**SOC-2: Modern Social Problems**
Santa Rosa Junior College
Fall 2024 ONLINE Syllabus
Instructor: Dr. Dan Morgan

**Contacting Me**

**E-mail**: You can e-mail me through Canvas, and at [dmorgan@santarosa.edu](mailto:dmorgan@santarosa.edu) **E-mail is the most efficient way to reach me.**

**Telephone**: Phone messages are forwarded to me by the Department of Behavioral Sciences: (707) 527-4228 or (707) 527-4226.

**Zoom**: I can also host individual and small group meetings via Zoom. There are no required, synchronous meetings for this class.

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.

Recommended: Eligibility for ENGL 1A or equivalent

Textbook

*Social Problems – Continuity and Change:*
[https://www.saylor.org/site/textbooks/Social%20Problems%20-%20Continuity%20and%20Change.pdf](https://www.saylor.org/site/textbooks/Social%20Problems%20-%20Continuity%20and%20Change.pdf)
This is a free textbook and I have posted each chapter in PDF format in our course.

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

1. Analyze the major recognized social problems in modern society.
2. 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.

## METHODS OF EVALUATION/BASIS OF GRADE

| Assessment | Points | Percentage of Final Grade |
|---|---|---|
| Discussions (15 points, 15 Weeks) | 225 | 33% |
| Mid-Term Exam | 125 | 19% |
| Literature Review:<br>• Topic and Preliminary Bibliography: 25 points, due week 3<br>• Annotated Bibliography: 25 points, due week 9<br>• Draft: due week 14<br>• Final Paper: 100 points, due week 17 | 150 points | 22% |
| Final Exam | 175 | 26% |
| **Total Possible Points** | **675** | **100%** |

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

**Methods of Evaluation/Basis of Grade (based on SOC 2 Course Outline as of Spring 2020**

| 45% (40 - 60%) | Exams (Mid-Term Exam, Final Exam) |
|---|---|
| 55% (40 - 60 %) | Writing (Reflection Papers, Graded Discussions) |

## Explanation of Graded Components

**Discussions**.  The weekly discussions are an integral part of the course. Meaningful virtual classroom discussions promote understanding of the major concepts and principles underlying the complex relationship between our society and technology.  I will lead these discussions, asking questions and providing feedback to your responses.  Each student will respond to the initial questions and respond to the other students in the course.

In the Discussion areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and comments related to the content of this course. Discussions will be open Monday, 8:00 a.m. through Sunday, 11:59 p.m. **Santa Rosa TIME.** The graded discussions are not chat rooms or blogs.  Use academic language as opposed to text message language or tweets.  For example, "I" is a proper noun, always capitalized.  Discussions will be graded according to the rubric found at the end of this course syllabus.
Rationale:
1.  Participation in graded discussions promotes understanding of course material, concepts, and terminology.
2.  Discussing concepts and experiences with one another allows us to better understand one another, our cultures, and values.
3.  Attendance and participation promote student engagement with other students, adding value to the learning.
4.  Participation in graded discussions promotes faculty/student engagement in the class.

Literature Review**.**  Students will write a scholarly literature review that pertains to any social problem that can be described and analyzed from a sociological perspective.  Papers will be 7 – 10 pages (7 pages minimum) and will include at least five (5) scholarly references. The literature review will be graded in stages, allowing students time to incorporate course material and concepts along the way. Grading is indicated above.
Rationale:
1.  Writing an original literature review allows each student to relate course concepts to an area of specialized interest that may not otherwise be emphasized in weekly discussions.
2.  Smaller, graded components allow for continuous feedback and ensure that student's writing and direction meet course standards and instructor expectations.
3.  Writing a course paper promotes mentorship and enhances student engagement.

Once you submit your topic, you are required to stay with that topic; you may modify but not change your topic after Week 3, so choose carefully.  Conduct some preliminary research before choosing your topic.  This video will help you:
https://www.youtube.com/watch?v=Q0B3Gjlu-1o

**Mid-Term and Final Exams.**
Rationale:
1. Studying for exams engages students with course material.

2. The exam-taking process affirms accuracy of course terminology.

3. Exams are used as learning tools as well as learning assessments as you prepare the literature review.


Allow yourself plenty of time to upload assignments and to complete the exams. I do not accept late assignments or last-minute messages about how you are having trouble with Canvas.  I also do not accept assignments via e-mail.


## 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/modules 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.

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. In this course, excessive absence is defined as failure to participate in graded discussions during **one** weekly module.

2. Any student with excessive absences may be dropped from the class.

# CLASS MODULES AND PROPOSED CALENDAR

| Week | Topic/Deliverable |
|---|---|
| One:<br><br>August 19 - 25 | Chapter 1: Understanding Social Problems<br><br>First discussion posts due by Wednesday |
| Two:<br><br>August 26 – September 1 | Chapter 2: Poverty<br><br>First discussion posts due by Wednesday |
| Sunday, September 1 | Last day to drop semester length class and be eligible for a refund |
| Three:<br><br>September 3 - 8 | Graded Discussion: The Research Process<br><br>First discussion posts due by Wednesday<br><br><br>Literature Review Topic and Preliminary Bibliographies<br>Due in Canvas by<br>11:59 PM Sunday, September 9 |
| Sunday, September 8 | Last day to drop a semester length class without "W" symbol |
| Monday, September 9 | First Census Day (attendance) |
| Four:<br><br>September 9 - 15 | Chapter 3: Racial and Ethnic Inequality<br><br>First discussion posts due by Wednesday |
| Five:<br><br>September 16 - 22 | Chapter 4: Gender Inequality<br>Chapter 5: Sexual Orientation and Inequality<br><br><br>First discussion posts due by Wednesday |
| Six:<br><br>September 23 - 29 | Chapter 6: Aging and Ageism<br>First discussion posts due by Wednesday |

