# **Social Problems Online -- SOCI 1520 900 and 950**

# **Spring 2021 Semester**

## Instructor Information

Name: Dr. Karen Monique Gregg

Office Location: Sycamore 288V

Office Hours: Online Mondays and Wednesdays

## TA Information

Name: Miles Brickell

## Important UNT Dates

* Classes Begin 1/11
* Mid-Semester 3/6
* Pre-Finals Days 4/21-22
* Last Regular Class 4/22
* Reading Day 4/23
* Final Exams 4/24-4/30

## Important Course Times and Due Dates

* Weekly Quizzes and Discussions are due before Midnight (11:59 p.m.) on Saturdays
* Final Exam is due Monday 4/26 before noon (11:59 a.m.)

## Communication Expectations

Dr. Gregg (and the course TA) prefers for students to communicate using the Canvas Inbox. This is the primary tool used to communicate in this course. Students should use the Canvas Inbox for any personal concerns or questions they may have. Dr. Gregg (and the TA) will respond within 24-hours, except on weekends. If you email Dr. Gregg or the TA outside of Canvas, each will kindly ask you to correspond with them using the Canvas Inbox. When communicating in Canvas, please use CLEAR’s webpage for students that provides [Online Communication Tips](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>).

## Course Catalog Description

1520 (1306). Contemporary Social Problems. 3 hours. Conditions disruptive to society today, both those seen as problematic as a whole and those that violate the norms of special groups in society; includes population, poverty, minorities crime, drugs, sexual deviance, mental illness, changing family patterns and violence.

* Satisfies arts and sciences core social science requirements. Advised for students planning sociology graduate work.
* Satisfies the Social and Behavioral Sciences requirement of the University Core Curriculum.

## Course Structure

This course is 100% online in Canvas. There are four parts to the course. In Part I you are introduced to sociology’s basic approach to studying social problems. In Part II we focus on different problems of social inequality like economic, racial and ethnic, gender, sexuality, and aging inequality. By Part III of the course you are ready to examine problems of deviance, conformity, and well-being. We finish the course with Part IV which relates to problems in social institutions.

## Course Prerequisites or Other Restrictions

There are no prerequisites for the course, but you are expected to be familiar with Canvas using tools such as quizzes and discussions. Additionally, in order to be successful in this course you will need to:

* Cite sources in your writing, giving credit to where you obtain information.
* Network with others and utilize tact when offered differing perspectives in the course discussions.
* Make the commitment to spend at least 10 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course.

## Course Level Objectives

By the end of this course, students will be able to:

1. recall and discuss how sociologists approach the study of social problems in society.
2. recall and discuss the different societal problems related to inequality.
3. recall and discuss the different societal problems related to deviance, conformity, and well-being.
4. recall and discuss the different societal problems related to social institutions in society.
5. recall terminology and theories related to the sociological study of social problems.

## Required Materials

The only required material in the course is John J. Macionis’ textbook, Social Problems, 8th Edition (2020). You can acquire the book in several ways, depending on your personal preference. Dr. Gregg recommends using the Loose-Leaf Edition. No Access Code is required by Dr. Gregg. Regardless of which modality you choose, you should obtain your book through the UNT bookstore on campus.

## Possible Modes of Adoption

|  |  |  |
| --- | --- | --- |
| MODE | ISBN 1 | ISBN 2 |
| Access Code Card | ISBN-10: 0-13-522793-3 | ISBN-13: 978-0-13-522793-0 |
| Revel Combo Code | ISBN-10: 0-13-556058-6 | ISBN-13: 978-0-13-556058-7 |
| Rental Edition | ISBN-10: 0-13-524704-7 | ISBN-13: 978-0-13-524704-4 |
| Loose-Leaf Edition | ISBN-10: 0-13-522924-3 | ISBN-13: 978-0-13-522924-8 |

## Technical Requirements and Skills

Here is a list of the minimum technology requirements for students for this course:

* Computer
  + If your Internet is out or if your personal computer has an issue, you are expected to use the Computer clusters on campus to complete your work.
  + If it is not possible to go to campus, please find another working computer with good Internet access.
* Reliable internet access
* Microsoft Office Suite
* [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)
* Uploads to Canvas have been set to only accept .pdf .doc .docx files.
  + If the professor or TA cannot open your document, you will be awarded a zero and should contact them as soon as possible to discuss.
* Note that Canvas does not interface well with Pages and Google Docs. Do not upload your files using these word processing systems.

