the higher the variance. This is calculated by taking the square of the standard deviation.
Validity	The extent to which a measurement reflects the concept being studied. In other words, does this measurement reflect other variables?

Activity 3: Who are some leading social scientists from the past?

Time: 3 hours

Description

Students are introduced to, and become familiar with, the major contributions made by social science practitioners in anthropology, psychology, and sociology. Students apply their knowledge and understanding of the three social sciences through research on a specific social scientist and through role-play and critical discussion of that social scientist's contributions.

Strand(s) & Learning Expectations

Strand(s): Social Change, Research and Inquiry Skills

Overall Expectations

CHV.02 - describe key features of major theories from anthropology, psychology, and sociology that focus on change;

ISV.01 - define and correctly use anthropological, psychological and sociological terms and concepts;

ISV.02 - demonstrate an understanding of the main areas of study in anthropology, psychology, and sociology, and of the similarities and differences among them.

Specific Expectations

IS1.04 - analyse the ways in which the theories of early social scientists have influenced subsequent social-scientific thinking;

IS2.01 - demonstrate an understanding of a variety of research methods and approaches used in anthropology, psychology, and sociology;

IS2.02 - demonstrate an ability to select, organize, summarize, and interpret information from a variety of print, media, and electronic sources;

IS2.03 - analyse for bias, accuracy, and relevance articles or programs on issues related to anthropology, psychology, and sociology;

IS3.01 - effectively communicate the results of their inquiries, using a variety of methods and forms.

Prior Knowledge & Skills

Students who have taken HSP3M will be familiar with some social scientists of anthropology, psychology, and sociology. Students should be familiar with role-playing and group discussions. The teacher should encourage these students to complete suggested extension activities and assign them as “facilitators” during cooperative group activities, etc.

Planning Notes

- The teacher may wish to slightly modify activity based on the number of students that have completed the HSP3M course, as they will be familiar with some of the social science practitioners. Additional practitioners could be substituted (see Appendix 1.4.1 for additional names).
- Use library staff as resource (basic information provided in Appendix 1.3.1). Research and select an appropriate selection of material (e.g., one article per practitioner) if not available in student text.
- Teacher should decide on the number of social scientists the students will learn about, and how big each student group will be. Teacher may need to provide extra social scientists depending on class size and knowledge base/information available.
- Photocopy Appendix material.

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- Create a chart, titled “Major Contributors to the Social Sciences” with the headings “Social Science Practitioners”/“Focus of Research”/“Major Contributions,” at the top, and the social scientists listed on the left-hand side, leaving enough space for point-form notes. See teacher copy of completed chart in Appendix 1.3.1.
 - Create a 4 level checklist for a role-play based on key criteria (e.g., demonstration of accurate knowledge of social science practitioner, effective communication of ideas, accurate use of social science terminology, ability to answer fair questions about social scientist) for teacher and peer assessment.
 - Teacher locates and copies an observation checklist (i.e., from the Grade 10, Academic History Course Profile).

Teaching/Learning Strategies

1. Students brainstorm on the question of what makes a good social scientist. Review the answers.
2. The teacher lists on the board social science practitioners that students may know. The teacher classifies the examples as anthropologists, psychologists, or sociologists. The teacher provides historical context to explain why the mostly-male and European early social scientists do not represent diverse groups. The teacher reminds students that these social scientists were revolutionary for their time.
3. The teacher assigns students to groups of five to six and instructs them to do research and/or read a selection about one social scientist. The teacher should ensure that all social scientists are represented. The students’ research should deal with three main areas:
 - a) Summarize the major topics and the research methods used by the social scientist;
 - b) Explain any potential problems (ethical concerns, potential bias) created by the research;
 - c) How did the social scientist influence subsequent social scientific thinking?
4. Students, playing the roles of social scientists, introduce themselves and summarize the results of their research.
5. On the day of the task, each discussion group member introduces themselves as a social scientist, and states some of their major contributions. Students are encouraged to ask questions and respond “in role.”
6. Students continue to work in their groups out of role and complete the Social Scientists Discussion Group Questions (Appendix 1.3.2). Teachers emphasize that each student must hand in a completed sheet for assessment, and that individual answers may differ. Students also submit their research notes for evaluation.
7. Students complete peer assessment of role-play using a four-level checklist.
8. After this activity, students complete the Major Contributors to the Social Sciences chart or the teacher may wish to provide completed copies.

