HSP3U Analysis of a Social Issue

I will choose a social issue that is of interest. I will explore and investigate the issue, and produce an Annotated Bibliography – a list of sources and notes connected to the topic. I will prepare a detailed analysis of the social issue, drawing out and processing information gained during the inquiry process. This is not a formal essay per se, however it can be if I so desire. I will hand in a preliminary draft for feedback. I will communicate my findings in **two** ways **1)** complete the final analysis report using the APA format for report writing **2)** prepare and submit a student fact sheet or pamphlet and share the information with a group of students from class.

Part 1 – Explore & Investigate – Annotated Bibliography due May 10th 2017

Part 2 – Process – Draft Outline of the Analysis Report due May 17th 2017

Part 3 – Communicate – Final Analysis Report due June 12th 2017   
Part 4 – Reflect – Student Fact Sheet / Pamphlet due June 14th 2017

Sharing Reflections Seminar Tutorials Booked June 16th 19th 20th Library

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Part 1 – Annotated Bibliography pg 3

This is a bibliography or reference page with a summary note that will   
help you to explore and investigate a social issue. [Upgrade on Rough Notes] SKILL BUILDING

Part 2 – Draft Outline pg 5

Draft - Outline - including Title Page - Subtitles and point form notes   
(including in text citations) - References page SKILL BUILDING

Part 3 – Final Analysis Report pg 7

Final Analysis Report SKILL BUILDING / KEY CURRICULUM PIECE

Part 4- Student Fact Sheet / Pamphlet pg 8

Student Fact Sheet / Informative Pamphlet KEY CURRICULUM PIECE

Topics pg 9

List of potential issues that can be analyzed

**How to Write an Annotated Bibliography**

**What is an Annotated Bibliography?**

An Annotated Bibliography is a bibliography with notes.

A bibliography is a list of sources you use to write a paper (books, articles, websites, and so on).

An annotation is a summary, evaluation and assessment of relevance to your topic or thesis.

Therefore, an annotated bibliography includes a summary, evaluation and reflection on each source you plan to use. Creating an annotated bibliography helps to ensure that you have a good number of scholarly resources and that you have processed the material enough to understand how useful they are for your paper.

**Let’s get started**

* Identify and gather a variety of sources aiming to include books, texts, print and electronic articles.
* Read or at least skim each source and make some general notes.
* Make sure that you know how to cite sources for your bibliography correctly (using the correct style for your course).

**Format of the Annotated Bibliography**

* Each source is listed in correct form (style either MLA, APA or Chicago).
* Sources are listed in alphabetical order by the author’s last name.
* A summary note, written in paragraph form, follows each source.

**What to Include in the Summary**

**Summarize**

* Include a sentence or two on the general topic or research question that the work addresses.
* Using the *Verbs for Referring to Sources* handout, describe the thesis and main arguments. Describe the topics covered.
* Describe the author’s methodology. What kinds of sources did he or she use?
* Is it an essay, a news article, an opinion paper, a text and so on? How is the book or article organized? Who is the intended audience?

**Evaluate**

* What kind of authority does this person have regarding this topic? Is this a useful source? Is the information reliable?
* What do you think the author’s motivation or purpose is? Is the source biased or objective?

**Reflect**

* Describe how the source is relevant to your topic
* Describe how it will fit in with your argument or research. How does it help you shape your argument? How can you use this source in your research project?
* Has the source changed how you think about your topic?

**APA Style Example using an article found online…**

Hanging indent looks like this, 2nd and subsequent lines are tabbed in once

All words after the first in the title of the article or book are usually not capitalized, this is an exception because the Third Crusade is a proper name; similarly you would still capitalize the name of a country like Canada or Canadian

However, the title of the Journal has more typical capitalization

periods

Double space with no extra spaces before or after

Nicholson, Helen. (1997). Women on the Third Crusade. Journal of Medieval History

URL

23.4 doi:10.12345/pjas.040345

               In this article, Nicholson explores the controversial question of whether, and to what extent, women participated in armed conflict during the Third Crusade [This sentence identifies the central question of the article]. After reviewing different historians' views on the issue, she examines the widely different depictions of women's participation in the crusade given in Muslim and Christian accounts [This sentence explains the sources that she used]. Nicholson exposes the biases within both Muslim and Christian accounts to examine how Muslim sources tended to exaggerate women's participation in armed conflict while Christian sources tended to conceal women's roles. Ultimately, she argues that while women played many important support roles during the Crusades, their participation in armed conflict was limited to extremely dire battles [The previous two sentences explain the thesis of the article]. This article provides an excellent overview of the primary and secondary sources associated with the debate over the participation of women in armed conflict during the Crusades; it will help to the argument that, while they were essential to the Crusades, women were limited in the roles that they could play within them due to social stigma [This sentence explains how the article will be relevant to your essay].

