

ONLINE SOCIAL PROBLEMS (SOC K103, DL1)

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I. COURSE DESCRIPTION

This course is designed to increase your understanding of the nature, history, scope, causes, and complexity of contemporary social problems. The course analyzes social problems and explores possible solutions. We will study topics in the context of many societies around the world in order to provide students with a global, multicultural perspective on the issues.

The readings we'll do, talks we'll listen to, and films we'll watch will analyze social problems differently than how many people in the U.S. think about social problems.

For most people in the U.S., the answer to the question "What causes social problems in the U.S." is simple. They look **within individuals** for personal qualities that lead to problems: genetic make-up, personality traits, character, free will, and other individual characteristics. They ask the "Who questions": *Who* caused it? *Who* is responsible? *Who* has a problem and *who* gets the blame?

Sociologists, in sharp contrast, ask the "What questions" about what we believe are truly *social* problems: *What* social structures, power relationships, and social processes contribute to widespread social problems such as crime or poverty? *What* cultural beliefs, values, and norms encourage problems such as violence or addiction? In short, *what* kind of society promotes certain societal problems, and *what* is the link, if any, between social problems, social inequality, and social justice?

This course will explore how some of the most pressing social problems – such as crime, violence, addiction, racism, class inequality, and sexism – in the U.S. are created by unequal social structures and deeply embedded, taken-for-granted cultural beliefs.

This course is based on the assumption that learning, at its best, opens minds, changes lives, and is fun. Instead of analyzing abstract ideas that are often hard to relate to, we will constantly connect the issues we explore to your questions, beliefs, and dreams.

II. LEARNING OBJECTIVES At the end of this course, you will be able to:

- Understand the core concepts, theories, and research methodologies that sociologists use to analyze and address key social problems in the U.S. and throughout the world;
- Explain how deeply embedded, taken-for-granted cultural beliefs and social structures shape the causes, effects, and responses to social problems (such as class inequality, hunger, poverty, sexism, racism, crime, violence, and addiction) in and outside the U.S.;
- Show how other nations have successfully addressed and/or eliminated some of these social problems and how the U.S. could adapt or adopt these proactive social policies
- Understand the difference between sociological and psychological approaches to social problems and explain, sociologically, why a sociological analysis may feel strange and why a psychological perspective may feel more comfortable and more intuitively correct.

III. REQUIRED BOOKS

- Eric Bonds: Social Problems: A Human Rights Perspective (Routledge, 2014) **ISBN:** 0415737125
- Les Leopold: Runaway Inequality: An Activist's Guide to Economic Justice (Labor Institute Press, 2015) Runaway Inequality: An Activist's Guide to Economic Justice **ISBN:** 0692436308
- Jean Kilbourne: Can't Buy My Love: How Advertising Changes the Way We Think and Feel (Free Press, 2000) **ISBN:** 0684866005
- You will rent a few films this semester; the combined cost for all of them will be about \$10

IV. COURSE EXPECTATIONS

My goal is to maximize your learning. I will do everything I can to create a safe, supportive, enjoyable learning community. If you have any questions or any difficulty with the course, please email me. I love teaching and it gives me great pleasure to support students. Since this is an online course and I will not be keeping in person office hours, I would be delighted to meet with you by appointment.

The foremost aim of this course is to encourage you to think for yourself. This involves several steps: (1) Identifying what you were taught as you grew up: by your family, friends, neighbors, teachers, mass media, social media, religious leaders, politicians; (2) figuring out what you presently believe and value; and (3) seeing if your actions are in integrity with your core beliefs and values. In a word, I want this course to be as meaningful as possible.

The following expectations apply equally to you, the student, and to me, the instructor:

- We come to our online course prepared to fulfill our responsibilities. For me, this means mastering the materials I assign, preparing thought provoking learning activities, facilitating meaningful online discussions, and responding promptly to your questions and assignments – within 48 hours.
- For you, this means taking the readings, films, and assignments seriously, thinking about the issues they raise, and responding to them with an open mind and engaged spirit. I take learning very seriously and hope you will too.
- You will read the emails that I send you within 72 hours (I encourage you to use the App that allows you to have your Three Rivers emails automatically sent to your preferred email account).
- We respect each other. Regardless of what we think about a subject or how strongly we feel about it, I expect each of us to do our best to write without attack or judgment. I will do all I can to create a safe space that invites and supports meaningful, deeply reflective dialogue. But I cannot do this by myself. Building a community is a collective, not an individual, endeavor: it takes all of us to accomplish.
- Many educators stress critical thinking. I fully agree that it's important to question the ideas that we are taught and/or exposed to, I also believe that it's important to engage in what I think of as appreciative thinking. This is precisely what we will do in this class.

V. GRADES: There will be 2 parts of your course grade.

<u>Final essay</u>	<u>100 points</u>
<u>Discussion Board Participation</u>	<u>100 points</u>
TOTAL	200 points (I will divide by 2)

1. **FINAL ESSAY:** This essay will give you an opportunity to integrate what we studied throughout the semester. More details will be provided later in the semester.