Extension

Students could create a pamphlet on their social scientist to be presented to the class.

Assessment & Evaluation of Student Achievement

- Formative assessment by teacher of positive participation in the group discussion using observational checklist.
- Formative assessment of role-play by teacher and peers using four-level checklist (demonstration of accurate knowledge of social science practitioner, effective communication of ideas, accurate use of social science terminology, ability to answer questions about social scientist).
- Evaluation by teacher of research notes using holistic rubric.

Enrichment

- Students may wish to debate with each other on a specific topic as social scientists “in role.”

Accommodations

- Provide both oral and written instructions.
- Provide students with key vocabulary before the lesson.
- Distributes simplified articles and material a day before the activity.
- Allow exceptional students and ESL students to have extra copies of the articles as they may need extra time to complete the activity.
- Assign student volunteers as scribes for students with writing difficulties.
- Ensure that student groupings are heterogenous.
- Link weaker students with stronger partners.
- Provide exceptional students with the discussion questions before the class so they may make notes.

Resources

Coming of Age: Margaret Mead (975781). Films for the Humanities, 1999. 52 min.

The Emile Durkheim Archive. – <http://durkheim.itgo.com/main.html>

Famous Anthropologists. – <http://www.crystalinks.com/anthropologists.html>

The International Society of Malthus. – <http://www.igc.org/desip/malthus>

Marvin Harris-The Realm of MacGoddess. – www.users.voicenet.com/~nancymc/marvinharris.html

Marxist Internet Archive. – <http://csf.arxists.edu/mirrors/arxists.org/>

PBS website – www.pbs.org (search for social scientist name)

The PSI Cage: Key Theorists/Theories in Psychology. – <http://www.psy.pdx.edu/PsiCafe/KeyTheorists/>

Appendix 1.3.1

Major Contributors to the Social Sciences

Social Scientist	Focus of Research	Major Contribution to Anthropology
Franz Boaz United States (1858-1942)	He did field work in Canada with Inuit of Baffin Island and Kwakiut of British Columbia.	He was a pioneer of cultural anthropology. He believed that learned culture, not biology, largely determines human behaviour (nature versus nurture). He believed that each culture should be judged by its own standards and values, not by western ones.
Louis and Mary Leakey Great Britain (1903-1972), (1913-)	They studied the human species in Kenya between 1939 and 1959.	They “discovered” <i>Australopithecus</i> and <i>Homo Habilis</i> . They constructed a series of ancient human civilizations that existed 100 000-200 000 years ago. They were pioneers of the field of physical anthropology.
Margaret Mead United States (1901–1978)	She did field work with aboriginal peoples in Papua, New Guinea, and other Pacific islands.	She popularized the study of anthropology (her books were bestsellers). In her studies of gender roles, she asserted that gender roles are not universal; they are formed by cultural history and upbringing (personality traits associated with “masculinity” and “femininity” are a result of early learning, not heredity). She advocated that personalities are influenced by the society in which we live. She was a pioneer of cultural anthropology.

