

Sociology Program Review Progress Report

March 2024

Recommendations (general)	Associated Specific Recommendations from ER Report	Action Items and Projected Timeline	Progress to date
<p>1. Develop a curriculum committee who will take primary responsibility for pushing through changes to sociology courses that will update and diversify course offerings.</p>	<p>2.1: Develop courses that more directly include content and perspectives drawn from communities outside of North America and Europe.</p> <p>3.2: Prioritize an overall review of courses in the Sociology Program. There are a significant number of courses that are still on the books which have not been offered in the last few years</p>	<p>Completed since review:</p> <p>SCMS Curriculum Committee created. In the initial stages of drafting Terms of Reference.</p> <p>Short term:</p> <p>SMCS Curriculum Committee: Review and revise Official Course Outlines</p> <ul style="list-style-type: none"> In initial planning stages of SCMS curriculum review, to involve SCMS Curriculum Committee and other members of SCMS In conjunction with the above, increase degree to which Sociology courses address ILO # 9 (Contribute 	<p>SCMS Curriculum Committee in place to review curriculum approved by disciplinary Program Area Working Groups (PAWGs) for Sociology, Anthropology and Media & Communications Studies.</p> <ul style="list-style-type: none"> Curriculum review procedures organized so that disciplinary PAWGs do the initial revisions and voting on Official Course Outlines and any program changes. These changes are then brought forward to the SCMS Curriculum Committee, that assesses the curriculum on the basis of how it serves the School. As our course review has proceeded, SOC has explicitly incorporated and updated ILO

regionally and globally), ILO #5 (Communicate effectively) and ILO # 6 (Pursue self-motivated and self-reflective learning).

#9 (Contribute regionally and globally). Now that we are nearing the completion of updating our outdated curriculum, we will be in a position to better-assess how to more meaningfully integrate the ILOs into SOC curriculum. The ILOs have recently been updated. For this reason, SOC needs to reconsider how all the revised ILOs fit with the SOC curriculum.

4.4: Cull the current list of courses and discontinue (or revise and place in the regular rotation) any course not offered in the last five years.

- Director is undertaking cross-listing “fact-finding” review of how cross-listed courses are being taught. Will be completed by end of February/early March 2022. (addresses 4.9 and 3.1, even though 3.1. is about Learning Outcomes and not courses, *per se*)

- Report on the Crosslisting of Courses in SCMS completed, reviewed by SCMS members and submitted to the Dean’s Office April 11, 2022. The outcome, also shaped by direction from the Dean’s Office, was to eliminate three-way crosslists and any cross-lists where the course does not explicitly address both disciplines for at least 50% of the course. In addition, where possible, courses be decrosslisted and, instead, the program requirements be adapted to include the

previously crosslisted course as a program option. This is the practice that has been implemented in SCMS.

- As of March 11, 2024, SOC PAWG has revised and approved 33 SOC course revisions and 3 discontinuances. Several of these still need to pass through SCMSCC, CACC and UEC. Twelve have already been through the entire review process.
 - The SOC PAWG has also revised/updated all the SOC programs (see Appendix A) and, in conjunction with the ANTH PAWG, has also revised/updated the SOC/ANTH programs.
 - The revised SOC PLOs are informing the ongoing course revisions. However, we realized that it will be more meaningful to do this after all the courses have been updated, as it will give us a better landscape
- As noted in section below, the revised Sociology Program Learning Outcomes will be used as guidelines for revising our Official Course Outlines and conducting our Curriculum Review (addresses 3.3)

4.5: Consider regularizing those special topics courses which are offered frequently and which most closely align with the program orientation and objectives.

4.6: Make available on a regular basis courses which are required for program completion, such as Sociology 356 (Qualitative Research Methods) more than once per calendar year.

4.7: Consider offering Sociology 254 as a regular course, rather than as a directed

For Director/Sociology caucus:

- In consultation with the Sociology Caucus, Director to create a course rotation that includes more than one offering per calendar year of courses which are required for program completion (such as Soc 356, Qual. Research Methods) and in high enough demand for additional sections (addressed 4.6)
- consider offering Sociology 254 as a regular course (addresses 4.7)

picture of what we have and where we have gaps (as opposed to now, when we still have many moving curriculum pieces).