2. DISCUSSION FORUM ASSIGNMENTS AND GRADES

The success of this class will be largely determined by the quality, not just the quantity, of our online discussions (more information provided on Blackboard). The class will be far more rewarding if everybody discusses the readings, shares their ideas, and responds to other students with open minds.

Students in traditional classrooms spend 3 hours a week discussing the readings and learning from me and from each other. That's a lot of time which, when I teach a traditional class, often leads to a lot of learning. I'm structuring this online course so that we'll have meaningful discussions that engage your interest and fuel your learning. Since we will not be meeting for 45 hours – as an in person college class does – we will be doing more reading and writing to make up for the many hours of discussion time that we will not have.

I teach because I want to make a difference in students' lives. I've learned a great deal by discussing ideas with other people, and I suspect that the same is true for you. This is why I take the discussion forums very seriously and hope you will do the same.

I'm on your side! As I see it, my job is to set up this course so that you can learn a lot, enjoy what you're doing, and get a great grade. Your "job" (as a student) is to engage with the materials and to learn as much as you can. If you want a good grade, the best way to do this is to show me that you've thought about, understood, and applied the ideas developed in the readings/films/talks in your discussion board posts and in your final essay. Some teachers seem to get pleasure in handing out low grades. I am delighted when students get excellent grades because it means that they have done good work and learned a great deal.

I expect you to submit **4 POSTS** for each discussion forum before the deadline.

- **One post** of **AT LEAST 800 WORDS** but **NOT MORE THAN 1500 WORDS** answering the questions that I create for each class assignment
- **2 posts** – a **minimum of 75 words** for **EACH** of these two posts that directly responds to posts made by 2 other students about the readings (for a sum total of at least 150 words for these 2 posts). Each post will describe what you found most meaningful, interesting, insightful, thought provoking, and/or helpful about the post that you're responding to. Your response will express your **appreciation** for some point(s) made by the author of the particular post you are responding to. **Be specific** about what exactly you found most insightful, interesting, etc. about the post.
- **1 post** of at least 150 words that directly respond to **THREE** of the most interesting, insightful, eye-opening points that **I, the instructor**, made in the feedback that I gave to your posts and/or to the posts of other students in this discussion forum (I'll give my feedback after the discussion forum deadline has passed).

Since the discussion forums are **worth 50% of your final grade**, anyone who wants to get a good grade will submit work that is strong in **CONTENT** and accurate in **FORM**. I **EXPECT CORRECT SPELLING, GRAMMAR, AND PUNCTUATION**. I will lower your grade if your writing has a lot of spelling, grammatical, and/or punctuation errors.

Before you post your response onto the discussion forum, I strongly encourage you to (a) write it on your computer so that you can use spell check and (b) carefully read and reread it.

3. Your initial minimum 800 word response will be graded on:

- Your **understanding** of the information.
- Your **use of information** from the assigned readings, talks, and videos. *You must reference/include specific information from the assigned materials to support your views. In addition to information*

from the assigned materials, you may also use information from other credible sources to help support your response. You may also share personal experiences, when appropriate, to support and provide context for your response.

- How you **apply** this information in your response to the discussion questions
- The quality of your spelling, grammar, and writing

Your 2 minimum 75 word posts will be graded on:

- How substantial and thoughtful your posts are to the two 1000+ word posts you are responding to and on your ability to be **specific** about what exactly you found most insightful, interesting, etc. about each of these two posts;
- The quality of your spelling, grammar, and writing;
- The degree to which your 2 posts are respectful and appreciative

Your post of at least 150 words directly responding to 3 of the most insightful, eye opening points I, the instructor, made in my feedback to everyone’s posts in the discussion forum will be graded on:

- How substantial and thoughtful your posts are to the detailed feedback I gave on 3 student posts in this discussion forum – and how **specific** you are about what exactly you found most insightful, eye-opening about my responses;
- The quality of your spelling, grammar, and writing;
- The degree to which your 2 posts are respectful and appreciative.

In brief, your Discussion Board grade will reflect how often and how thoughtfully you post, how well you understand, analyze, and apply the assigned materials, how well you “listen” to and respect other students when you respond to their posts, and your responses to the feedback I give to you and other students.

4. If you have not completed all the required work by the end of the term, you’ll receive a grade based on the grades I recorded. In other words, an incomplete is not a given and must be agreed upon by myself as the instructor and you as the student. An incomplete form must be filled out and signed by both of us before the semester ends.

At the end of the semester your final grade will be based on:

LETTER GRADE	APPROXIMATE % EQUIVALENT
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-77
C-	70-72
D+	67-69
D	60-66
F	<59

DISCUSSION BOARD (N)ETIQUETTE

PLEASE NOTE: This is not an online blog where you can trash or attack another person.