Social Scientist	Focus of Research	Major Contribution to Psychology
Sigmund Freud Germany (1856-1939)	He used dream interpretation, a form of psychotherapy, on his middle class Viennese women patients. He believed that helping patients discover important events from their past, especially childhood, could help with their diagnosis, since adult behaviour was determined by events of childhood.	He is regarded as the founder of psychology. He developed a theory about personality that stated that personality is a result of conflict between basic drives and social pressures. He created a theory and method of treating patients called psychoanalysis and developed new ideas about human motivation, child development, personality, and abnormal behaviour. His ideas continue to permeate popular culture.
Harry Harlow United States (1905-1981)	He experimented on Rhesus monkeys with surrogate mothers made of cloth and of wire, and the effect on security, socialization, and maternal behaviour (monkeys with a real mother were playful and showed maternal qualities whereas the monkeys with a wire mother were afraid, tended not to socialize or mate).	He proved that emotional nature is formed through development and maturity. He demonstrated the relationship between early socialization and cognitive functions, including curiosity and self-confidence. He believed that the individual is intrinsically motivated to seek out stimulation. He advocated that comfort and contact with others is more important than food to ensure healthy maturation (importance of a mother’s love and attachment).

Appendix 1.3.1 (Continued)

Ivan Pavlov Russia (1849-1936)	He was a behaviourist who is remembered for his studies of conditioned behaviour in animals. He experimented with classical conditioning, an event where the subject reacts to a situation that is associated with pleasure or displeasure, and their behaviour changes. He studied the relationship between stimulus and response.	He changed the direction of psychology by placing greater value on observable behaviour. He won the Nobel Peace Prize in Physiology/Medicine for his work on digestion. His experiments were the basis for modern research into conditioning. He believed that behaviour can be modified by environmental events and that aspects of behaviour can be consistent across species.
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Social Scientist	Focus of Research	Major Contribution to Sociology
Emile Durkheim France (1858-1917)	He founded the first journal of sociology and developed the theory of social facts, which maintained that things such as customs, institution, and organizations exert control over people. He developed a scientific study of social order using empirical methods and statistics to explain the forces that made social events regular and predictable.	He is regarded as the founder of the structural functionalism school of sociology. His focus was on changing the nature of society. He believed that people are a product of their social environment. He created ways of classifying societies according to their stages of development.
Karl Marx Germany (1818-1883)	He coined the terms “class conflict” and “proletariat.” He concentrated on workers’ living conditions and sought to explain capitalism theoretically and to fight against it politically. He believed capitalism, the economic system that brought about class differences, would be replaced by communism (classes would no longer exist, and everyone would have equal access to products and benefits).	He wrote <i>Das Kapital</i> and founded the conflict school of sociology. He believed that conflict (struggle for power and wealth) is the driving force behind society. His political ideas shaped history and still affect our lives, since his works became the doctrine that shaped the policies of many nations.
Max Weber (pronounced Vayber) Germany (1864-1920)	He focused on the study and solutions of social problems and inequities and disagreed with Marx that class structure was the way to view how society worked.	He popularized the belief that society could be reformed and improved. He believed that human values and beliefs affected how people acted throughout history and that systems of ideas influence economic behaviour.

Appendix 1.3.2

Social Scientists Discussion Group

Answer the questions below following your group introductions. For each question you must give at least one reason for your decision. These questions should be discussed as a group, but each student should have a completed question sheet.

1. Which social scientist would generally be considered the most influential in their discipline?
2. Speculate which two social scientists would have most agreed with each other's viewpoints.
3. Which two social scientists were most similar in terms of research methods?
4. Which social scientist would be most pleased by the social changes that have occurred in society?
5. Which two social scientists would have disagreed with each other's theories?
6. Choose the social scientist who is most relevant to your life, and explain why.
7. If you were to stage a social scientists' dinner party, which three social scientists would you invite?

Activity 4: What causes change? What prevents change?

Time: 2 hours

Description

Students learn how anthropologists, psychologists, and sociologists examine personal, societal, and cultural change. Students are introduced to examples of leading practitioners in the three disciplines. Students apply their learning to social change scenarios.

Strand(s) & Learning Expectations

Strand(s): Social Change, Research and Inquiry Skills

Overall Expectations

CHV.01 - appraise the differences and similarities in the methodologies and strategies of anthropology, psychology, and sociology as applied to the study of change;

CHV.02 - describe key features of major theories from anthropology, psychology, and sociology that focus on change;

ISV.02 - demonstrate an understanding of the main areas of study in anthropology, psychology, and sociology, and of the similarities and differences among them;

ISV.05 - effectively communicate the results of inquiries.