## Computer Skills & Digital Literacy

Here is a list of course-specific technical skills students must have to succeed in the course:

* Using Canvas
* Using email with attachments
* Downloading and installing software

## Rules of Engagement

Here are some general guidelines for the way students are expected to interact with each other and with their instructor and TA online:

* Treat your instructor, TA, and classmates with respect in email or any other communication.
* Always use your professors’ proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
* Unless specifically invited, don’t refer to your instructor by first name.
* Use clear and concise language. Proof your work before submitting. This includes any communication you have with your instructor or TA.
* Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
* Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
* Use standard fonts such as Arial, Calibri or Times new Roman and use a size 10- or 12-point font
* Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
* Limit and possibly avoid the use of emoticons like :) or ☺.
* Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
* Be careful with personal information (both yours and other’s).
* Do not send confidential information via e-mail

## Late Work and Missing Work

All assignments should be submitted by the indicated dates and times embedded in the syllabus. There will be no extensions, except in cases of documented emergencies.

* In the event of a legitimate emergency, students are to contact the professor to arrange for an online meeting (via Zoom, FaceTime, or Skype).
* If your emergency is serious, the professor may recommend that you contact the Dean of Students to receive a blanket excuse for all of your courses.
* Students should contact the professor **prior to** missing an assignment.
* Each student is allowed **only one documented emergency** per semester.
* If you contact the professor **prior** the missed assignment, you may or may not be granted leniency in making up the assignment.

## More Specifics About Missing Work

#### Quizzes

Everyone is permitted to miss one quiz with no penalty at any time over the course of the semester. When you miss this one quiz, the grade book will automatically be populated with zero. This zero will be dropped at the end of the course and will not affect your grade. If you miss more than one quiz, you will earn zero. If you take all of the quizzes, your lowest quiz score will be dropped at the end of the semester. Please try not to miss more than one quiz.

#### Discussions

It is impossible to make up a discussion post after the due date. This is because when the discussion closes no one is able to respond to your post. Therefore, if you miss a discussion post, you have missed the opportunity to for those points.

#### Final Exam

If you need to schedule a different time and due date for the final exam, contact the professor no later than one week before the final exam in order to set up an alternative time. If you contact the professor after the final exam has closed, you will not be able to make up the final exam. The course will be considered complete after the final exam closes.

## Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. At UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues. Here is information about how to contact them.

Link: [UIT Student Help Desk site](UIT%20Student%20Help%20Desk%20site)

<http://www.unt.edu/helpdesk/index.htm>

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

* Sunday: noon-midnight
* Monday-Thursday: 8am-midnight
* Friday: 8am-8pm
* Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (https://community.canvaslms.com/docs/DOC-10554-4212710328)

## Links to Miscellaneous Student Support Services

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

* [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
* [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
* [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

### Other student support services offered by UNT include

* [Registrar](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\Registrar) (https://registrar.unt.edu/registration)
* [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
* [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
* [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
* [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
* [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

### Academic Support Services

* [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
* [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
* [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
* [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)
* [MathLab](https://math.unt.edu/mathlab) (https://math.unt.edu/mathlab)