It is fine to disagree with another person. However, if you do, it's vital that you disagree respectfully by describing why you think differently rather than putting someone else or their ideas down. I will do all I can to make this a safe space for everyone.

PLEASE REMEMBER: You are writing for a college course, not the social media.

It is important that you always use professional language, full sentence structure, and the full spelling of each word (do not abbreviate). This is important for college and, perhaps, for your future career path. Since many of you are used to writing in shorthand, you need to pay attention to what and how you write – and use spell check!

When responding to a specific post, quote only that part of the post that you want to address.

Break up your response into two (or more) paragraphs when your response is longer than four lines – otherwise it's very hard to read!

USE SPELL AND GRAMMAR CHECK and DO NOT USE ACRONYMS (example: ROFL – rolling on floor laughing) or ABBREVIATIONS – this is a college setting and I expect you to write accordingly.

I encourage you to familiarize yourself with the etiquette of posting on discussion boards before you do so. I've provided a link that will be helpful:

<http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

VII. ACADEMIC INTEGRITY: Three Rivers College takes cheating very seriously. Any student caught cheating or plagiarizing (copying someone's work without giving the author acknowledgement) will get a zero for the weekly assignment and/or the final essay. The college administration will determine if there will be further course of action. Since the final essay is worth 50% of your final grade, plagiarizing on it will result in you failing this course.

Please familiarize yourself with the conventions for citing sources of ideas and quotes because lack of familiarity with "the rules" can lead to inadvertent plagiarism.

Promoting Academic Integrity at Three Rivers *Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor* (anyone wanting more information about academic integrity at Three Rivers will find it at the following link:

VIII. DIGICATION: As a student, you will maintain an online learning portfolio using a college-designed template in Digication. This electronic tool will give you the opportunity to monitor your own growth in college-wide learning. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work that is reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes.

IX. LEARNING ACCOMMODATIONS: Please contact me if you have specific needs due to a learning disability. Academic accommodations will not be made without proper documentation.

X. NON-DISCRIMINATION POLICY

Three Rivers Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning or physical disability, sexual orientation, gender identity and expression, or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the basis of veteran status or criminal records. The following office has been designated to handle inquiries regarding the non-discrimination policies:

TITLE IX COORDINATOR

Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
860-215-9208

XI. SEXUAL MISCONDUCT POLICY

BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient

institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Edward A. Derr, the Diversity Officer and Title IX Coordinator:

Edward A. Derr
Title IX Coordinator and Diversity Officer
Admissions Welcome Center * Office A116
574 New London Turnpike, Norwich CT 06360
860.215.9255 * EDerr@trcc.comnet.edu

If you need immediate, confidential assistance, please call the Sexual Assault Crisis Center of Eastern Connecticut hotline at 860-437-7766.

XII. TECHNOLOGY can be very temperamental, especially when you have a deadline, as is the case with the posts and final essay you will submit for this course. Whenever possible, I encourage you to leave yourself extra time so that if [read: when!] there is an unexpected technological snafu, you do not miss a deadline or subject yourself to a lot of stress. You may want to frequently save an essay or discussion post you are working on so you don’t end up having to rewrite the entire thing if there is a technological problem and you unexpectedly lose it.

XIII. SCHEDULE – Please read & watch the assigned materials in the order that I list them

WEEK 1: WELCOME

WEEK 2: USING THE SOCIOLOGICAL IMAGINATION TO UNDERSTAND SOCIAL PROBLEMS

READ: Eitzen and Zinn: Social Problems “The Sociological Approach to Social Problems” (see attached PDF on Content section of Blackboard)

READ: Bonds: Social Problems: A Human Rights Perspective, Preface and Chapter 1: “Introduction to the Human Rights Perspective” and Appendix: “The Universal Declaration of Rights”

WEEK 3: OUR TOXIC FOOD ENVIRONMENT

WATCH: “Fed Up” (2014, Katie Couric) – available on Netflix **OR** watch “Globesity” (see link below)

WATCH: “Globesity: Fat’s New Frontier” at <https://www.youtube.com/watch?v=mGL3iT5MMdQ>