- We have yet to regularize any special topics courses. The discussion has begun around which courses we should regularize. However, as the above notes suggest, we are only just getting to a position where we can truly assess the degree to which our current curriculum addresses our PLOs.
- Unfortunately, the pandemic had unexpected implications for our program student numbers. We are no longer in need of an extra section of SOC/MACS 255 or SOC/MACS 356 per year.
- We now offer SOC 254 on a regular basis. This was made possible due to coordination with CRIM and the CoA's in

study. This course is required for the Social Research Option and students are often unaware that they must take this class until they are close to completing the credential.

4.8: Develop a Contemporary Theories course to follow on the existing SOC 350 (Classical Sociological Thought). Because Classical Sociological Thought is currently offered at the 300-level, one possibility might be to renumber it to 200-level, and then introduce Contemporary Theory at the 300-level. Alternatively, perhaps they could both be placed at the 300-level (for instance SOC 350 and 351), but with

Soc caucus and/or SCMS Curriculum Committee (as determined by Terms of Reference for SCMS Curriculum Committee):

Review and revise the current Sociology curriculum and catalogue of Sociology courses listed in UFV's Academic Calendar:

- Assess frequently-offered special topics courses for whether they should become official courses (addresses 4.5)
- Cull the current list of courses and discontinue (or revise and place in the regular rotation) any course not offered in the last five years (addresses 4.4)
- Determine what other new courses we want to create, potentially

terms of making this course included as an option for writing requirements in the CRIM and BA programs.

- In process. See note above
- In process. See note above
- Have not yet gotten to this stage.

Classical serving as a prerequisite for Contemporary.

including a contemporary theory course (addresses 4.8)

- In conjunction with the above point, the Caucus/Committee will assess whether we need to change the Sociology program requirements at all (e.g. by adding Contemporary Theory as a requirement to the Soc Major, or giving Soc Majors an option between Classical and Contemporary Theory courses) (addresses 4.8)

- After a lengthy discussion, have decided to convert SOC 350: Classical Sociological Theory into a combined classical and contemporary theory course.

- We have made changes to the SOC programs such that SOC 350 is no longer required. As of next Fall, SOC program students are only required to take SOC 201 as their theory requirement. SOC 350 is now an elective. The plan is to include SOC 350 as a requirement in the SOC Honours degree, when that is created.

4.9: Review the current practice of multiple cross-listing of courses. In the past, the triple crosslisting of a significant number of courses was utilized to support smaller programs within SCMS. As programs have grown, this no longer seems

- A new practice has been implemented. See above

necessary and the triple crosslisting creates unnecessary confusion and often results in transcripts that do not accurately represent a student's disciplinary depth (which can be a problem when applying to graduate school or certain types of employment).

2. Review and revise current program learning outcomes for clarity, coherence and greater congruence with UFV's Institutional Outcomes.

3.1: Review and revise current program learning outcomes for clarity, coherence and greater congruence with UFV's Institutional Learning Outcomes. In particular, consider adding or enhancing PLOs to address ILO # 9 (Contribute regionally and globally), ILO #5 (Communicate effectively) and ILO # 6

Completed since review:

We have revised our Program Learning Outcomes (see below). These are being included in the Anthropology program self-study report (as part of the discussion related to the Sociology-Anthropology Major).

Short term:

The revised Sociology Program Learning Outcomes will be used as guidelines for revising our Official Course Outlines and conducting our upcoming Curriculum Review (addresses 3.3)

- This has been completed (see Appendix A)
- UFV's ILOs were recently revised. The SOC PLOs were revised prior to the release of the ILO revisions. SOC PAWG has yet to review the revised ILOs in relation to the SOC PLOs.

(Pursue self-motivated and self-reflective learning).

3.3 As courses are reviewed, adjust the course learning outcomes to more closely align with the new PLOs.

4.1: The Sociology Program should follow through on its commitment to form an External Program Advisory Committee with which it will consult on a regular basis, especially with regard to new and revised programming that addresses specific workplace skills program students may acquire to enhance

Medium Term:

- With some assistance of the Dean's Office (e.g., support from WIL coordinators), SCMS will be creating an External Program Advisory Committee (addresses 4.1).