## Course Requirements, Assignments and Values

|  |  |  |
| --- | --- | --- |
| Assignments | Due | Value |
| 15 Weekly Quizzes\*  Must take 14 X 50 Pts = 700 Pts  Lowest quiz score will be dropped. This means you can miss one quiz with no penalty.  \*Automatically scored in Canvas | Saturdays before midnight (11:59 p.m.) | 700 Pts |
| 1 Required Discussion Post Introducing Yourself to the Class\*  4 Required Discussion Posts on Explainer Videos 4 X 25 Pts\*\*  \*Welcomed to course by TA  \*\*Graded by TA | Due in Week One  Saturdays before midnight (11:59 p.m.) | Complete/Incomplete  100 Pts |
| Final Exam\*  \*Automatically scored in Canvas | Final Exams Week  Monday, 4/26 before noon (11:59 a.m.) | 200 Pts |
| TOTAL |  | 1000 Pts |

## Course Grading Scale

A = 900-1000 Points C = 700-799 Points F = 599 Points or less

B = 800-899 Points D = 600-699 Points

## Course Policies

Below is a list of items that you can expect from your professor and TA, as well as a list of items that, if you choose to stay in this course and not drop it, a list of items that you are agreeing to abide by in this course. Please consider these expectations our Course Policies.

### What you can expect from your professor:

1. Respect and active listening.
2. Consistent grading with return time within one-two weeks.
3. Willingness to teach, learn and answer questions.
4. To be prepared each week for our class.
5. To allow ample opportunity for you to do well in this course.
6. To be available by appointment for additional help.
7. To treat everyone equally and fairly.

### What the professor expects from you:

1. Patience with me as the professor, TA, and with all others who participate in this class.
2. To read the syllabus carefully each week and know what is supposed to happen. This is our contract. The professor (and TA) will do all that they can to abide by the syllabus, so they expect you to do the same.
3. Active participation in our class in the Canvas environment as required by the syllabus.  If it appears you are not actively engaged in this course, the professor (and/or TA) will use the UNT Care Team reporting system to make recommendations.
4. To complete all assignments as they are scheduled in the Tentative Course Schedule in the syllabus.
5. To act with academic integrity during any quizzes or exams, and in all writing. Your work should be your own. Cheating will not be tolerated! See UNT policy on academic dishonesty.
6. To read the grading comments that the professor and TA provide on all of your assignments. They will incorporate tips for how to do better on future assignments.  If you need extra help with your writing, please use the Writing Center on campus (Sage Hall).
7. To put assignments in the correct spot in Canvas. If you put things in the wrong spot, you will receive a zero (0) and your work will not be graded.
8. To follow all directions in the syllabus for all types of course assignments. If you do not follow all of the directions (especially for the discussions), you will automatically receive a zero (0) on that assignment.
9. To buy and use the correct version of the required book for the course. Right now, that is the 8th Edition of John J. Macionis’ text, Social Problems.
10. If you analyze something other than what everyone else is analyzing in your assignments, or if you misquote something from the book, you will receive a zero (0). This is especially important when completing the discussions. Please buy and use the correct version of the book and appropriately cite your work.
11. To not miss more than one quiz over the course of the semester. Everyone is permitted to miss one with no penalty. If you take all the quizzes, your lowest score will be dropped at the end of the semester.
12. To properly quote and cite from the required course text. If the professor or TA look up something you quoted from the book and it is not on the page cited, you will automatically fail the assignment and receive a zero (0) with no chance to redo the assignment.
13. To be responsible for your work and prepare for and handle situations of computer and Internet difficulties. If your Internet is out, go somewhere where it is working so that you do not miss quizzes or other assignments.
    * TIP: Everyone in the course has 7 days each week to complete the work items for the week. Do not wait until the last minute to begin your work. That way, if you do have some technical difficulty, you’ll have time to correct it.
14. To contact Dr. Gregg or the TA if you need additional help in this course. Visits to office hours or online meetings using a teleconferencing app (ZOOM) usually help students get on track.
15. To contact the Dean of Students if you have a serious personal issue in this course that warrants special consideration. Here is the contact information:

Graphical user interface, text, application

Description automatically generated

Attendance Policy  
Students are required to check into the course on a weekly basis. For more information, please visit the [University of North Texas’ Attendance Policy](http://policy.unt.edu/policy/15-2-5) (http://policy.unt.edu/policy/15-2-) to learn more.

Class Participation  
Students are required to participate in the course and follow the weekly schedule for what do below in this syllabus.