- WATCH:** Johnson: “Broccoli and Food Justice” from 35:50 – 38:40 at <https://www.youtube.com/watch?v=jSy1gR4HbDE&t=2341s>
- READ:** National Farm Workers Ministry: “Blessing Prayer” (see attached PDF)
- WATCH:** “Food Chains” on Netflix or Amazon Video **OR** watch “Fair Tomatoes” (see link below)
- WATCH:** “Fair Tomatoes: Food Justice Documentary” at <https://www.youtube.com/watch?v=NBDkTCKAGBQ>
- READ:** Gottlieb and Joshi: “Food Justice” (see attached PDF)
- READ:** Can’t Buy My Love: How Advertising Changes the Way We Think and Feel, Chapter 5: “Please, Please, You’re Driving Me Crazy”
- READ:** Michael Moss: “The Extraordinary Science of Addictive Junk Food” <http://www.nytimes.com/2013/02/24/magazine/the-extraordinary-science-of-junk-food.html?ref=michaelmoss&pagewanted=all>
- READ:** Michael Pollan Reads Selected Excerpts from Food Rules, at <https://www.youtube.com/watch?v=fugCMAp0mY> (I strongly recommend his book **Food Rules** to anyone who wants to learn more about how the food you eat can improve your health)
- WATCH:** Mark Hyman at TEDMED 2012: “If We Can’t Cure the Patient, Can the Community Do It?” <https://www.youtube.com/watch?v=8dYTa6xhHIM>
- RECOMMENDED BUT NOT REQUIRED:** “The Science of Addictive Food” (11 minutes) – <https://www.youtube.com/watch?v=4cpdb78pWl4>
- RECOMMENDED BUT NOT REQUIRED:** Pandora’s Lunchbox: Pulling Back the Curtain On How Processed Food Took Over the American Meal (10 minutes) at: <https://www.youtube.com/watch?v=3fA4-WIXkh8>

WEEK 4: THE SOCIAL ROOTS OF ADDICTION

- WATCH:** Gabor Mate: “What is Addiction?” (3.5 minutes) at <https://www.youtube.com/watch?v=T5sOh4gKPIg>
- READ:** Gabor Mate: chapter 23 “The Social Roots of Addiction” from In The Realm of Hungry Ghosts: Close Encounters with Addiction (see attached PDF on Blackboard)
- READ:** Can’t Buy My Love: How Advertising Changes the Way We Think and Feel: Chapter 9: “The Dream Begins As Soon As You Come Home: Advertising an Addictive Mind –Set” and Chapter 10: “In Life There Are Many Loves, But Only One Grande Passion: Addiction As A Relationship”
- WATCH:** The Power of Addiction and The Addiction of Power: Gabor Maté at TED (19 minutes) <https://www.youtube.com/watch?v=66cYcSak6nE>
- READ:** Harry Levine Review of Bruce Alexander’s The Globalization of Addiction (see attached PDF on Blackboard)

READ OR WATCH THE 2 ITEMS YOU FIND MOST INTERESTING LISTED BELOW

- WATCH:** 00:00 – 53:05 “Happy” 2011 by Roko Belic on Netflix or Amazon Video – incredibly moving film shows best way to prevent addiction is to create rich social connections and meaningful lives (I highly recommend this extraordinary film!)
- WATCH (ABOUT SHOPPING ADDICTION):** Shop ‘Til You Drop (watch first 24 minutes) <https://www.youtube.com/watch?v=0PgQPsYzyfg>
- WATCH:** “The Tobacco Conspiracy” at https://www.youtube.com/watch?v=cH0aQY_zvfc
- WATCH:** “Tobacco: Last Week Tonight” with John Oliver at <https://www.youtube.com/watch?v=6UsHHOCH4q8>

- READ:** Peele: Love and Addiction, chapter 4: “Love As An Addiction” (attached PDF on Blackboard)
- READ:** GAMBLING ADDICTION: http://www.salon.com/2011/07/16/high_stakes_excerpt/
- WATCH:** “Growing Up Gambling” at <http://video.netnebraska.org/video/2365246180/>
- READ:** Jaffe: “Internet Porn Addiction”
<https://www.psychologytoday.com/blog/all-about-addiction/201111/internet-porn-addiction-why-is-free-porn-so-irresistible>
- READ:** Dean: “Can You Become Addicted to Facebook Or Is Just A Bad Habit?”
<https://www.psychologytoday.com/blog/making-habits-breaking-habits/201301/can-you-be-addicted-facebook-or-is-it-just-bad-habit>
- READ:** Luciw: “Work-Life-Balance Not For One In Three” (about **workaholics**)
<http://www.theglobeandmail.com/report-on-business/work-life-balance-not-for-one-in-three/article685487/>
- READ:** **How OxyContin Became the Most Dangerous and Hottest Selling Narcotic in History**
July 18, 2015 <http://articles.mercola.com/sites/articles/archive/2015/07/18/oxycontin-addiction.aspx> (includes video called, “Oxycontin: The time bomb”)
- READ:** **Opioid Addiction Now Surpasses Smoking**
http://articles.mercola.com/sites/articles/archive/2016/11/29/opioid-addiction-surpasses-smoking.aspx?utm_source=dnl&utm_medium=email&utm_content=art1&utm_campaign=20161129Z1&et_cid=DM127080&et rid=1774977065
- WATCH:** Opioids: Last Week Tonight with John Oliver at
<https://www.youtube.com/watch?v=5pdPrQFjo2o>