- We will be getting to this place within the next year. At present, we are still heavily involved in initial curriculum updating.

- See above.

- See above.
- The SOC PAWG is in the process of creating two new practicum courses. We envision these as a fruitful means by which we can increase our student's ability to see how their in-course skills are applicable to more work-ready experiences. We hope to have these in place by the time we can develop our External Program Advisory Committee.

postgraduation career options.

3. Consider revising the current (underutilized) Social Research Option, with a view to creating an Honours credential.

4.2: Consider revising the current (underutilized) Social Research Option, with a view to creating an Honours credential. This would bring the UFV Sociology program into line with most of its comparator institutions.

Short term:

For now, we have decided to make a concerted effort to recruit students into the Social Research Concentration in the Sociology Major instead of converting it into an Honours degree. We see the Concentration as a credential that connotes a specific set of skills to prospective employers, whereas an Honours degree is more of an academic credential. While the Research Concentration is of benefit to students who want to get a graduate degree, it is also valuable to students who do not plan to get such a degree. The Research Concentration can thus serve as a valuable asset for a wider variety of students. Moreover, we feel the Honours designation does not indicate this same set of skills to employers, and therefore cannot assist students as well in their search for meaningful sociology-related employment. Streamlining courses will help highlight the Social Research Option, and might increase its utilization. (addresses 4.2)

- We are currently exploring our options in terms of what would best suit the needs and interests of our students. We are currently discussing the possibility of an Honours degree, a Social Science Research Certificate, a Post-Graduate Research Certificate, and/or an Associate of Arts-Sociology Degree. We feel that the Research Concentration is not serving a broad enough range of students, and want to explore whether other program options are more useful at this time.

Long-term:

Related to the above, we plan to explore the possibility of creating a new Social Science Research Certificate that can be taken by any UFV student and/or a post-graduate Social Science Research Certificate or Diploma for graduated students. This will hopefully help reinforce the value of (and enrolments in) our Research Concentration.

4. Ensure greater inclusion of both Sessional faculty members and students in program/departmental affairs, including attendance at meetings.

2.4: Improve communication with program students regarding when courses are being offered and other information relevant to their timely progress through the credential. Suggestions for how to facilitate better communication could include: one-on-one check-ins with the Chair on an annual basis; the establishment of an Undergraduate Advisor; a periodic newsletter sent to

Completed/ongoing:

We have invited sessionals to School meetings.

We have already started to include sessionals in more Department/School activities. For example, sessionals were invited to the Annual 2021 SCMS Department Retreat.

Short-term:

SCMS: Explore the possibility of including a student rep at School meetings (addresses 2.7).

Sociology Caucus: We will explore the possibility of including student and

We have found that sessionals are generally not interested in attending our SCMS School meetings. We did, however, have a good turnout of sessionals at a recent meeting in which we discussed AI in the classroom. We plan to have more discussions like this, where all SCMS faculty are brought together in some capacity.

- We have decided against having a student rep at the School meeting. It became complicated, given we have three disciplines and it did not seem appropriate for

students with key information and timelines.

2.7: Welcome student representatives at Caucus meetings, when matters do not require confidentiality.

2.8: The Caucus is encouraged to strengthen its relationship with the Sociology Anthropology Undergraduate Association and to jointly organize events, both social and informational.

2.9: Create more ways to celebrate student success, such as annual events recognizing high achievement, use of social media as a spotlight on individual accomplishments,

sessional reps (who can act as liaisons between their “constituents”) on the Sociology Caucus (addresses 2.7):

- reporting ideas/suggestions from students/sessionals
- reporting back to students/sessionals

Medium-term:

SCMS Director and Department Assistant:

- Collect feedback from students to find out their needs (e.g. through short SurveyMonkey questionnaires). This feedback to be used to inform us on how to strengthen our connection between students and faculty outside of the classroom setting (addresses 2.4).
- Develop a means to improve communication with students regarding when courses are being offered and other information relevant to their timely progress through the credential (e.g. Blackboard site for Soc program students, one-on-one check-ins with the Chair on an annual basis; the establishment of an Undergraduate Advisor; a periodic newsletter sent to students with

only one discipline (SOC) to have a student rep, and three reps seemed like a lot more people to add to each meeting. To address some of the needs raised here, though, we are starting a drop-in study room opportunity for all SCMS students. We are opening our new space, D3422, to students as a study space. The room will be overseen by SCMS faculty members, who will also be able to answer any program- or School-related questions students have.

