

SOC-2: Modern Social Problems CRN: 8177

Spring 2017 Syllabus

M/W 12:00 pm - 1:30 pm

[1678 Emeritus Hall, Santa Rosa Campus](#)

Instructor: Dr. Daniel Morgan

- ***In person office hours:*** Wednesday, 11:00 – 11:50, by appointment.
Office location: Emeritus 1542
- ***By telephone:*** Phone messages are forwarded to me by the Department of Behavioral Sciences: (707) 527-4228 or (707) 527-4226.
- ***By e-mail:*** dmorgan@santarosa.edu

Course Description

Analysis of contemporary social problems. Topics include globalization, environmental issues, poverty, work, health and mental health care, the educational system, criminal justice, the basis of inequalities, and the role of power in defining social problems.

*Textbook

This semester, I am piloting a new textbook, which is available online at no cost: *Social Problems – Continuity and Change*

<http://www.saylor.org/site/textbooks/Social%20Problems%20-%20Continuity%20and%20Change.pdf>

**(This text was adapted by The Saylor Foundation under a Creative Commons Attribution-Non-Commercial-Share-Alike 3.0 License without attribution as requested by the work's original creator or licensee.)* I am eager to receive your feedback about this textbook and textbook option.

Student Learning Outcomes

Upon completion of this course, students will be able to:

Analyze the major recognized social problems in modern society.

Critically evaluate proposed solutions to modern social problems.

Course Objectives

Upon completion of this course, students will be able to:

1. Define and explain social problems from a sociological perspective.

2. Analyze trends in poverty and wealth in the United States and the world.
3. Summarize the major issues for racial and ethnic group relations.
4. Evaluate the role of gender in the policies of contemporary social institutions.
5. Compare the health policies of the United States to those of other nations.
6. Summarize structural changes in the U.S. economy including the effects of deindustrialization and the rise of information technology.
7. Analyze the foundations of educational inequality.
8. Identify the impact of environmental issues on the society.
9. Compare and contrast corporate crime with street crime.

The maximum score in this course is **300 points**. The categories that contribute to your final grade are below:

Assignment	Points
Reflection papers (5 @ 15 points)	75
Class Participation	10
Quizzes (5 @ 20 points each)	100
Final Exam (125 points)	125
Total Points	310

All of your course requirements are graded using points. At the end of the course, the points are converted to a letter grade using the scale in the table below:

Letter Grade	Percentage
A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	Below 60%

Explanation of Graded Components

75 points – Reflection papers (5 @ 15 points each).

There are five, thematic reflection papers due on designated days the course, each worth fifteen (15) points. Reflection papers will be based on class reading and discussion during a particular period of the semester to ensure that you are keeping up with the major concepts, and to gauge your interest in particular social problems.

Rationale:

1. Low-stakes writing assignments offer opportunities to reflect on material covered in reading and class.
2. Writing assignments are of value to students not comfortable speaking in classroom discussions.
3. Frequent writing assignments help you gain confidence in sociological writing and thought; before you know it, you will gain a deeper perspective of yourself and the social world.

100 points – 5 Quizzes @ 20 points each

Quizzes are based upon the readings, major themes, concepts and course terminology. Class discussions and homework assignments are designed to prepare you for the quizzes. For the most part, the quizzes consist of multiple choice questions, though short-answer and essay questions may be used for some quizzes. You may use your notes, textbook and other resources for all quizzes. Bring a pencil with an eraser for best results.

Rationale:

1. Studying for quizzes engages students with course material and with one another.
2. The quiz-taking process affirms accuracy of course terminology.
3. Quizzes are used as learning tools as well as learning assessments.

125 points – Cumulative Final Exam.

Rationale:

4. Studying for an exam engages students with course material.
5. The exam-taking process affirms accuracy of course terminology.
6. Exams are used as learning tools as well as learning assessments as you prepare the research paper.

10 points: Class Participation: Class attendance is required, cumulative, and is calculated into your final participation grade. Missing the first two class periods, or missing a total of more than three class meetings without exceptions stated in the SRJC attendance policy (Appendix D) may, at the discretion of the professor, result in a student being dropped from the course.

Class participation includes being present and on time for class, participating in discussions, and listening intently to others. Everyone has varying degrees of confidence, language facility and knowledge. As such, participation can take the form of small group discussions, class projects and exercises, and other means to allow each of us to make meaningful contributions to class.

Rationale:

1. Class participation promotes understanding of course material, concepts and terminology.
2. Class participation allows us to better understand one another, our cultures and values.
3. Attendance and participation promotes student engagement with other students, adding value to the learning.
4. Class participation promotes faculty/student engagement in the class.