WEEK 5: PRIVILEGE SYSTEMS AND THE SOCIAL ROOTS OF WILDING

- READ:** Koegel: “Blue-Eyed Students Are Smarter than Brown-Eyed Students” (PDF on Blackboard)
- WATCH:** “A Class Divided” (CLICK on link below and watch **ALL** parts:
<http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html>
- READ:** Johnson: “What Is Privilege” from Privilege, Power, and Difference (read pages 21 – 35 of PDF on Blackboard)
- WATCH:** Joy DeGruy “A Trip to the Grocery Store” (4 minutes)
<http://www.youtube.com/watch?v=Wf9QBnPK6Yg>
- READ:** Derber: Sociopathic Society: A People’s History of the United States: Chapter 2: “The Good Man Fills His Stomach: All American Crimes and Misdemeanors” (see attached PDF)

READ OR WATCH THE 2 ITEMS YOU FIND MOST INTERESTING LISTED BELOW

- READ:** Koegel: “Using Our Best and Worst Relationships to Learn About Social Dominance and Social Justice” (see attached PDF)
- READ:** Koegel: “Using The Partnership and Dominator Models Of Relating to Understand the Social Roots, Patterns, and Effects of Our Best and Worst Relationships” (see attached PDF)
- READ:** Callahan: The Cheating Culture: Why Americans Are Doing Wrong To Get Ahead, chapter 2: “Cheating In A Bottom-Line Economy” (see attached PDF)
- WATCH:** “The Corporation” from 12:49 at <http://www.filmsforaction.org/watch/the-corporation/>
- WATCH:** “Spotlight” (about decades long cover-up of child abuse by Catholic Church) on Netflix
- WATCH:** “Freshman Fall” (about party rape) at <https://www.youtube.com/watch?v=41W0yNs-aX8>

- WATCH:** “No One Would Tell” (about dating violence) at https://www.youtube.com/watch?v=6FU4qj9_ESQ
- READ:** Kleine: excerpt from How America’s Bully Economy Leads to a “Bully Society” at <http://www.alternet.org/books/americas-bully-society-creates-bully-economy>
- READ:** Koegel: “This Is What Bullying Looks Like” at <http://www.nashuatelegraph.com/opinion/perspectives/828667-263/for-students-this-is-what-bullying-looks.html>
- READ:** **National School Climate Survey about Bullying focusing on LGBTQ students at:** <http://www.glsen.org/article/share-national-school-climate-survey>

WEEK 6: THE HIDDEN COST(S) OF WIDESPREAD STEREOTYPES ABOUT AND DISCRIMINATION AGAINST FEMALES

- READ:** Capodilupo’s “Gender Microaggressions” from Microaggressions and Marginality: Manifestation, Dynamics, and Impact, edited by Sue (read pages 193 – middle of 198 AND pages 202 – top of 210 of attached PDF)
- WATCH:** 00:00 -- to 54:14 of “Miss Representation” free at Netflix or rent for \$1.99 at <https://www.youtube.com/watch?v=FZYpAuUzDhU>
- WATCH:** “The dangerous ways ads see women” | Jean Kilbourne | TEDxLafayetteCollege at <https://www.youtube.com/watch?v=Uy8yLaoWybk>
- READ:** Can’t Buy My Love: How Advertising Changes the Way We Think and Feel, Chapter 6: “The More You Subtract, The More You Add: Cutting Girls Down To Size”
- READ:** Gender Wage Gap – read 1st 3 essays “Wage Gap and Its Costs” & “Taking On the Big Boys” and “Women’s Pay: Why the Gap Remains a Chasm” (see attached PDF)
- WATCH:** “The Fairer Sex” – Part 1 at <https://www.youtube.com/watch?v=NhVOdsWI88U&t=10s> and Part 2 at <https://www.youtube.com/watch?v=iA3vGtMctUU&t=30s>
- READ:** Antonison: “Why Watching “The Fairer Sex” Astonished Me” (see attached 1 page PDF)
- WATCH:** “Equal Means Equal” – rent at Amazon Video for \$0.99
- READ** Johnson: excerpt from chapter 1: “Where Are We?” from The Gender Knot” Unraveling Our Patriarchal Legacy (see attached PDF)
- WATCH:** 4:47 minute clip from “The Strength To Resist: Media’ Impact on Women and Girls” at <http://www.cambridgedocumentaryfilms.org/filmsPages/resist.html> (click on link towards top of the page)
- RECOMMENDED BUT NOT REQUIRED:** Pozner: “Bitches and Morons and Skanks, Oh My” from Reality Bites Back: The Guilty Pleasures of Reality TV (see attached PDF)

WEEK 7: THE HIDDEN COST(S) OF THE TRADITIONAL MALE ROLE, THE UNEXPECTED BENEFITS OF GENDER EQUALITY

- WATCH:** Kimmel: “Why Gender Equality Is Good For Everyone – Men Included” at <https://www.youtube.com/watch?v=7n9IOH0NvyY>
- READ:** Schwartz: Chapter 1: “The Hard Experience of Equality” from Peer Marriage: How Love Between Equals Really Works (see attached PDF on Blackboard)
- READ:** Kivel: “The Act-Like-A Man-Box” from Men’s Work (see 2 page PDF on Blackboard)