Specific Expectations

CH1.01 - identify a major question about social change posed by anthropology, psychology, and sociology;

CH1.02 - define and differentiate between the theories of change in anthropology, psychology, and sociology;

CH1.03 - evaluate the major contribution to understanding social change made by leading practitioners in the social sciences;

CH2.01 - identify conditions for change and impediments to change as revealed in studies of anthropology, psychology, or sociology;

IS1.02 - describe and apply to real-life contexts the theories that are central to anthropology, psychology, and sociology;

IS3.01 - effectively communicate the results of their inquiries, using a variety of methods and forms.

Prior Knowledge & Skills

- Students should be familiar with concept maps (Venn diagrams), role-playing, and panel discussions.
- This activity builds on previous activities that focus on the differences and similarities between the methodologies of anthropology, psychology, and sociology.

Planning Notes

- Teachers may wish to access more detailed information on the nine social science practitioners listed in Appendix 1.4.1.
- If the extension activity is attempted, locate relevant text material on the social scientists suggested.
- The teacher creates an evaluation tool for student paragraph.

Teaching/Learning Strategies

What causes change? What impedes change?

1. The teacher introduces the concept of change by explaining to students that just as human beings can change their behaviour, societies and cultures change as well. The conditions for change and impediments to change are important considerations for social scientists.

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2. Students are asked to identify agents of change and impediments to change for individuals, societies, and cultures by considering the following scenarios and questions provided by the teacher. Teachers may have students work on all three scenarios, or just one, in small cooperative groups.

(Why do people change their behaviour?)

Scenario 1: Student A tends to procrastinate. After years of this behaviour, Student A decides to stop procrastinating.

(What might be the agents of change for Student A?)

Possible student answers may include wanting to get rid of feelings of tension, stress, fear, anxiety; failure at school or work; peer pressure; influence of authority figures; desire to improve self-esteem; etc.

(What might have impeded Student A in their attempt to change?)

Possible student answers may include peer pressure; fear of failure to change; loss of a trait associated with personal identity; possible biological/chemical reasons; behaviour of other people; finding difficulty changing patterns of behaviour; lack of motivation to change; etc.

(Why do societies change?)

Scenario 2: Women in Canada did not have the right to vote in federal elections until 1918.

(What were the agents of change in Canada that led to women getting the right to vote?)

Possible student answers may include the actions of women's rights groups; economic factors; political crisis; responses of leaders; changing attitudes; government actions; etc.

(What might have impeded Canadian society from making this change?)

Possible student answers may include traditional beliefs concerning women's role in society.

(Why do cultures change?)

Scenario 3: Canadian culture today is different from Canadian culture in the nineteenth century.

(What changes can you identify?)

Possible student answers may include closer connections to American culture than to British culture; a more multilingual and multicultural population; the growth of cities; a more "high tech" lifestyle at work and leisure.

(Why do you think these changes occurred?)

Possible student answers may include the need for immigrants; push-pull factors (international crisis); changing beliefs; urbanization; technological advances; change in social institutions and socialization patterns.

(What might impede cultural change?)

Possible student answers may include lack of technology and resources; non-adaptive language; traditional social institutions, sanctions, customs, and beliefs.

Note: Teachers should be aware that sociological and anthropological concepts often overlap.

3. Teacher leads a student debriefing of the answers to the questions based on the three scenarios.
4. Students create a concept map (e.g., a Venn diagram with three circles) of agents of change for individuals, societies, and cultures.

Social Science Theories of Change

1. Students are introduced to summaries of the major contributions to understanding social change made by nine leading practitioners in the social sciences (Appendix 1.4.1).
2. The teacher may direct student co-operative groups to examine just one of the social sciences in order to allow more time to prepare a report of findings to the class. Students deliver the oral report to the class using chart paper to record key points. Students take notes during reports since they are responsible for demonstrating their understanding of this material in the unit test.