CLASS MODULES AND PROJECTED CALENDAR

Week 1: Jan. 18	Review Syllabus; preliminary discussions Chapter 1: Understanding Social Problems REFLECTION PAPER 1 DUE in Canvas by 11:59 PM Friday
Week 2: Jan. 23 & 25	Chapter 2: Poverty QUIZ 1 (completed in Canvas on Friday)
Week 3: Jan. 30, Feb. 1	Chapter 3: Racial and Ethnic Inequality
Week 4: Feb. 6 & 8	Chapter 4: Gender Inequality REFLECTION PAPER 2 DUE in Canvas by 11:59 PM Friday
Week 5: Feb. 13 & 15	Chapter 5: Sexual Orientation and Inequality QUIZ 2 (completed in Canvas on Friday)
Monday, Feb. 20: Washington's Day Holiday	
Week 6: Feb. 22	Chapter 6: Aging and Ageism
Week 7: Feb. 22, March 1	Chapter 7: Alcohol and Other Drugs REFLECTION PAPER 3 DUE in Canvas by 11:59 PM Friday
Week 8: March 6 & 8	Chapter 8: Crime and Criminal Justice
Week 9: March 13 & 15	Chapter 9: Sexual Behavior QUIZ 3 (completed in Canvas on Friday)

SPRING BREAK MARCH 20-26	
Week 10: March 27 & 29	Chapter 10: The Changing Family
Week 11: April 3 & 5	Chapter 11: Schools and Education REFLECTION PAPER 4 DUE in Canvas by 11:59 PM Friday
Week 12: April 10 & 12	Chapter 12: Work and the Economy QUIZ 4 (completed in Canvas on Friday)
Week 13: April 17 & 19	Chapter 13: Health and Health Care
Week 14: April 24 & 26	Chapter 14: Urban and Rural Problems
Week 15: May 1 & 3	Chapter 15: Population and the Environment
Week 16: May 8 & 10	Chapter 16: War and Terrorism QUIZ 5 (completed in Canvas on Friday)
Week 17: May 15 & 17	REFLECTION PAPER 5 DUE in Canvas by 11:59 PM Friday TYING UP LOOSE ENDS
FINAL EXAM: Monday, May 20, in Canvas	

Access for Students with Disabilities

It is the policy of the Sonoma County Junior College District to provide equal educational opportunities for students with disabilities in accordance with state and federal law and regulations including the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and Title 5 of the California Administrative Code. Pursuant to Title 5, the District has developed the Disability Resources Department to assist students with disabilities in securing appropriate instruction, academic accommodations and auxiliary aids. It is the intent of the District that such individuals be served by regular classes and programs whenever possible. To that end, students with disabilities shall be admitted to courses and programs and matriculate through such courses and programs on an equal basis with all other students. To ensure equality of access for students with disabilities, academic accommodations and auxiliary aids shall be provided to the extent necessary to comply with state and federal law and regulations. For each student, academic accommodations and auxiliary aids shall specifically address those functional limitations of the disability, which adversely affect equal educational opportunity. When the severity of the disability of an otherwise qualified student precludes successful completion of a course required for graduation from SRJC, despite an earnest effort on the part of the student to complete the course and despite provision of academic accommodations and/or auxiliary aids, a course substitution or waiver of the course requirement shall be considered.

The District will maintain specific criteria and procedures to implement this policy.

Academic Integrity Statement

Sonoma County Junior College District (SCJCD) holds that its primary function is the development of intellectual curiosity, integrity, and accomplishment in an atmosphere that upholds the principles of academic freedom. All members of the academic community - student, faculty, staff, and administrator - must assume responsibility for providing an environment of the highest standards, characterized by a spirit of academic honesty and mutual respect. Because personal accountability is inherent in an academic community of integrity, this institution will not tolerate or ignore any form of academic dishonesty. Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, collusion, and other academic misconduct.

SRJC Attendance Policy

A. Attendance

1. Students are expected to attend, and in the case of online classes, participate in, all sessions of the course in which they are enrolled.
2. A student may be dropped from any class when that student's absences exceed ten percent (10%) of the total hours of class time.
3. With advanced notice and appropriate documentation, members of the U.S. Military Armed Services and Reservists shall have their absences accommodated due to service obligations provided that satisfactory academic progress is being made prior to suspending their studies. For the purpose of this policy, a student is making satisfactory academic progress so long as, at the start of the absence, the student has the potential to pass the class after completing the remaining assignments.
4. Specific courses may have stricter requirements based on professional certification mandates or curricular situations in which absences will severely compromise the learning for other students (such as team or performance ensemble courses). These stricter requirements shall be stated in the course syllabus.

B. Nonattendance

1. Students who fail to attend the first class meeting may be dropped by the instructor. For classes that meet online, students who fail to log on and initiate participation by 11:59 p.m. Pacific Time of the first day of the class may be dropped by the instructor. The start date for full semester online classes is the official first day of the semester; for short-term classes, the first day will be specified in the schedule of classes.
2. Instructors are required to drop all No-Show students immediately following the second class meeting. A No-Show is an enrolled student who has not attended any class meeting of the course. For classes that meet online, a No-Show is an enrolled student who has not logged on and initiated active participation by 11:59 p.m. Pacific Time of the second day of the class.

C. Excessive absence defined

1. Instructors shall state in each course syllabus what constitutes excessive absence for that course.
2. Any student with excessive absences may be dropped from the class.