## More Information About Other UNT Policies

### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

### ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (https://disability.unt.edu/).

### Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

### Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

### Access to Information - Eagle Connect

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

### Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (http://spot.unt.edu/) or email [spot@unt.edu](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\spot@unt.edu).

### Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\oeo@unt.edu) or at (940) 565 2759.

### Important Notice for F-1 Students taking Distance Education Courses

#### Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

#### University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

### Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (https://policy.unt.edu/policy/07-002).

### Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

* The work is used only once.
* The work is not used in its entirety.
* Use of the work does not affect any potential profits from the work.
* The student is not identified.
* The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

### Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

# Tentative Course Schedule

## Part I – Sociology’s Basic Approach (Ch. 1)

## Unit Level Objectives:

By the end of Part I of the course, the student will be able to:

* recall information about the sociological imagination, sociology’s theoretical perspectives, and how sociologists carry out social scientific research.
* discuss what sociology is.

## Week 1 (1/10-1/16) Theme: Getting to Know You, Getting Organized, and Getting Started

|  |  |  |
| --- | --- | --- |
| To Do | Description | How to? Where? When due? |
| 1/11 | Classes Begin | Check into Canvas course |
| Read | Preface and About the Author | Text |
| Find, Print, Read | Syllabus | Canvas |
| Poke Around | Canvas  Add picture to Profile in Canvas | Canvas |
| Buy | Macionis’ Social Problems, 8th Edition | Book Store on Campus |
| Discuss | Introductions  Introduce yourself to the class in the Discussion for Introductions. Tell us:   1. Why you took the course; 2. What you hope to gain from the course; and 3. One fun fact about you. 4. Then, respond to at least one other person welcoming them to the course. | Complete/Incomplete  Discussion for Introductions is in Canvas.  Due: Before 11:59 p.m. 1/16 |

## Week 2 (1/17-1/23) Theme: Sociology – Studying Social Problems

|  |  |  |
| --- | --- | --- |
| To Do | Description | How to? Where? When due? |
| 1/18 | MLK, Jr. Day | No Classes |
| Read | Ch. 1 Macionis | Text |
| Take | Ch. 1 Quiz | Due: Before 11:59 p.m. 1/23 |
| Watch | Explainer Video 2 Choices:   1. *What is Sociology?* or 2. *Dual Perspectives on Poverty* | Directions for how to participate in discussions are below and in Canvas. |
| Discuss | Participate in **Discussion 1** in Canvas | Due: Before 11:59 p.m. 1/23 |

## Part II – Problems of Social Inequality (Chs. 2-6)

## Unit Level Objectives:

By the end of Part II of the course, the student will be able to:

* recall information about economic inequality; racial and ethnic inequality; sexuality inequality; and aging inequality in society.
* discuss what they’ve learned about social inequality.
* apply what they’ve learned in Parts I and II to the cultural medium of music.

## Week 3 (1/24-1/30) 2 Themes: Economic Inequality and Racial and Ethnic Inequality

|  |  |  |
| --- | --- | --- |
| To Do | Description | How to? Where? When due? |
| Read | Ch. 2 Macionis | Text |
| Take | Ch. 2 Quiz | Due: Before 11:59 p.m. 1/30 |
| Read | Ch. 3 Macionis | Text |
| Take | Ch. 3 Quiz | Due: Before 11:59 p.m. 1/30 |

## Week 4 (1/31-2/6) Theme: Gender Inequality

|  |  |  |
| --- | --- | --- |
| To Do | Description | How to? Where? When due? |
| Read | Ch. 4 Macionis |  |
| Take | Ch. 4 Quiz | Due: Before 11:59 p.m. 2/6 |
| Watch  Just  One | Explainer Video 3 Choices:   1. *Is Racism Toxic* or 2. *Color Blind Racism* or 3. *Crisis of White Feminism* | Directions for how to participate in discussions are below and in Canvas.  Due: Before 11:59 p.m. 2/6 |
| Discuss | Participate in **Discussion 2** in Canvas |  |