- READ:** Kimmel: “Bros Before Hos: The Guy Code” from Guyland: Understanding the Perilous World Where Boys Become Men (see PDF on Blackboard)
- READ:** Sandborn: Excerpt from chapter 1: “Patriarchy’s Price” from Becoming a Kind Father (see attached PDF on Blackboard)
- READ:** Powell: “Why One Activist Thinks We Need A Men’s Movement at <http://www.cnn.com/2015/10/19/living/mens-movement-kevin-powell-feat/>
- READ:** Can’t Buy My Love: How Advertising Changes the Way We Think and Feel, Chapter 12: “Two Ways A Woman Can Get Hurt: Advertising and Violence”
- READ:** “The Aha! Moment: Being a ‘Good Guy’ Is Not Enough” (see attached PDF on Blackboard)
- WATCH:** Katz: “Violence Against Women – It’s A Men’s Issue at https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue
- READ:** hooks: “Ending Violence” from Feminism Is For Everybody (see attached PDF on Blackboard)

READ OR WATCH THE 1 ITEM YOU FIND MOST INTERESTING LISTED BELOW

- READ:** Kevin Powell: “Letter To A Young Man” at <http://www.utne.com/community/kevin-powell-letter-to-a-young-man-zl0z16uzsau>
- WATCH:** Tomas Agnemo: “It starts with me - Why men should engage for Gender Equality! || TEDxBarcelonaWomen at https://www.youtube.com/watch?v=_dYso9DAbAw
- WATCH:** “She’s Beautiful When She’s Angry” (about rise of women’s movement in 60’s) at Netflix
- READ:** Koegel: “Healing the Wounds of Masculinity” (see attached PDF on Blackboard)
- READ:** Thompson: “A New Vision of Masculinity” at http://ascd.com/ASCD/pdf/journals/ed_lead/el_198512_thompson.pdf
- READ:** Messner: “The Seven P’s of Men’s Aggression” (see attached PDF on Blackboard)
- READ:** Leopold: Chapter 12: “Gender Equality, Family Life, and Financial Strip-Mining” from Runaway Inequality
- READ:** Bonds: chapter 5: “Sexism and the Right To Bodily Integrity” from Social Problems: A Human Rights Perspective

WEEK 8: SOCIAL CLASS AND WEALTH INEQUALITY

- WATCH:** “Wealth Inequality in America, Perception versus Reality” March 3, 2013, at https://www.youtube.com/watch?v=vttbhl_kDoo
- READ:** Stunning maps showing how much you need to earn in each state to afford a two-bedroom rental unit **By Jen Hayden** Friday May 29, 2015
http://www.dailykos.com/story/2015/05/29/1388789/-Stunning-maps-showing-how-much-you-need-to-earn-in-each-state-to-afford-a-two-bedroom-rental-unit?detail=emailclassic&link_id=4&can_id=94c845ee6e2cc216fb4414b7e87c93ed&source=email-this-one-picture-will-really-piss-off-florida-wing-nuts&email_referrer=this-one-picture-will-really-piss-off-florida-wing-nuts&email_subject=this-one-picture-will-really-piss-off-florida-wing-nuts
- READ:** “Disposable Americans: The Numbers are Growing” by Paul Buchheit - May 22, 2016
<http://www.nationofchange.org/news/2016/05/22/disposable-americans-numbers-growing/>
- READ:** Leopold: Runaway Inequality, all of Part One and Part Two
- WATCH:** “Park Avenue: Money, Power, and the American Dream” at <https://www.youtube.com/watch?v=9wxZLj9VIno>

RECOMMENDED BUT NOT REQUIRED: Bill Moyers Interviews Richard Wolff about the American Dream (00:00 – 22:52) at <https://www.youtube.com/watch?v=gtzbc-zwLY>

WEEK 9: WHAT IS THE LINK BETWEEN WEALTH INEQUALITY, POVERTY, AND ECONOMIC INSECURITY?

- READ:** Deparle, Gebefoff, and Tavernise: "Older, Suburban, and Struggling, 'Near Poor' Startle the Census" at http://www.nytimes.com/2011/11/19/us/census-measures-those-not-quite-in-poverty-but-struggling.html?_r=0
- WATCH:** Living on \$2 a day – (1 minute)
<https://www.youtube.com/watch?v=japOnuTEyE>
- READ:** Kathryn Edin: "Living on \$2 A Day" at <http://hub.jhu.edu/magazine/2015/winter/kathryn-edin-living-on-2-dollars-a-day/>
- READ:** Rank: "Economic Insecurity and the American Dream" (see attached PDF)
- READ:** "Poverty equivalent to not sleeping night before" <http://www.upworthy.com/if-your-brain-were-a-bank-account-then-poverty-ah-forget-the-metaphor-and-just-read-the-chart>
- WATCH:** "A Place at the Table" at <http://vimeo.com/68566375> -- watch entire film
- READ:** Rank: "Rethinking American Poverty" at <http://irasilver.org/wp-content/uploads/2011/08/Reading-Poverty-myths-Rank.pdf>
- READ:** Johnson: read excerpt on "Why Is There Poverty? Putting the 'Social' Back Into Social Problems" (see attached PDF)
- WATCH:** Mark Rank: "Use of Food Stamps" at <https://www.youtube.com/watch?v=oZaEn9CG3cI>
- WATCH:** Mark Rank: "Rethinking Poverty" (3:42 -- 5:33) <https://www.youtube.com/watch?v=7a4mn8I4RbE>
- RECOMMENDED BUT NOT REQUIRED:** **WATCH VIDEO:** Abramsky on the Forgotten Poor (11 minutes) – <https://www.youtube.com/watch?v=qNt08EiCVBE>