note

Nicholson, Helen. (1997). *Women on the Third Crusade*. Toronto: McGraw Hill Publisher

Everything is the same until   
the URL, then it is the city of publication and name of publisher

If this was a book

*References*

*Bisignani, D. and Brizee, A. (2011). Annotated bibliographies. Purdue Online Writing Lab @*

*http://owl.english.purdue.edu/owl/resource/614/1/*

*Trent University Undergraduate History Department (n.d) How to write an annotated*

*bibliography. Trent University Online History Workbook @ http://www.trentu.ca/history/  
 workbook/annotatedbibliographies.php*

Draft Outline

All of the point form notes require in text citation information (Source, Year).

**Title Page** – APA format (include Running head header)

No Abstract is needed for this assignment

**Title** – APA format (centered at top of page below header) (change header for 2nd & remaining pages)

**Introduction**

**Define and describe the issue**

Plan or point form notes

**History or background**

Plan or point form notes

**Trends and developments**

Point form notes

**Who is impacted?**

Point form notes

**What are the various positions of groups connected to this issue?**

Point form notes

**Anthropology Focus- Include any or all of the following depending on your topic …**

**Cultural perspective**

In point form outline how this issue is connected to culture e.g. Canadian   
culture or North American culture

**Socialization and culture**

In point form outline how this issue impacts personality development or socialization within a specific culture or cultures e.g. Canadian culture or North American culture

**Characteristics of culture**

Describe how this issue is connected to the characteristics of culture e.g. behaviour, knowledge and beliefs, and or material culture

**Theory(ies)**

Choose an anthropological theory that can be used to better understand this   
 issue. Describe the theory and explain how it could be relevant

**Psychology Focus – Include any or all of the following depending on your topic…**

**Impact on individuals**

In point form outline how the issue impacts individuals emotionally, socially, and or physically if relevant

**Behaviour**

In point form outline how the issue impacts individuals’ behaviour

**Personality development**

In point form outline how the issue impacts personality development

**Connections to mental health and wellness or mental pathology (illness)**

In point form outline how the issue is connected to mental health and or illness

**Theory(ies)**

Choose a psychological theory that can be used to better understand this   
 issue. Describe the theory and explain how it could be relevant

**Sociological Focus – Include any or all of the following depending on your topic…**

**Current issue**

What is the current status of the issue in Canada or the US?

**Trends &Statistics**

Provide current Canadian and or American statistics and trends in   
point form

**Impact on North American or Canadian society as a whole**

In point form describe this

**Connections to group norms and behaviours**

In point form describe how the issue is connected to each of these

**Connections to family, community and society at large**

In point form describe how the issue is connected to each of these

**Theory(ies)**

Choose a sociological theory that can be used to better understand this   
 issue. Describe the theory and explain how it could be relevant

**Conclusion**

**Brief Summary**

**Overall impact of issue**

On individuals

On culture (could be one or more groups or a global issue)

On society (Canadian or North American)

**Where are we going from here?**

Speculate future trends or potential shifts or changes.

Final Analysis Report Outline

**Title Page** – APA format (include Running head header)

**Title** – APA format (centered at top of page below header) (change header for 2nd & remaining pages)

**Introduction** 1-2 pages in full sentences and paragraphs

Define and describe the issue

History or background

Trends and developments

Who is impacted?

What are the various positions of groups connected to this issue?

**Anthropology Focus** - 2 pages approximately in full sentences and paragraphs

Cultural perspective

Socialization and culture

Characteristics of culture

Theory(ies)

**Psychology Focus** - 2 pages approximately in full sentences and paragraphs

Impact on individuals

Behaviour

Personality development

Connections to mental health and wellness or mental pathology (illness)

Theory(ies)

**Sociological Focus** - 2 pages approximately in full sentences and paragraphs

Current issue

Current Trends & Statistics

Impact on society as a whole

Connections to group norms and behaviours

Connections to family, community and society at large

Theory(ies)

**Conclusion** – 1 - 2 pages in full sentences and paragraphs

A brief summary of the report

Overall impact of issue

On individuals

On culture (could be one or more groups or a global issue)

On society (likely North American)

Where are we going from here?

Speculate future trends or potential shifts or changes.