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|---|---|
| Seven:<br><br>September 30 –<br><br>October 6 | Chapter 7: Alcohol and Other Drugs<br><br><br>First discussion posts due by Wednesday |
| Eight:<br><br>October 7 - 13 | MID-TERM EXAM |
| Nine:<br><br>October 14 - 20 | Graded Discussion: Annotated Bibliographies<br><br><br>First discussion posts due by Wednesday<br><br><br>Annotated Bibliographies Due in Canvas by<br><br>11:59 PM Sunday, October 20 |
| Monday, October 21 | **Midterm progress indicators posted in student portal** |
| Ten:<br><br>October 21 - 27 | Chapter 8: Crime and Criminal Justice<br><br><br>First discussion posts due by Wednesday |
| Eleven:<br><br>October 28 –<br><br>November 3 | Chapter 9: Sexual Behavior<br><br><br>First discussion posts due by Wednesday |
| Twelve:<br><br>November 4 - 10 | Chapter 10:  The Changing Family<br><br><br>First discussion posts due by Wednesday |
| Thirteen:<br><br>November 11 - 17 | Graded Discussion: Literature Review Drafts & Feedback<br><br><br>Post Drafts by Monday, Offer Feedback to one peer by<br><br>Wednesday **and to two other peers by Friday** |
| Sunday, November 17 | Last day to drop the class with a "W" symbol |
| Fourteen:<br><br>November 18 - 24 | Chapter 13: Health and Health Care<br><br><br>First discussion posts due by Wednesday |

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|---|---|
| Fifteen:<br><br>November 25 - 27 | Chapter 14: Urban and Rural Problems<br><br>First discussion posts due by Wednesday |
| Sixteen:<br><br>December 2 - 8 | Chapter 15: Population and the Environment<br><br>First discussion posts due by Wednesday |
| Seventeen:<br><br>December 9 - 13 | Non-Graded Discussions: The Final Paper |
| December 14 – 20<br><br>Saturday - Friday | **Final Examination Week**<br>- Final Exam Closes 11:59 PM Friday, December 20<br>- Final Version of Literature Review Due in Canvas by 11:59 PM December 20 |

# APPENDIX:
## SOC-2 LIT REVIEW RUBRIC
## DR. MORGAN

| CRITERIA | SCORING | | | | POINTS |
|---|---|---|---|---|---|
| **ORGANIZATION AND ANALYSIS** | **40 to >30.0 pts Advanced**<br><br>A social problem is clear. Objective and subjective components of the social problem are identified, per the course material. Arguments are clear, and sections flow smoothly from one to another. Analysis of the problem is original and insightful. | **30 to >20.0 pts Developing**<br><br>A social problem is somewhat defined. Objective and subjective components of the social problem are insinuated but may be unclear. Sections flow somewhat from one to another. Analysis of the problem is original but may need to be developed | **20 to >1.0 pts Emerging**<br><br>A social problem needs to be more clearly defined. Objective and subjective components of the social, per the course material, are unclear. Arguments are emerging. Analysis of the problem requires further investigation and insight. | **1 to >0 pts Not Ready**<br><br>A social problem is not defined. Objective and subjective components of the social problem are not identified, per the course material. Arguments are unclear, and sections do not flow smoothly from one to another. AND/OR, there is evidence that portions of the paper have been written for another class or written by another person. AI may have been used to generate some or all portions of the paper. | **40 Possible** |
| **SCHOLARLY CITATIONS** | **35 to >25.0 pts Advanced**<br><br>At least five scholarly sources are used throughout the paper to support arguments. Sources are cited properly in the body of the paper. There is a 1/1 | **25 to >15.0 pts Developing**<br><br>Between two and four scholarly sources are used in the paper, OR some sources are not scholarly. Sources are cited properly in the body of the paper. There | **15 to >1.0 pts Emerging**<br><br>The majority of sources used in the paper are not scholarly, OR there are fewer than five sources cited in total. Sources are cited properly in the body of the paper. There is | **1 to >0 pts Not Ready**<br><br>There is evidence that portions of the paper have been written for another class or written by another person. AI may have been used to generate some or all sources, | **30 Possible** |

| | | | | | |
|---|---|---|---|---|---|
| | match between sources used, and those cited in the bibliography. | is almost a 1/1 match between the sources used, and those cited in the bibliography. | a 1/1 match between sources used, and those cited in the bibliography. | OR at least one source is false. | |
| **FORMATTING** | **15 to >14.0 pts Advanced**<br><br>There is a title page, and section headings are used throughout the paper. The paper is compliant with APA guidelines. | **14 to >9.0 pts Developing**<br><br>There may be a title page, and some section headings may be used inconsistently throughout the paper. The paper is nearing APA compliance guidelines. | **9 to >1.0 pts Emerging**<br><br>The paper is coming along and needs at least one more edit to be APA compliant. | **1 to >0.0 pts Not Ready**<br><br>There is no title page, section headings are not used. The paper is not compliant with APA guidelines. There is evidence that AI was used for at least one false source. | **15 Possible** |
| **GRAMMAR** | **10 to >9.0 pts Advanced**<br><br>The paper is free of spelling, usage, and grammar errors. | **9 to >8.0 pts Developing**<br><br>The paper is nearly free of spelling, usage, and grammar errors. | **8 to >4.0 pts Emerging**<br><br>The paper needs more revision to be free of spelling, usage, and grammar errors. | **4 to >0 pts Not Ready**<br><br>The paper reads like a preliminary draft, having several spelling, usage, and grammar errors. | **10 Possible** |
| | | | | | **100 Possible** |