Applying Knowledge of Social Change

1. The teacher records the following facts about social change on the board:
 - More teenagers have part-time jobs today than five years ago.
 - The majority of Canadians are living longer.
 - The number of Canadians in regular religious attendance is falling.
 - A new group of young teenagers (10 to 12 years of age) has become increasingly important to the North American economy. They have been named “tweens.”
 - Greater numbers of North American men are taking parental leave today than five years ago.
 - The Canadian population is made up of more diverse cultural groups.
2. Students are assigned the following tasks:
 - List one major question that an anthropologist, psychologist, and sociologist might ask regarding these particular social changes.
 - List the agents of change (what caused the change) and impediments to change.
 - Predict the possible effects of these changes on individuals, society, and Canadian culture.
 - Outline two appropriate social science research methods for examining this social change.
 - Explain the challenges (e.g., possible bias, ethical concern) that a social scientist would face in examining this social change with the research methods you recommended.
3. The teacher chooses one scenario and models answers to the questions and tasks with the entire class.
4. The teacher chooses a second example for small group student discussion.
5. Individual students choose a third example to write up in a two or three paragraph summary or oral report.

Extension Activity

Research another contemporary social science practitioner and report on their contributions to the study of social change, i.e., cultural anthropologists (Jane Guyer, Arjun Appadurai, Eleanor Burke Leacock), psychologists (Eric Erikson, Dorothy Kimura, Ravi Menon), and sociologists (Dorothy Nelkin, George Ritzer, Thorstein Veblin, David Lyon).

Assessment & Evaluation of Student Achievement

- Formative assessment of student responses during class discussions and participation in small group activities through teacher observation.
- Formative assessment of accuracy and completeness of concept map, and written notes by the teacher.
- Summative evaluation of two to three paragraph summary or oral presentation based on the following criteria: correctly identified agents of change and impediments of change (Knowledge/Understanding), appropriate research methods identified and the challenges of these methods explained (Thinking/Inquiry), valid predictions explained (Application).

Accommodations

- Extra time for task completion should be given to students with reading and writing difficulties.
- Teachers should conference with students with learning difficulties and consult students’ IEPs to determine appropriate accommodations to ensure success in course activities.
- Appendix materials could be handed out to students with reading difficulties a day ahead of time.
- Teacher should assist in forming heterogeneous student co-operative groups.

Resources

Appendix 1.4.1

Appendix 1.4.1

Major Contributions to Understanding Social Change

Task: Read over the brief summaries of social scientist contributions to the study of social change and complete the questions that follow. Be prepared to explain your responses.

Cultural Change

Marvin Harris (b. 1927) was key in developing the anthropological school of cultural materialism. In terms of social change, cultural materialists believe that human culture is shaped most significantly by the environment (ecological, technological, and demographic forces) in which humans live.

Sherry Ortner (b. 1941) co-pioneered feminist anthropology. In her research, she found that male dominance is a universal occurrence. At one time, she advocated that men develop and define culture. Women participate in culture but remain closer to nature because of physiological differences. She developed an analysis for recognizing and using key symbols in culture. She also helped to promote and define Practice Theory, the examination of the things people do and say on a daily basis.

Ed Spicer (1906-1983) was an applied anthropologist who studied cultural change and agents of change, focusing on the impact of European civilization on indigenous cultures. Spicer found that the social structure of a contact community (e.g., Europeans) was a major acculturation determinant.

Review the cultural changes that have occurred in Canada over the last 100 years. According to Harris, Ortner, and Spicer, what were the main causes of this cultural change? What impeded this cultural change? What key questions might each social scientist have in their study of this change?