## Week 5 (2/7-2/13) Theme: Sexuality and Inequality

|  |  |  |
| --- | --- | --- |
| To Do | Description | How to? Where? When due? |
| Read | Ch. 5 Macionis | Text |
| Take | Ch. 5 Quiz | Due: Before 11:59 p.m. 2/13 |

## Week 6 (2/14-2/20) Theme: Aging and inequality

|  |  |  |
| --- | --- | --- |
| To Do | Description | How to? Where? When due? |
| Read | Ch. 6 Macionis | Text |
| Take | Ch. 6 Quiz | Due: Before 11:59 p.m. 2/20 |

## Part III – Problems of Deviance, Conformity and Well-Being (Chs. 7-9)

## Unit Level Objectives:

By the end of Part III of the course, the student will be able to:

* recall information about crime, violence and criminal justice; alcohol and other drugs; and physical and mental health in society.
* discuss what they’ve learned about problems of deviance, conformity, and well-being.

## Week 7 (2/21-2/27) Theme: Crime, Violence, and Criminal Justice

|  |  |  |
| --- | --- | --- |
| To Do | Description | How to? Where? When due? |
| Read | Ch. 7 Macionis | Text |
| Take | Ch. 7 Quiz | Due: Before 11:59 p.m. 2/27 |
| Watch  Just  One | Explainer Video 3 Choices:   1. *White Collar Crime* or 2. *Culture of Violence* or 3. *American Dream Dying* | Directions for how to participate in discussions are below and in Canvas. |
| Discuss | Participate in **Discussion 3** in Canvas | Due: Before 11:59 p.m.2/27 |

## Week 8 (2/28-3/6) Theme: Alcohol and Other Drugs

|  |  |  |
| --- | --- | --- |
| To Do | Description | How to? Where? When due? |
| Read | Ch. 8 Macionis | Text |
| Take | Ch. 8 Quiz | Due: Before 11:59 p.m. 3/6 |

## Week 9 (3/7-3/13) Theme: Physical and Mental Health

|  |  |  |
| --- | --- | --- |
| To Do | Description | How to? Where? When due? |
| Read | Ch. 9 Macionis | Text |
| Take | Ch. 9 Quiz | Due: Before 11:59 p.m. 3/13 |

## Part IV – Problems of Social Institutions (Chs. 10-15)

## Unit Level Objectives:

By the end of Part IV of the course, the student will be able to:

* recall information about the social institutional arenas of social media, the economy and politics, work and the workplace, family life, education, and urban life.
* discuss what they’ve learned about the different societal problems related to social institutions in society.

Week 10 (3/14-3/20) Theme: Social Media

|  |  |  |
| --- | --- | --- |
| To Do | Description | How to? Where? When due? |
| Read | Ch. 10 Macionis | Text |
| Take | Ch. 10 Quiz | Due: Before 11:59 p.m. 3/20 |

## Week 11 (3/21-3/27) Theme: Economy and Politics

|  |  |  |
| --- | --- | --- |
| To Do | Description | How to? Where? When due? |
| Read | Ch. 11 Macionis | Text |
| Take | Ch. 11 Quiz | Due: Before 11:59 p.m. 3/27 |

## Week 12 (3/28-4/3) Theme: Work and the Workplace

|  |  |  |
| --- | --- | --- |
| To Do | Description | How to? Where? When due? |
| Read | Ch. 12 Macionis | Text |
| Take | Ch. 12 Quiz | Due: Before 11:59 p.m. 4/3 |

## Week 13 (4/4-4/10) Theme: Family Life

|  |  |  |
| --- | --- | --- |
| To Do | Description | How to? Where? When due? |
| Read | Ch. 13 Macionis | Text |
| Take | Ch. 13 Quiz | Due: Before 11:59 p.m. 4/10 |
| Watch  Just  One | Explainer Video 4 Choices:   1. *Party or Country* or 2. *Gender Socialization* or 3. *Who Gets Married* or 4. *Gig Economy* | Directions for how to participate in discussions are below and in Canvas. |
| Discuss | Participate in **Discussion 4** in Canvas | Due: Before 11:59 p.m. 4/10 |

