

Intro to Anthropology, Psychology, and Sociology Evaluation Profile & Outline

Course Description/Rationale/Overview: This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.

Class Requirements:

Materials/textbooks/equipment

**Text: Images of Society –
Introduction to Anthropology,
Psychology, and Sociology
(Replacement cost: \$85)**

**Recommended: Students must be
prepared for notes and lectures, paper
and writing utensils are needed daily.**

Missed Tests and Late Assignments

Students are to be present for test dates. There must be a verified, valid reason when a test is missed. The teacher may provide an alternative opportunity for testing or record an “absent” for that test.

All summative assignments will have a clear *Due Date*. Assignments that are handed after the *Due Date* will be accepted and assessed by the teacher if submitted prior to the *Deadline*. The *Deadline* is defined as the class period in which that graded assignment is returned to the class, unless there are extenuating circumstances.

For the mid-term report, no mark will be recorded for a verified missed summative assignment. Where a student has not submitted enough work for the teacher to determine the student’s level of achievement, the report card will indicate that the student’s work is incomplete and no grade will be assigned.

At the semester end, where summative assessments are incomplete, a mark of zero may be assigned and used to calculate the student’s final grade.

General Assessment Strategies

All assignments will be assessed under the following headlines:

- Effort - above, at, below, well below or insufficient standards met.
- Detail of Work - above, at, below, well below or insufficient standards met.
- Legibility and Neatness - above, at, below, well below or insufficient standards met.
- Spelling and Grammar - above, at, below, well below or insufficient standards met.

Achievement Categories

Knowledge/Understanding	15%
Thinking/Inquiry	15%
Communication	20%
Application	20%
Culminating Activity	15%
Exam	15%

Curriculum strands:

- Self and Others
- Social Structures and Institutions
- Social Organization
- Research and Inquiry Skills

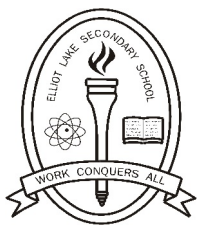
Learning Skills:

- Works Independently
- Team work
- Organization
- Work Habits
- Initiative

Evaluation

The year’s work will be based on:

- Essays.
- Textbook work (Chapter Questions).
- Communication skills.
- Presentations.
- Debates.
- Quizzes.
- Tests.



COURSE OUTLINE

<p>Unit 1</p> <p>Self and Others</p>	<p>This unit will provide you with answers to some basic questions, such as what makes us human, how communication contributes to the uniqueness of humanity, and what factors influence human development. You will examine the theories of various anthropologists, psychologists, and sociologists as they present their studies and answers to these questions. You will learn how humans evolved and how genetics and the environment play significant roles in human development. By the end of the unit, you will have a better comprehension of human origins and development as a unique species in the world.</p>
<p>Unit 2</p> <p>Social Structures and Institutions</p>	<p>This unit looks at the ways your behaviour and outlook are shaped by small and large groups called social institutions. You spend much of your day involved in various social institutions. This process is called socialization, and it largely determines the kind of person you will become. Important institutions to your development will be examined such as family, school, and the workplace. We will also examine the major institutions in Canadian society such as religion and how they are changing as our economy and society evolve. Finally, this unit will examine the institutions of health and law and order, particularly the police force and prisons.</p>
<p>Unit 3</p> <p>Social Organization</p>	<p>The first part of this unit explores individual and social conflict and cohesion. It identifies some personal sources of conflict, such as choices and ethics, and examines external forms of conflict, such as bullying and prejudice. Social inequality, poverty, racism, and stereotyping are considered as examples of conflict in society. The unit examines the effects these conditions have on individuals. The examples of conflict are taken from both the past and present, and they show how something like prejudice can escalate from minor incidents between individuals to serious and sometimes deadly conflicts between races and countries. The unit then looks at why individuals stray from the norms of society and examines examples of deviance carried to the extreme of criminal behaviour. It also looks at how society's definition of deviance changes over time. Finally, the unit looks at the social organizations that provide society its cohesive force.</p>
<p>Summative Evaluation</p> <p>Culminating Activity</p> <p>Exam</p>	<p>You will be given the opportunity to be a social scientists by designing and implementing your own survey in an attempt to prove a theory that you have created. The activity models the realities of being in the field as an anthropologist, psychologist, or sociologist.</p> <p>The exam will include information from the entire course.</p>