

School of Social Sciences and Humanities



SOCI 104 SOCIAL PROBLEMS

WINTER 2026

3 Credits

Course Outline

INSTRUCTOR	Dr. Shawkat Shareef	OFFICE HOURS	THURSDAYS 11 am-1 PM
OFFICE	A 2017	CLASSROOM	MOODLE, ONLINE
E-MAIL	sshareef@yukonu.ca	CLASS TIME	SELF-PACED
TELEPHONE	867 456 8604	CRN	10090
		DATES	SEP. 1-DEC. 8, 2026
Liberal Arts office: Ayamdigut Campus A2501, liberalarts@yukonu.ca, 867-668-8770			

COURSE DESCRIPTION

Using a wide range of sociological theories, students will explore factors that lead to the construction and continuation of social problems. The course employs a multi-dimensional analytical framework, emphasizing the socio-cultural, economic, and historical forces that perpetuate poverty, class, ethnic and gender inequality, racism, crime, addiction and the sex trades. There will be a specific focus on mainstream Canadian society, and northern First Nation and other indigenous communities. Students will also reflect on policy options for the remediation of social problems.

COURSE REQUIREMENTS

Prerequisites: NONE

Online access to Moodle required.

EQUIVALENCY OR TRANSFERABILITY

Find course transfer at <https://www.bctransferguide.ca/>

Students are reminded that it is always the receiving institution that determines whether a course is acceptable as an applicable, equivalent course or if it may be transferred to their program for credit. Find further information at: <https://www.yukonu.ca/admissions/transfer-credit>

YUKON FIRST NATIONS CORE COMPETENCY

Students who successfully complete this course will have achieved core competency in knowledge of Yukon First Nations. By the end of this course, students will have greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination. For details, please see www.yukonu.ca/yfnccr

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- a) analyse and compare research on social problems in Canada and abroad
- b) explain of social problems in Canada focusing on northern First Nations and indigenous socio-cultural, historical, and political contexts
- c) critically analyze their own views about different aspects of social problems in the postmodern Canadian society engulfed by various globalization factors
- d) objectively apply sociological perspectives and theoretical approaches to their knowledge of the linkages between Northern indigenous, Canadian national, and global societies in the creation and perpetuation of social problems

COURSE FORMAT

Delivery format

There are no in-person meetings scheduled for this course and you will work on your own schedule. While there may be no set meetings times, video- or audio-conferencing may be used for office hour tutorials, teaching sessions, seminars and class meetings. Although this is a self-paced course, the class will proceed on a timetable with predetermined assignments and due dates.

EVALUATION

Discussion participation	10%
1st Midterm Exam	25% (OCTOBER 7 , 1-3 pm, MOODLE)
2nd Midterm Exam	25% (NOVEMBER 4 , 1-3 pm, MOODLE)
Final Exam	40% (DECEMBER 9 , 1-4 pm, MOODLE)
Total	100%

Discussion and Participation: 10 %

Participation in class is essential to the development of class unity and the learning process for everyone. Discussion forums offer students a forum in which to express ideas and be educated through the ideas of others. We will create together a respectful environment where everyone will feel safe and encouraged to speak. This means that students and instructor must monitor their speech so as not to give more than their fair share. Discussion and participation worth 10% of final grade and is graded based on the number and frequency of a student's participation in the class and Moodle discussion. However given the nature of sociological theories and other topics that will be covered in the lectures and in the discussion forum, a student's performance in participation will be judged by:

1. **QUALITY OF THE DISCUSSION** (to ensure quality, student's attendance in class lectures and following of reading materials are pivotal)
2. **FREQUENCY OF THE DISCUSSION** (responding to discussion forum question by posting one's own post is not enough to ensure high participation points, rather reading others' posts and responding to them is very important)
3. **CONSISTENCY IN CONTRIBUTION** (regular contributions in the discussion forums by chapters are important, sporadic contributions will fetch low participation scores).

Students will also write a number of short assignments through practicing reflexive commentaries, demonstrating their understanding of theories about different aspects of human society. There are no points assigned to these practice reflexive commentaries, but performance on these short practice assignments (both completion and quality) will be added to the overall participation grade as a percentage. Also, practice reflexive commentaries will help stimulate the discussions the forums. For more details, see below.

Midterm Exams: 50%

There are two midterm exams total worth of which is 55% of the final grade (**1st midterm weighs 25% and the 2nd midterm weighs 25%**). The midterms may be based on true/false questions and long and short essay topics from the course text book either appearing all these options in a single exam or divided between the exams. Students will have 120 minutes (2 hours) to work on and submit the responses on the Moodle. The second midterm MAY use the materials that were covered in the first midterm.

Final Exam: 30%

Final exam is worth 40% of the total weight of the final grade. Final exam is based on the course materials that are covered in the course (including URL link-based information, extra articles posted on the Moodle, text book) and will use multiple choice questions and/or long and short essays. The final exam will be cumulative and can be either all multiple choice questions or combinations of MCQ and long/short essays **OR ONLY WRITTEN ESSAYS**.

NOTE: All exams submission are strictly time sensitive and late submissions will not be granted except for extenuating circumstances for which the student has to provide proof.

TEXTBOOKS & LEARNING MATERIALS:

Kendall, D., Nygaard, V. L., & Thompson, E. G. (2016). Social problems in a diverse society (4th Canadian Ed.). Canada: Pearson.

Click below for the electronic version of the text:

E-Text: <https://www.vitalsource.com/en-ca/products/social-problems-in-a-diverse-society-fourth-diana-kendall-edward-g-v9780134477954>

COURSE WITHDRAWAL INFORMATION

Students may officially withdraw from a course or program without academic penalty up until two-thirds of the course contact hours have been completed. Specific withdrawal dates vary, and students should become familiar with the withdrawal dates of their program. See withdrawal information at www.yukonu.ca/admissions/money-matters

Refer to the YukonU website for important dates: www.yukonu.ca/admissions/important-dates
www.yukonu.ca

Refunds may be available. See the Refund policy and procedures at www.yukonu.ca/admissions/money-matters

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures (updated bi-annually) for further details about academic standing, and student rights and responsibilities: www.yukonu.ca/policies/academic-regulations

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact Accessibility Services for resources or to arrange academic accommodations: access@yukonu.ca.

TOPIC OUTLINE

Week 1	<i>COURSE INTRODUCTION AND KNOW-YOUR-SYLLABUS</i> Readings Chapter 1: Studying Social Problems in Twenty-First Century	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 2	Reading Chapter 2: Wealth and Poverty: Canadian and Global Economic Inequities	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 3	Reading Chapter 3: Racism and Ethnic Inequality	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 4	Reading - Chapter 4: Summary, Learning Objectives and Critical Thinking Questions - Chapter 4: Gender Inequality	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 5/6	Reading Chapter 5: Summary, Learning Objectives and Critical Thinking Questions	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)

	Chapter 5: Inequality Based on Age	
Week 7	FIRST MIDTERM , OCTOBER 7	MOODLE
Week 8	Reading Chapter 7: Summary, Learning Objectives and Critical Thinking Questions Chapter 7: Pornography and Sex Trade in Canada	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 9	Chapter 8: Addictions	
Week 10	Chapter 10: Health and Wellness	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 11	SECOND MIDTERM, NOVEMBER 6	MOODLE
Week 12/13	Reading Chapter 11: Changing Family	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 14/15	Reading Chapter 15: Population, Urbanization, and the Environmental Crisis	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 16	FINAL EXAM, DECEMBER 9	MOODLE