Personal Change

Carl Jung (1875-1961) was the founder of analytical psychology. He developed the idea that human behaviour was often motivated by opposite tendencies found in the “collective unconscious” (good and evil, male and female etc.). He also developed a system of personality types such as extraverts and introverts. In terms of social change, Jung would focus on the role of the human mind.

Abraham Maslow (1908-1970) developed a theory of human motivation based on a hierarchy of needs (e.g., physiological needs, safety and security, belonging, esteem, self-actualization). Maslow believed that a person must achieve the lower needs before moving on to the next level. Maslow believed that humans can control and change their personality traits as they move upwards to reach their potential.

B.F. Skinner (1904-1990) advocated that learning occurs as a result of an organism responding to its environment (operant conditioning). Skinner believed that behaviour is changed as a result of conditioning (based on rewards and punishments). His theories are called “behaviourism.”

Review the case of the reformed student procrastinator. Predict the hypotheses of Jung, Maslow, and Skinner regarding the causes of this personal change. Predict what each social scientist might assert impeded personal change in this case. What key questions might each social scientist raise in their study of this change?

Appendix 1.4.1 (Continued)

Societal Change

Dorothy Smith is a Canadian feminist sociologist who argues that women are excluded from major social institutions of our culture and that men have traditionally appropriated and maintained power. Smith's research is based on the experience of women (feminist epistemology).

Immanuel Wallerstein (b.1930) is a social theorist who believes that the social science theories developed in the nineteenth century (e.g., history as a linear process moving toward positive progress) are no longer valid. He has developed the work of Karl Marx into a perspective called world systems theory. Wallerstein's theory states that capitalism involves unequal relationships among nations (not just unequal relationships between classes in a single nation). Wallerstein examines conflict issues arising from a global economic system. His theories stress the importance of economic change, not cultural change.

Marlene Mackie (b.1946) is a Canadian sociologist who writes extensively about the role of gender socialization on the perception of gender roles and social behaviour. She believes that the ways in which boys and girls are socialized in childhood affects the way they will perceive their roles in adulthood and the ways in which social behaviour and social roles are established within societies.

Review the societal change in Canada that occurred when women gained the vote in federal elections. Predict the hypotheses of Smith, Wallerstein, and Mackie regarding the cause of this societal change. Predict what each social scientist might assert impeded this societal change. What key questions might each social scientist raise in their study of this change?

Activity 5: Test and Social Science Research Process

Time: 7 hours (2-3 hours for preparation, administering and reviewing test, and 4-5 hours of research process)

Description

The unit test evaluates students' knowledge of skills and content in the first unit. In the Social Science Research Report Process – Step 1, students prepare for the course culminating activity by selecting a topic, forming a hypothesis, and completing an annotated bibliography.

Strand(s) & Learning Expectations

Strand(s): Social Change, Research and Inquiry Skills

Overall Expectations

ISV.01 - define and correctly use anthropological, psychological, and sociological terms and concepts;
ISV.03 - demonstrate an understanding of the main areas of study in anthropology, psychology, and sociology, and of the similarities and differences among them;
CHV.01 - appraise the differences and similarities in the methodologies and strategies of anthropology, psychology, and sociology as applied to the study of change;
CHV.02 - describe key features of major theories from anthropology, psychology, and sociology that focus on change.

Specific Expectations

CH1.01 - identify a major question about social change posed by anthropology, psychology, and sociology;
CH1.02 - define and differentiate the theories of change in anthropology, psychology, and sociology;
CH1.03 - evaluate the major contributions to understanding social change made by leading practitioners in anthropology, psychology, and sociology;
CH2.01 - identify conditions for change and impediments to change as revealed in studies of anthropology, psychology, or sociology;
IS1.02 - describe and apply to real-life contexts the theories that are central to anthropology, psychology, and sociology;
IS1.03 - compare explanations of human behaviour drawn from anthropology, psychology, and sociology, and evaluate the strengths and weaknesses of each approach;
IS1.04 - analyse the ways in which the theories of early social scientists have influenced subsequent social-scientific thinking;
IS2.01 - demonstrate understanding of a variety of research methods and approaches used in anthropology, psychology, and sociology;
IS2.04 - correctly use the terminology of anthropological, psychological, and sociological research, including statistical terminology;
IS3.01 - effectively communicate the results of inquiries, using a variety of methods and forms.