## Week 14 (4/11-4/17) Theme: Education

|  |  |  |
| --- | --- | --- |
| To Do | Description | How to? Where? When due? |
| Read | Ch. 14 Macionis | Text |
| Take | Ch. 14 Quiz | Due: Before 11:59 p.m. 4/17 |
| Complete | Course Evaluation | Check email |

## Week 15 (4/18-4/24) Theme: Urban Life

|  |  |  |
| --- | --- | --- |
| To Do | Description | How to? Where? When due? |
| 4/28-4/29 | Pre-finals Days | Note |
| 4/29 | Last Day of Regular Classes | Note |
| 4/30 | Reading Day | Note |
| Read | Ch. 15 Macionis | Text |
| Take | Ch. 15 Quiz | Due: Before 11:59 p.m. 4/24 |
| Review | Chs. 1-15 for Final Exam | Final Exam TBD |
| Complete | Course Evaluation | Check email |

## FINAL EXAM WEEK (4/24-4/30)

|  |  |  |
| --- | --- | --- |
| To Do | Description | How to? Where? When due? |
| Review | All previous quizzes in course. | Canvas |
| Take | Final Exam  If you have to miss the Final Exam, contact TF one week prior to the exam date.  If you miss the Final Exam, you miss the opportunity for these points. | More details about the Final Exam are below and in Canvas.  Due: Monday, 4/26 before 11:59 a.m. noon. |

~ End of Course ~

## More Details About Course Assignments

### Quizzes

* Quizzes are online in Canvas.
* Quizzes can be found in module folders for each chapter in Canvas.
* Quizzes are due before midnight (11:59 p.m.) on Saturdays
* There are 15 quizzes. You are required to take 14 of them.
  + This means you can skip 1 quiz at some point in the semester. You get to decide when. When you skip one, the grade book will be populated with “Excused”. If you miss more than 1, the grade book will be populated with a zero (0).
  + If you take all 15 quizzes, your lowest score will be dropped.
* Each quiz is worth 50 points.
* Quizzes are made up of 10 randomly selected, Multiple Choice questions that have only one best answer.
* You are allotted 20 minutes to take each quiz.
  + You must take the quiz in one sitting. Once you start a quiz, you cannot stop and start again.
  + Questions are presented to you all at once.
  + After 20 minutes, your quiz will automatically submit in Canvas and your quiz will be scored.
  + You are only given one attempt at each quiz.
* Quizzes are automatically scored in Canvas.
* Quizzes cannot be made up if missed. This is because everyone has 7 days each week to complete the quiz.
  + You are expected to find 20 minutes in a 7-day period to complete the quiz each week.
  + Do not email the professor or TA asking me to make up a quiz unless you are prepared to provide documented evidence of your excuse.
    - If your excuse is serious, you will be expected to contact the Dean of Students to acquire a blanket excuse for missing work in ALL of your courses, not just this one.
* Students are allowed to work ahead on quizzes. This means that all quizzes are open and ready for you to take starting the first day of the course.

### Explainer Video Discussions

#### Instructions:

1. There are 4 required discussion assignments in this course based on films called Explainer Videos. There is one discussion assignment for each part of the course.
2. To complete this assignment, view one of the films assigned in the Tentative Course Schedule. Films can be found in Canvas in the discussions. Please view the film you choose in its entirety.