- SCMS has hired a “Student Liaison Officer” to help facilitate student events and other activities. This position is intentionally designed to be held by a student. This student is laying the groundwork for re-creating the SCMS Student Association next fall (Fall 2024) and may be involved in creating content

and an annual student showcase/conference highlighting student research.

key information and timelines) (addresses 2.4)

SCMS School (with specific responsibility TBA):

- Support the (re-)creation of the SCMS Undergraduate Student Association (addresses 2.8)
- Strengthen faculty relationship with SCMS Undergraduate Student Association (addresses 2.8)

Director, Department Assistant and additional SCMS faculty:

- Organize research presentation day for SCMS students who have completed their own DIS research projects and/or planning to present at a conference (addresses 2.9)
- In planning stages to organize/run an regional SCMS student conference. To be assisted by work study students (addresses 2.9)
- Convey outcomes of these events through SCMS's social media (addresses 2.9)

for an SCMS Blackboard space.

- We have held 3 SCMS student events in 2023-24: two pizza socials and one workshop on “resuming writing” (how to translate your social science skills into something employers want). We have plans for additional events as well.
- We have yet to complete additional SurveyMonkey polls related to student interests and needs. We still plan to do so. However, at present, we are focusing our efforts on curriculum updates.
- To assist students progress through their SCMS programs, all SCMS disciplines have now created a two-year teaching rotation.
- Unfortunately, our plans for a regional SCMS student conference did not come to fruition. The timing of this was undermined by the slow

post-pandemic transition back from online life. Our call for papers and other forms of presentation only resulted in a few submissions.

5. Make a concerted, organized effort to recruit students and to inform them of sociology program offerings.

Suggestions that hint at the larger issue addressed here:

2.5: Work with Institutional Research to analyze the recent trends in Sociology majors and minors, specifically to ascertain the slight decline of the former and concomitant rise of the latter.

2.6: Create an informal process for soliciting student feedback on the program overall, current course offerings, etc. This could be done on an annual basis.

Short term/ongoing:

SCMS Director and Department Assistant:

- Collect feedback from students to find out their scheduling needs in relation to teaching modality and delivery time (e.g. through short SurveyMonkey questionnaires). This feedback to be used to better inform us on how to organize our timetable (addresses 2.6, helps with 2.4).
- Organize two SCMS student events in Fall and in Winter (addresses other concerns identified in review)

SOC caucus:

- We are taking steps to produce a video featuring Sociology alumni who are working in an area related to Sociology. This video will be shown to current and prospective Sociology students as a recruitment tool, as well as a

- We have not done a lot on this particular topic. As described above, we have not completed additional surveys of students in relation to their needs and interests. Our efforts have been focused on curriculum updating, which was seriously outdated and which the Dean's Office expressly asked us to prioritize.

- We received SIF funding to create this video. However, we ran into difficulties in terms of recruiting alumni to participate. As with other things, this was attempted at the tail end of the pandemic.

2.9: Create more ways to celebrate student success, such as annual events recognizing high achievement, use of social media as a spotlight on individual accomplishments, and an annual student showcase/conference highlighting student research.

Tangentially related:

2.4: Improve communication with program students regarding when courses are being offered and other information relevant to their timely progress through the credential. Suggestions for how to facilitate better communication could include: one-on-one check-ins with the Chair on an annual

means for our students to see what aspects of our program are useful for building a career.

Medium term:

SCMS Director:
Conduct surveys and work with Institutional Research and new SEM Plan strategies to analyze and address the recent trends in Sociology majors and minors, specifically to ascertain the slight decline of the former and concomitant rise of the latter (addresses 2.5).

- We are still in need of doing more in relation to recruiting students into our program
- See above
- Two-year teaching rotation created. See above.

basis; the establishment of an Undergraduate Advisor; a periodic newsletter sent to students with key information and timelines.

6.2: The SCMS department currently has collaborative research and social space on the ground floor of D Building, but this is underutilized by program students. Create a plan that allows for students to access the room more easily and consistently.