WEEK 10: RETHINKING AND REDUCING WEALTH INEQUALITY: WHAT ALTERNATIVES ARE THERE?

- WATCH:** "If Walmart Paid Its Employees a Living Wage, How Much Would Prices Go Up?" (3 minutes) at <https://www.youtube.com/watch?v=vAcaeLmybCY>
- WATCH:** "Australia Had A \$16 Minimum Wage and is the Only Rich Country to Dodge the Global Economy" at <https://www.youtube.com/watch?v=uZ81oGEmE4I> (the video is 3 years old: the minimum wage in Australia is now \$18.70 and the fight for the \$15 minimum wage in the U.S. has grown by leaps and bounds in the past few years)
- WATCH:** Why We Must Raise the Minimum Wage (Robert Reich, 3 minutes)
<http://robertreich.org/post/45333866908>
- READ:** Pizzigati: "A Bold New Labor Call For A Maximum Wage" at <http://toomuchonline.org/a-bold-new-labor-call-for-a-maximum-wage/>
- READ:** Leopold: Runaway Inequality, Chapter 21: "The Maximum Wage, Minimum Wage, Free Higher Education and Full Employment"
- WATCH:** "Where To Invade Next" – Available on Netflix as DVD or Can rent at Amazon Video for \$3.99
- WATCH:** Wolff "Workplace Democracy" at <https://www.youtube.com/watch?v=ls7QZm7omh8>
- READ:** Wolff: Democracy At Work: A Cure For Capitalism, Chapter 6: "Workers' Self-Directed [Worker] Enterprises" (see attached PDF)
- WATCH:** "Shift Change: Putting Democracy to Work" at <https://www.youtube.com/watch?v=NK9SjSpRCcQ>
- READ:** Wolff: "Occupy the Corporation" (see attached PDF on Blackboard)
- READ:** Sarah McKinley and Violeta Duncan, July 1st, 2014, "Worker Cooperatives Address Low-Wage Work and the Feminization of Poverty" (see attached PDF)

- READ:** Alperovitz: What Then Must We Do: Straight Talk About The Next American Revolution, Chapter 11: "Everyday Socialism, All The Time American Style"
- READ:** Leopold: Runaway Inequality, Chapter 20: "Public Banks Challenge Wall Street" and Chapter 22: "When Unions Decline, Inequality Soars and We All Lose"
- RECOMMENDED BUT NOT REQUIRED:** Pizzigati: Understanding and Overcoming the Inequality That Limits Our Lives, "A Maximum Wage" – available at <http://www.greedandgood.org/BookPDFs/ggmaximum.pdf>
- RECOMMENDED BUT NOT REQUIRED:** Pizzigati: Understanding and Overcoming the Inequality That Limits Our Lives, "A Strategy For Change" – available at <http://www.greedandgood.org/BookPDFs/ggstrategy.pdf>

WEEK 11: DOES WHITE PRIVILEGE EXIST? PART 1

- READ:** "Does White Privilege Exist" (read entire PDF on Blackboard)
- WATCH:** "Driving While Hispanic" at <https://www.youtube.com/watch?v=XcQbuSEEoh0>
- READ:** Powell: "Will Racism Ever End, Will I Ever Stop Being a Nigger?" at <http://www.utne.com/community/kevin-powell-will-racism-ever-end-zl0z16szsau>
- WATCH:** **00:00 to 26:15** of Tim Wise: "White Privilege: Racism, White Denial & The Cost of Inequality" at: https://www.youtube.com/watch?v=hOB_ix10—I
- READ:** Bonds: chapter 4: "Racism and the Human Right To Be Treated Equally Before the Law" from Social Problems: A Human Rights Perspective
- WATCH:** Tim Wise "We Want Our Country Back" at <https://www.youtube.com/watch?v=v3vep7fq52k>
- RECOMMENDED BUT NOT REQUIRED:** Watch True Colors ABC Primetime Part One <http://www.youtube.com/watch?v=YyL5EcAwB9c> and Part Two <http://www.youtube.com/watch?v=gOS3BBmUxvs>

RECOMMENDED BUT NOT REQUIRED READ:

<http://www.truth-out.org/speakout/item/38888-latinos-are-stressed-over-president-trump>