## Student Reflection Pamphlet / Fact Sheet Assessment Rubric

**Expectations**

* Create a pamphlet or fact sheet that participants in the conference can read as a summary of your social science inquiries and your predictions for the future.
* IMPORTANT YOUR PAMPHLET or FACT SHEET MUST FIT STANDARD 81/2” x 11 PAPER and be in COPY READY CONDITION.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Level 1**  **(50-59%)** | **Level 2**  **(60-69%)** | **Level 3**  **(70-79%)** | **Level 4**  **(80-100%)** |
| **Clarity**  Clear expression of ideas  [**C**] /10 | - communicates information as isolated pieces in a random fashion | - communicates information but not a clear main idea or point of view | - clearly communicates main idea, or point of view | - clearly and effectively communicates main idea, or viewpoint to audience |
| **Layout**  - Effective use of visuals, colour, graphics  - Creativity  [**A** and **C**] /10 | - uses colour and/or pictures, graphics and charts with limited effectiveness  - limited creativity and appeal to the eye | - uses colours and/or pictures, graphics and charts with some effectiveness  - some creativity and appeal to the eye | - uses colours and/or pictures, graphics and charts with considerable effectiveness  - considerable creativity and appeal to the eye | - uses colour pictures, graphics and charts with a high degree of effectiveness  - high degree of creativity and appeal to the eye |
| **Evidence of Application**    [**A**] /10 | - little application, or making connections between perspectives is shown  (example... the three ologies | - some application or making connections between more than one perspective is shown  (example... the three ologies | - application or making connections between more than one perspective is shown  (example... the three ologies | - thorough application or making connections between several perspectives is shown  (example… the three ologies) |
| **Evidence of Research**  [**T/I**] /10 | - little evidence of research in product  - little knowledge of topic from either perspective is shown  (example... the three ologies | - text and/or pictures, graphics and charts show some evidence of research  - some knowledge of topic from more than one perspective is shown  (example... the three ologies | - text and/or pictures, graphics and charts show clear evidence of research  - knowledge of topic from more than one perspective is shown  (example... the three ologies | -text and pictures, graphics and charts show evidence of considerable research  - thorough knowledge of topic from several perspectives is shown  (example… the three ologies) |
| **Evidence of Knowledge**  [**K/UI**] /10 | - little knowledge of topic, key definitions, statistics or trends, is evident | - some knowledge of topic, key definitions, statistics or trends, is evident | - knowledge of topic, key definitions, statistics or trends, is evident | - comprehensive knowledge of topic, key definitions, statistics or trends, is evident |

Assessed by: \_\_\_\_ self \_\_\_\_ peer \_\_\_\_ teacher

Name of peer completing assessment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Level achieved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topics There is a limit of three students per topic

* + The Justice System
  + Youth Criminal Justice System
  + Youth Homelessness
  + Homelessness
  + Child Abuse
  + Family & Child Services Act & the Gap in Protection for 16 to 18 year olds
  + Ableism
  + Homophobia in Sports

**Don't choose the same topic as a person who's group you want to be in for the reflecting and sharing conference.**

* + Serial Killers
  + Domestic Violence
  + Intimate Femicide
  + Teen Dating Violence
  + Teen Pregnancy
  + Sexual Double Standard in Canada / North America
  + Sexual Double Standard on Campus
  + Rape Culture
  + Dress Codes in Schools
  + Gender Roles & Stereotypes in the Media
  + the Evolution of Gender Roles in America"
  + Equal Rights Amendment Still Not Ratified in America
  + Workplace and Gender Equality
  + Workplace and Equality
  + Violence in the Media
  + Sexism in the Media
  + Sexism in the Music Industry - Cross Genre
  + Sexual Objectification in Advertising
  + Video Game Violence
  + Terrorism
  + Post 911 Discrimination
  + Cissexism
  + Homophobia and Heteronegativity
  + Hate Crimes & LGBTQ Community
  + Sexual Violence & Gender
  + The Evolving Modern Family
  + LGBTQ Parenting
  + LGBTQ Equal Rights in America
  + The Religious Right
  + The Alt Right Movement
  + Systemic Racism & Oppression
  + Racial Profiling
  + Internalized Oppression
  + Suicide
  + Ageism
  + Elder Abuse
  + Prostitution
  + Anti Semitism & Hate Crimes (not the holocaust)
  + Islamaphobia & Hate Crimes
  + Islamaphobia and Terrorism
  + Hate Crimes & Religion
  + Pro Choice or Pro Life
  + Segregated Schooling Pros & Cons (Racialization, Gender, Orientation, Religion)
  + Polygamy
  + Legacy of Colonization on First Nations, Metis & Inuit
  + Missing & Murdered Aboriginal Women in Canada
  + First Nations & The Justice System
  + First Nations Poverty
  + Child Poverty