Prior Knowledge & Skills

The test assesses students' knowledge of skills and content. Students should be familiar with test-taking skills from prior courses.

Planning Notes

- Teacher should locate resources to assist in reviewing test-writing skills with students.
- Teachers create a test. Questions should reflect all four categories of the Achievement Chart.
- Emphasize the importance of completing all research steps.
- Book the library/resource centre and computer labs for several periods.
- Supply a list of topics and a copy of the assignment to the library staff.
- Review the issue of plagiarism and the proper format for American Psychological Association (APA) referencing.
- The teacher must develop an assessment checklist for the annotated bibliography (i.e., analysis of resources, number of sources, use of current Canadian journals, variety of sources, proper style and format).

Teaching/Learning Strategies

1. The teacher conducts a review session and discusses test-taking strategies. Students predict questions for the test. The teacher encourages questions from all four learning categories.
 - Appropriate Knowledge/Understanding focus questions may include: “Identify and state the significance of the following: standard deviation, critical social science approach, Karl Marx, Margaret Mead.”
 - An appropriate Thinking/Inquiry focus question may include a statistical example of a social change phenomenon that students must analyse.
 - Appropriate Communication/Application focus questions may include: -“Write a dialogue between an early social scientist and contemporary social scientists on the social issue of _____”
 - “Write a paragraph that considers the issue of _____ from anthropological, psychological, and sociological perspectives.” -“Given the data below, calculate mean, median, mode, range, standard deviation” -“Define central tendency and measures of dispersion, and draw conclusions for each of these terms from the data given.” -“Identify one hypothesis that a psychologist, sociologist, and anthropologist might formulate from the data given.” (see www.statcan.ca/english/ads/11-008-XPE/cumulative.htm).
2. Students write the test.
3. Review test answers. Provide exemplars for students to view and discuss.
4. Students reflect on their test performance and create a plan on how to improve their achievement on tests.

Social Science Research Report

Note: The following steps should be integrated throughout the Unit One activities.

1. The teacher introduces the social science research report. Students begin to use their Social Science Research Folders to store all work relating to the report and its development.
2. Students choose a topic for research. The teacher checks for topic appropriateness.
3. Students receive instruction on how to form key questions, develop an arguable hypothesis, evaluate resources, and write an annotated bibliography using APA referencing.
4. Students use the library/resources centres and computer labs to gather and select relevant secondary sources on the selected topic; and to complete an annotated bibliography.

Assessment & Evaluation of Student Achievement

- The teacher evaluates the test using a marking scheme based on the achievement chart categories.
- The teacher assesses the first steps of the Research Project (key questions, hypothesis, evaluating resources) through teacher observation.
- The teacher assesses the annotated bibliography using a criteria checklist (i.e., minimum number and type of resources, Canadian content, contemporary sources, reliability of resources).
- The teacher evaluates the annotated bibliography using a rubric.

Accommodations

- It is advised that the teacher review Individual Education Plans (IEPs) of students for test-taking assistance and accommodations. Exceptional students may have the option of writing the test in the resource room with provisions such as extra time, quiet space, scribing, recording responses, etc. Instructions should be written and oral.
- Extra time may be required for completion of the bibliography.
- Checking of notebooks prior to test may be advisable.
- Individual conferencing on research may be helpful.
- Some students may need assistance in developing a clear hypothesis and evaluating resources.

Resources

Barrett, Stanley. *Anthropology: A Student's Guide to Theory and Method*. Toronto: University of Toronto Press, 1996. ISBN 0802078338

Jackson, Winston. *Methods: Doing Social Research* Scarborough, Ontario: Prentice Hall, 1999. ISBN 0139745025