- This space is now being used as office space. We have a different space, D3422, that is about to be opened up on a limited-but-regular basis as a student study space. See above in Recommendation Section 4.

6. Hire at least two tenure-track faculty members in the next four years.

2.1: Develop courses that more directly include content and perspectives drawn from communities outside of North America and Europe

1.6: The program should hire at least two tenure-track faculty members over the next four years. The first will replace a faculty member who is retiring, shoring up the program's focus on research methods; Other hires should prioritize critical race theory, gender, and/or anti-colonial work. The Caucus should direct its recruitment efforts toward Indigenous scholars.

2.2: Commit to the hiring of a Indigenous Scholar as the first recruitment priority.

Short term:

SCMS Director and Sociology Caucus: After the SCMS upcoming curriculum review completed, we will assess our program needs and propose a hiring plan to the Dean's Office.

2.2 addressed in Recommendation Section 8.

- We continue to take steps in this direction.
- We recently (January 2024) hired a new SOC faculty member whose area of expertise includes decolonization theories in a global context. This faculty member is in the process of revising/updating several of our existing SOC courses that have a global and decolonizing perspective. In addition, we are revising several of our SOC courses from an explicitly Canadian focus to a more global focus.
- We have hired two new tenured Sociology faculty members and one faculty member who is split between Anthropology and Sociology. One of these new faculty members has expertise in the area of gender and is able to teach to that topic. Two of the other new faculty members are able to teach into the areas of critical race theory

and decolonization. We have not been successful in hiring an Indigenous scholar.

- We have some anticipated upcoming shifts in the complement of SOC faculty, however, so we are still in need of additional SOC hirings.
- We are still in need of a tenure-track faculty member who can teach our quantitative research methods course

7. Work with administration to identify a computer lab and funding source for NVivo software to aid in the delivery of SOC 356 - Qualitative Research Methods.

4.6: Make available on a regular basis courses which are required for program completion, such as Sociology 356 (Qualitative Research Methods) more than once per calendar year.

4.5: With the loss of NVivo-loaded computers (which had been housed in the Kipp Lab), consider other venues on

Medium term:

We need to do a needs assessment for how valuable this software is for students as a learning tool (especially students in the Research Concentration). It may be that we offer training on this software in the form of a Badge or other add-on credential of some sort. This needs to be weighed in relation to the high expense of this software and difficulties we have had with finding a computer lab that can be

- This topic has been put on hold for a while. The reason for this is twofold: First, we have only just created the SOC two-year teaching rotation and, in doing so, decided how to organize the teaching rotation of this course. This course will now be taught by four SOC faculty on a rotating basis. This gives us a better idea of the capacities and interests of the instructors involved. Second, we are still in the process of revising our course outlines and still need to return to assessing all these

campus where NVivo could be installed, such as the second floor of the UFV library or D204, External Review Report, Sociology Program, Department of Social, Cultural, and Media Studies, June 2021 11 in addition to loading NVivo onto a few computers in the collaborative space. Alternatively, explore other software options that might be more (a) cost-effective and (b) more accommodating in terms of their subscription parameters. We also hope that the administration will be supportive in helping the program to pay for the costs of software licensing, given how important qualitative data analysis is to any robust sociology

semi-dedicated to providing access to this software.

courses as a package in relation to our PLOs. All these pieces are slowly moving into place, though, so we should be able to address this question (and its related questions) soon.

program, and how in-demand that skill is for the job market and for graduate school.

8. Focus on increasing and improving Indigenization and Internationalization within the Sociology Program.

2.1: Develop courses that more directly include content and perspectives drawn from communities outside of North America and Europe.

2.2: Commit to the hiring of a Indigenous Scholar as the first recruitment priority

2.3: Support the important indigenizing work that members of the Caucus have already undertaken through professional development opportunities, both individually and as an academic unit.

Completed since review:

Our annual 2021 SCMS Retreat was the Sto:lo Place Names Bus Tour with Sonny McHalsie (addresses 2.3)

Short term:

SCMS Curriculum Committee:

- Explicitly focus on Indigenizing the curriculum, including Official Course Outlines (to be done during the 2022 SCMS Curriculum Review) (addresses 2.1)

SCMS School:

- Explore the possibility of forming an SCMS committee that facilitates Indigenizing and EDI professional development opportunities for SCMS School members, including sessionals (addresses 2.3)

- As described above, we have taken some important steps in this direction, but still need to do more.