#### Ready to Write:

1. To begin your discussion post, type the title of the film that you select to watch at the top of your post. Get the title exactly right. Doing this will communicate to the other students which film you viewed and which film you are discussing.
2. Then, start your post by quoting something from the film or something someone specifically says in the film that you found particularly relevant to the course. Be sure to attribute credit to whoever stated the quote. Use quotation marks to set your quote apart.
3. Next, relate the quote to something discussed in one of the chapters in the part of the Macionis text we are currently in. To do this, **directly quote**something from the Macionis text. Use quotation marks to set your quote apart. Cite the quote like this (Macionis page #). Graders will look up your quote for relevance and accuracy.
4. Then, briefly explain the connection you have made between what you viewed in the film and what you learned in Macionis. Aim to write about 5-10 fully developed sentences. To do this:

* Explain the relevance of this connection to social problems. (EXAMPLE: This connection is relevant because…)
* Tell us what people should understand about this social problem? (EXAMPLE: People should understand that…)
* Then, posit a solution to the social problem. Use your imagination. (EXAMPLE: I think a possible solution to this social problem might be…)
* Finally, consider realistic problems with the solution(s) you set forth. (EXAMPLE: One potential problem with my solution is that…)

1. To conclude your original post, posit a discussion-worthy question(s) at the end of your post. NOTE: Discussion-worthy questions do not result in yes or no or one-word answers. They get people discussing or talking. (TIP: Sometimes it works well to add “Why or why not?” to the end of your question. This encourages others to engage you in your original post.)
2. The last thing you should do is read over other students' posts and select **at least one**other person to courteously engage in conversation about **the discussion-worthy question(s) that they posted.**

### How you will be graded (25 points for each discussion)

|  |  |
| --- | --- |
| Grading Criteria | Points |
| Does student accurately quote something from the film? | 5 |
| Does student accurately quote something from Macionis? | 5 |
| Does student adequately discuss the connection(s) in a few sentences -- writes minimum of 5-10 sentences? | 5 |
| Does student pose a discussion-worthy question(s) at the end of their post? | 5 |
| Does student courteously engage at least one other student in response to the other student’s discussion-worthy question? | 5 |
|  | 25 |

NOTE: Graders will look for the quality and quantity of your writing in the original post and in your response(s) to other student(s). If you write sloppy or fail to follow directions, you will be deducted points (usually 5-10 points for sloppy writing). This means that you can meet all of the criteria for the assignment and still lose points.

## Explainer Video Film Choices (for Discussions)

### Discussion 1 – Pick just one to watch (25 Points)

|  |  |  |
| --- | --- | --- |
| Film Title | Question | Description |
| What Is Sociology? | What Can You Learn from Sociology? | Welcome to Sociology class! Are you wondering why you’re here? What would you actually do with this subject? Let’s meet Erving Goffman and his most famous study, which was about how people present themselves in different situations of life. How can Goffman’s award-winning sociological research apply to the real world?  Link to view this film is in Canvas. |
| Dual Perspectives on Poverty | What Causes Poverty and Can It Be Fixed? | One understanding of poverty in the U.S. suggests that large-scale societal issues like race and class perpetuate it. Others argue that the actions of individuals are responsible for poverty; however, poverty is often a temporary condition that isn't caused by fault of the individual -- so is it fair to blame them?  Link to view this film is in Canvas. |

### Discussion 2 – Pick just one to watch (25 Points)

|  |  |  |
| --- | --- | --- |
| Film Title | Question | Description |
| Is Racism Toxic | Is Racism Literally Toxic? | Minorities in the U.S. have lower life expectancies than their white counterparts. This suggests that racism can be *literally* toxic enough to cause shorter life expectancies, regardless of income or education levels. The stress of being a person of color in America can actually be a matter of life or death.  Link to view this film is in Canvas. |
| Color Blind Racism | Does Ignoring Race Fix Racism? | The popularity of the phrase, "I don't see color," suggests many Americans believe our society is post-racial. While this ideal seems admirable on the surface, the idea of “colorblindness” only ignores the lived experiences of those affected by racism. How can we strive for equality without downplaying institutional racism?  Link to view this film is in Canvas. |
| Crisis of White Feminism | Can Meaningful Social Change Happen Without Everybody on Board? | The 2017 Women’s March was meant to be a triumph for feminism. But for many women, especially those who were not cisgender and white, the event felt alienating and marginalizing. By not recognizing all intersections of identity, the march failed to bring appropriate diversity into the movement. How is intersectionality essential to the success of social movements?  Link to view this film is in Canvas. |