WEEK 12: DOES WHITE PRIVILEGE EXIST? PART 2

- WATCH VIDEO:** <http://www.upworthy.com/know-anyone-that-thinks-racial-profiling-is-exaggerated-watch-this-and-tell-me-when-your-jaw-drops-2?c=recon1>
- READ:** Leopold; Runaway Inequality, chapter 10: "The Color-Coding of Wealth in America"
- READ:** Reiman and Leighton: pages 118-144, excerpt from Chapter 3: "And the Poor Get Prison" from The Rich Get Rich and the Poor Get Prison (see attached PDF)
- WATCH:** Michelle Alexander Ted Talk: "The Future of Race in America" at <https://www.youtube.com/watch?v=SQ6H-Mz6hgw&t=841s>
- WATCH:** Tim Wise: 'White America' Does Not Understand The Racial Realities of America" at <https://www.youtube.com/watch?v=XEnFr5JW7hY>
- READ:** Krogstad and Lopez: "Roughly Half of Hispanics Have Experienced Discrimination" at <http://www.pewresearch.org/fact-tank/2016/06/29/roughly-half-of-hispanics-have-experienced-discrimination/>
- WATCH:** The Daily Show - The Fatal Shootings of Alton Sterling and Philando Castile [1:52 – 7:36] at <https://www.youtube.com/watch?v=tP0awqth0XI>
- READ:** These Side-By-Side Photos Show Exactly What Media Bias Looks Like With One Stunning Question: If They Gunned Me Down, Which Picture Would They Use?

<http://www.upworthy.com/these-side-by-side-photos-show-exactly-what-media-bias-looks-like-with-one-stunning-question?c=upw1>

READ: "Here Are Ten Images" at <http://www.upworthy.com/here-are-10-images-by-the-time-i-reached-the-third-one-i-was-crying-by-the-10th-i-was-furious?c=upw1> (last words of 10 black men killed by cops)

READ: Dyson: "Racial Terror, Fast and Slow" (see attached PDF)

READ: "Nearly Half of Trump Supporters Believe That Whites Face the Most Discrimination" http://www.huffingtonpost.com/entry/discrimination-race-religion_us_5833761ee4b099512f845bba

READ: Lebron: "Race, Truth and Our Two Realities" (see attached PDF)

WATCH: Anderson Talk: White Rage: The Unspoken Truth of Our Racial Divide at <https://www.c-span.org/video/?410463-1/carol-anderson-discusses-white-rage>

READ AND WATCH: A White Man Asked C-Span How to Stop Being Racist. Here's the Fascinating Answer **Ellen McGirt** Updated: Aug 24, 2016 at <http://fortune.com/2016/08/24/c-span-racist-heather-mcghee/> (listen to video from 34:30 – 38:40)

READ: Sherover-Marcuse: "Working Definition of Racism: Revised" at <http://www.unlearningracism.org/writings/definition.htm>

RECOMMENDED BUT NOT REQUIRED: Michael Eric Dyson on The Ed Show at <https://www.youtube.com/watch?v=-cy9s3CkPmw>

RECOMMENDED BUT NOT REQUIRED: Anderson: "Ferguson Isn't About Black Rage Against Cops. It's About White Rage Against Progress" at https://www.washingtonpost.com/opinions/ferguson-wasnt-black-rage-against-cops-it-was-white-rage-against-progress/2014/08/29/3055e3f4-2d75-11e4-bb9b-997ae96fad33_story.html?utm_term=.e3aab9679dc1

WEEK 13: WE CAN OVERCOME: QUESTIONING, AND CHALLENGING INJUSTICE, PART ONE

WATCH: Matt Damon (reading Howard Zinn) on Civil Disobedience at <https://www.youtube.com/watch?v=9KxOVy52EiE>

READ: Ayvazian: "Interrupting the Cycle of Oppression: "The Role of Allies As Agents of Change" at https://www.mtholyoke.edu/sites/default/files/diversity/docs/interpreting_oppression.pdf

READ: "Educating Readings "The Drum, Stubborn Ounces, PDF (read attached PDF)

WATCH: Racist harasses Muslim cashier...until a soldier steps in (3 minutes) <http://www.youtube.com/watch?v=Dz9pwjx9vSg>

READ: Loeb: The Impossible Will Take A Little While, "Introduction" (read PDF on Blackboard)

WEEK 14: WE CAN OVERCOME: CHALLENGING INJUSTICE, CREATING SOCIAL JUSTICE: PART TWO

READ: "Edgework Readings: Crying Out For Justice" (read entire attached PDF)

READ: Leonard: "Rethinking Volunteerism in America" at http://www.alternet.org/story/31958/rethinking_volunteerism_in_america

READ: Bonds: Social Problems: A Human Rights Perspective, Chapter 7: "Conclusion: Volunteerism, Activism, and Human Rights"

READ: Loeb: Soul of a Citizen: Living with Conviction in Challenging Times, “Making Our Lives Count” (read PDF on Blackboard)