- While we have not been able to recruit an Indigenous sociologist, we have made sure to include Indigenous and decolonizing learning outcomes in the majority of our SOC courses.

- We started to include this as a regular agenda item at School meetings. However, it quickly became clear that we were trying to do too many things at the same time. For the last while, we have focused our School-level efforts on space planning, student events, and the development of

6.3: The review committee supports the hiring of faculty in the area(s) of: research methods, gender, race and ethnicity and internationally-focused sociology/social issues. We especially encourage the program to recruit an Indigenous scholar with expertise in any one of these areas. In hiring, the sociology program is encouraged to compose a broad set of criteria that recognizes the value of lived experience in conjunction with, or in some cases instead of, traditional academic accreditation.

Medium term:

SOC SAC:

- While we do not feel it is possible to put the hiring of an Indigenous scholar as our top priority (we have concerns, for example that this would result in an extremely small pool of applicants and that it may result in a failed search), we are happy to identify it as a high-priority goal.

Long-term:

SCMS Director/School:

Add “Indigenizing/Internationalizing” as a standing item to the SCMS School meeting agenda. During this time, provide examples and workshop ideas that can be applied to our courses/pedagogy (addresses 2.3).

community within the School. In terms of SOC curriculum development, we had a Teaching and Learning Indigenous specialist provide us with guidance and feedback in relation to how to Indigenize our official course outlines. Regardless, there is still a considerable amount we can still do on this.

- Internationalization is a continuing topic of discussion within SCMS. Some members of SCMS have been more involved in this than others. For example, two members are involved in UFV’s Building Communities Across Cultures, an internationalization initiative that involved 16 UFV staff and faculty members from a wide range of units to work together in developing intercultural competency skills. This involved a two-week study tour to northern

India, where the majority of our international students presently originate from. We have only just returned from the study tour, but we are planning to use this experience as a means to foster better understanding and support for international students within SCMS, as well as elsewhere at UFV. We will be discussing next steps at upcoming SCMS School meetings.

9. Find ways to support our sessional and permanent faculty members more fully.

5.1: In order to facilitate consistent, inclusive and innovative instructional and evaluative practices across the many sections of Sociology 101, create a “community of practice” for 101 instructors.

5.2: Enhance the current informal mentoring process

Medium term:

SCMS School (with specific responsibility TBA):

- Create more formal mentoring process that supports both new permanent faculty and the sessional pool of instructors (addresses 5.2)

Long-term:

Sociology Caucus:

- Create a “community of practice” for 101 instructors (addresses 5.1)

- This is important, but SOC has not been able to do much new on this front. However, the Associate Dean of Arts for Faculty, along with one of our SCMS members and two Political Science faculty members have been running a group meet-up for new permanent faculty. We can and need to do more on this front, however.

that exists to support both new permanent faculty and the sessional pool of instructors.

(see below for relevant segment from Sociology Program Review Self-Study Report for context)

Appendix A: Updated Sociology Program, Including Program Learning Outcomes

Program Learning Outcomes

1. Articulate the significance of sociology to our understanding of society, past, present, and future.
2. Apply sociological theory to examine contemporary social realities in local and global contexts.
3. Develop qualitative and quantitative social research skills.
4. Enact critical citizenship by assessing information and knowledge.
5. Apply sociological principles and concepts to critically reflect on the relationships between individuals and society.
6. Critically evaluate cultures, power, and privilege in order to advance equity and social justice.
7. Apply decolonizing and Indigenizing lenses to sociological analysis.

Program Spine:

- SOC 101 (Introductory Sociology)
- SOC 201 (Key Ideas in Sociology)
- SOC 255 (Introduction to Social Research)
- SOC 355 (Quantitative Research Methods)
- SOC 356 (Qualitative Research Methods)

Program Streams:

Program streams are not intended to be concentrations. They will be suggestions to students as to what they can focus on during their studies. As such, they will be a means for advertising the benefits of our program to students. The streams should also be used to shape our curriculum revisions, including the courses we keep/create and the ways in which we update our course outlines. Additionally, these streams can inform our future hiring decisions.