### Discussion 3 – Pick just one to watch (25 Points)

|  |  |  |
| --- | --- | --- |
| Film Title | Question | Description |
| White Collar Crime | Why Is White-Collar Crime Not Taken Seriously? | White-collar crime has historically been taken less seriously than so-called “street crime." Why is this, and what effect does this lack of accountability concerning this level of crime have on corporate leadership culture? Are punishments like legal consequences and jail time reserved for lawbreakers from lower classes?  Link to view this film is in Canvas. |
| Culture of Violence | Why Is It So Hard To Stop Gun Violence in the United States? | The U.S. has more guns and deadly shootings than almost every other country, yet we have some of the least stringent gun control laws. Despite repeated attempts to change the law and numerous high-profile tragedies, there have been no major changes to U.S. gun laws for decades. Is it only a matter of time until U.S. gun laws fall in line with the rest of the world? Or is gun culture, and gun violence, a permanent part of American culture?  Link to view this film is in Canvas. |
| American Dream Dying | Is the American Dream Dying? | Billed as a land of opportunity, the United States has promised many parents that their children can be better off than they were; however, social and economic mobility in the U.S. is at an all-time low, and many Americans are actually worse off than their parents were. In this macro-sociological look at group mobility, we examine the sociological factors of this decline.  Link to view this film is in Canvas. |

### Discussion 4 – Pick just one to watch (25 Points)

|  |  |  |
| --- | --- | --- |
| Film Title | Question | Description |
| Party or Country | Which Comes First: Party or Country? | The United States is more politically divided in 2018 than ever before in modern history. This tribal mentality creates intolerance toward outsiders of one’s political group, and many refuse to create compromise to resolve important issues. The increased polarization has eroded fundamental democratic principles and increased U.S. vulnerability to foreign threats.  Link to view this film is in Canvas. |
| Gender Socialization | How Does Society Shape People's Gender? | In 2018, new laws in Oregon, Washington, and California allowed non-binary or gender-reassigned residents to amend their birth certificate's original sex. Scientific research shows gender exists on a spectrum, challenging traditional ideas of gender. How does our understanding of gender become socialized into us based on external features?  Link to view this film is in Canvas. |
| Who Gets Married | Is Marriage ... Over? | Cultural views on marriage have shifted in recent years. Marriage rates are becoming increasingly stratified by socioeconomic status; people tend to marry within their social strata, creating earning powerhouses of college-educated, working spouses. What will changing marriage ideals mean for American society?  Link to view this film is in Canvas. |
| Gig Economy | Does the Gig Economy Work for Workers? | The “gig economy" workforce, personified by the Uber drivers and app-based food-delivery people of the world, is expected to encompass 7.6 million Americans by 2020. Media coverage touts greater flexibility, a balance between work and life, and a more available workforce for employers. So how well does the gig economy actually work? What are the long-term implications of an increasingly untethered workforce?  Link to view this film is in Canvas. |

### Final Exam

* The Final Exam is online in Canvas.
* The Final Exam is at the bottom of Modules in Canvas.
* The Final Exam is worth 200 points or 20% of your final grade.
* The Final Exam is open book and open notes and covers Chs. 1-15 in the Macionis text.
* The Final Exam is made up of 50 randomly selected, True/False and/or Multiple Choice questions that have only one best answer. There are no essay questions on the exams.
  + Each student will be presented with a different set of 50 questions that the instructor has personally vetted.
* You are only given one attempt at the exam.
* You are allotted two hours (120 minutes) to take the exam. After that, your exam will automatically submit and your exam will be scored in the grade book.
* You are expected to work on your own and with academic integrity during the exam.
* To review for this exam, review the results of your chapter quizzes and Making the Grade found at the end of each of the Macionis chapters.
* If you need to schedule a different time and due date for the final exam, you must contact the professor no later than one week before the final exam in order to set up an alternative time.
* If you contact the professor after the final exam has closed, you will not be able to make up the final exam. The course will be considered complete after the final exam closes.