We have six streams. These are distinct from, while also being in addition to, our Research Concentration:

1. Social Inequality: Class, Race, Gender and Sexuality
2. Health, Family and Community
3. Social Psychology, Culture and Cognition
4. Globalization, Neocolonialism and Decolonization

5. Power, Politics and Environment
6. Media, Artificial Intelligence, Science and Technology

The following are suggested courses to fit into these streams:

Social Inequality: Class, Race, Gender and Sexuality Stream:

SOC 210 (Social Problems in Canadian Society), SOC 245 (Deviant Behaviour), SOC 265 (Social Inequality), SOC 270 (Dynamics of Racism in Canada), SOC 344 (Indigenous Research Methodologies), SOC 348 (Social Movements), SOC 387 (Aboriginal (Indigenous) Peoples of Canada), SOC 445 (Advanced Topics in Deviant Behaviour), SOC 470 (Race and Racism), SOC 475 (Community, Difference and Belonging), SOC 472 (Latin America: Race, Ethnicity, and Immigration), SOC 220 (Sociology of Women in Canada), SOC 335 (Gender Relations and Social Issues), SOC 435 (Sociology of Sexuality)

Health, Family and Community Stream:

SOC 275 (Sociology of Death and Dying), SOC 280 (Health and Illness), SOC 313 (Agriculture and Rural Life), SOC 346 (Environmental Justice), SOC 475 (Communities, Difference and Belonging), SOC 331 (Sociology of Families), SOC 431 (Advanced Topics in Childhood and Family), SOC 289 (Sociology of Animals in Western Society)

Social Psychology, Culture and Cognition Stream:

SOC 230 (Individual and Society), SOC 330 (Culture and Cognition), SOC 350 (Classical Sociological Thought), SOC 337 (Taste and Culture), SOC 334 (Cultural Policy in Canada)

Globalization, Neocolonialism and Decolonization Stream:

SOC 205 (Comparative Societies), SOC 247 (Culture of Capitalism), SOC 250 (Sociology of Development – The Global South), SOC 313 (Agriculture and Rural Life), SOC 344 (Indigenous Research Methodologies), SOC 363 (Processes of Development and Underdevelopment: Latin America), SOC 387 (Aboriginal Peoples of Canada), SOC 388 (Global Indigeneity), SOC 200 (Social Issues in Latin America), SOC 310 (Special Topics: Regional Studies in Latin America), SOC 442 (Religion in Latin America), SOC 472 (Latin America: Race, Ethnicity, and Immigration), SOC 360 (Eating and Thinking: Food, Identity and Power in Global Societies),

Power, Politics and Environment:

SOC 348 (Social Movements), SOC 247 (Culture of Capitalism), SOC 313 (Agriculture and Rural Life), SOC 325 (Culture and Theory of the City (if revised)), SOC 337 (Taste and Culture), SOC 344 (Indigenous Research Methodologies), SOC 346 (Environmental Justice), SOC 352 (Public Policy Analysis), SOC 360 (Eating and Thinking: Food, Identity,

and Power in Global Societies), SOC 368 (Environment and Society), SOC 289 (Sociology of Animals in Western Society)

Media, Artificial Intelligence, Science and Technology Stream:

SOC 430 (Knowledge, Power, Science, Technology), SOC/MACS 385 (Television and Social Values: The Simpsons), SOC 460 (Issues in the Information Society), SOC 334 Cultural Policy in Canada

Research Concentration (already in existence—supplied here as an information item only):

SOC 254 (Writing for Soc Sc), SOC 255 (Intro to Social Research),
SOC 355 (Quantitative Research Methods), SOC 356 (Qualitative Research Methods),
SOC 350 (Classical Sociological Thought), SOC 493 (Adv Research Project)
2 of: SOC 313/GEOG 313 (Agriculture and Rural Life); SOC 344/IPK 344/ANTH 344
(Indigenous Research Methodologies); SOC 352/POSC 352 (Public Policy Analysis); 353
(Program Eval); 357 (Adv Research Methods); 358 (Adv Research on selected topic);475
(Communities, Difference, Belonging)
8 upper-level SOC credits