



SOCIAL PROBLEMS

CRN 10536 * Soc K103 * SEC T2 * WEDNESDAY 6:30-9:15 * ROOM E204



SYLLABUS

COURSE DESCRIPTION

Current Social Problems is a survey course that is designed to present each student with a perspective of American social issues as they pertain to the growth and development of the American culture within American society. Sociology is the study of human societies and involves the process of change over a period of time; change that, in the context of American society, is paramount to social relationships between people of different cultures, different heritage, and different gender perspectives. Thus, the essential essence of sociology is interaction between members of that society and how people relate to each other within a community and the larger societal culture, in addition to their environment and to the larger world in which they live.

Sociology is also concerned with the individual's view of themselves and their place within the social order. However, because we are, and always have been, a nation of diverse cultural groups, conflict, according to Marxist ideologists, creates different perspectives of norms and values within a stratified social hierarchy of dominant and subordinate groups. Sociologist Charles H. Cooley described emotional attachments to "**primary groups**" and more informal associations with "**secondary groups**." And, William Graham Sumner identified the "**ingroup**" to which we belong, and the "**outgroup**" against whom we may feel animosity and competitiveness.

Sociology can help us to understand the effect that group associations have on members of society. As sociologists we can identify group dynamics in interactions amongst the Boy Scouts of American, Young Republicans, and the Crips and the Bloods Street Gangs of South Central Los Angeles. Our identification of who we are as individual members within our society governs our values and behavioral norms. Together with history, sociology can help us gain a sense of how we have arrived at our present human condition; indeed, sociology can help us to understand our humanity and the issues that threaten our world and existence.

Hopefully, we can learn from sociology and the historical past to understand where we are today, and where we are going tomorrow.

Sociology is not simply reading about the issues and problems that threaten the societal environment. Sociology is discussion and research. It is essential that **each student participates in class** and completes the readings. Sociological research will help each student develop problem solving and critical thinking skills, as well as reading comprehension and writing abilities: skills that are essential no matter what field you are endeavoring to pursue. However, the essence of understanding is asking questions and learning how to find the answers.

Students will explore the causes and consequences of issues such as poverty, racism, gender inequity, age discrimination, sexual orientation, crime and violence, drug and alcohol abuse, child abuse, marriage and family, urbanization, and the environment. History will play a major role in understanding the current condition of the American culture. Students will seek to discover who the “true” Americans are, define a single uniform American culture, and explain how the sociological-historical process has shaped the American landscape. The class will explore possible remedies that may engender plausible solutions and the class will spend a significant amount of time examining social reform through grassroots Social Reform Movements.

COURSE OBJECTIVES

During the Fall Semester consisting of sixteen weeks of sessions, students will engage in the following learning activities:

- Students will **seek to define** the essence of sociology and comprehend how a “social problem” is identified
- Students will **analyze** the various levels of social hierarchy, how social distinctions came into existence, and how this has affected American norms and values over time
- Students will **evaluate, discuss, and write** about social issues such as poverty, racism, gender inequity, sexual orientation, crime, drug and alcohol abuse, and the effects of urbanization on the American environment, economy, and social culture
- Students will **analyze and evaluate** the changing norms and values of American society due to social disorganization and explain the consequences to American institutions such as family, education, the justice system, religion, and the political system
- Students will **compose** their own interpretations of social reform movements by **writing** analytical papers to **create** their own comprehensive analysis
- Students will take the sociological interpretations that they develop and **apply** them to their own lives within society and to their participation as future leaders of society and to the formation of Social Reform Movements
- Students will **participate in class discussions to articulate** their understanding of social problems and **apply** that knowledge to **analyze** the development of, and solutions to, future political, economic, social, and global issues
- Students will **complete** concept maps and multicultural diversity worksheets to **comprehend** how sociology along with history and heritage have been a part of the development of societal and cultural norms and values and **evaluate** the evolution of American social institutions

STUDENT LEARNING OUTCOMES:

After successfully completing this course each student should have attained the following skills and knowledge:

Political Development:

- **Understand, evaluate, and analyze** the function of institutionalized social issues within the American political framework at the national, state, and local level
- **Understand** the importance of maintaining a political voice through awareness of social issues, voting rights, and political representation, and **applying** this knowledge as leaders and positive participating members of American society and the larger global community

Economic Development:

- Ability to **evaluate** the relationship between economic inequality within a free market capitalist patriarchal society and the prevalence of social issues such as poverty, gender inequity, and crime
- **Analyze** American social issues within the framework of competing on a global scale, and how the issues shape foreign diplomacy and global relationships

Multicultural Diversity:

- **Understand** the interaction within society of people of diverse cultures, heritage, and nationality and the resulting conflict of societal norms and values
- **Understand** the historical development of multicultural diversity in America along with the development of racism and ethnocentrism, and the subsequent changes to American norms and values
- **Analyze and evaluate** the national and global social, economic, educational, and political consequences of racial and ethnic stereotyping, discrimination, and prejudice
- **Understand** the continued social, economic, educational, and political consequences of immigration in America and **apply** this understanding in **evaluating** the subsequent effect on global relationships between the United States and foreign powers, especially “Third World” nations

Critical Thinking and Problem Solving

- **Develop** the ability to **apply** sociological theory to **analyze** social interaction within society and to understand the critical aspects and consequences of social issues in American society and the larger global community
- **Develop** an understanding of social interaction theories to make **inferences** about human behavior as you seek to **create** solutions to social problems

Social Reform Movements

- **Understand** the historical importance of Social Reform Movements and **apply** that knowledge to current social issues
- **Understand** how social issues and social reform movements effect the way in which members of society frame their own political discussions and debates and vote for political candidates
- **Evaluate** the process and advantages of Community Service volunteerism in solving social issues

Research and Inquiry:

- Development of the strategy of research-based inquiry through the reading of sociological and statistical material and understanding the sociological process from one's own perspective, while attempting to decide from a sociologist's perspective the complex issues of social problems

Written Communication:

- Demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
- Uses appropriate, relevant, and compelling content that illustrates mastery of the subject that shape the whole work
- Demonstrate detailed attention to and highly successful execution of the writing task, including organization of content, presentation, formatting, and stylistic choices.
- Demonstrate skillful use of high-quality, credible, relevant, and primary sources to develop ideas that are appropriate for historical analytical writing.
- Uses language that skillfully communicates meaning to readers with clarity and fluency, utilizing proper grammar, sentence structure, and phrasing
- Demonstrate the ability to summarize and synthesize the information and present a persuasive argument

Technology Literacy:

- Evaluate, analyze, and describe the sociological issues of the new 21st Century technology and information based society and how all individual elements and systems are interconnected.
- Evaluate, analyze, and describe the historical role and impacts of the development of infrastructure and technological advances in American society and within global interactions
- Evaluate, analyze, and describe the ethical implications of technology in society
- Apply the use of technological products and systems to evaluate, research, and communicate to fully meet one's academic, personal and professional needs.

REQUIRED READING & MATERIALS

- Main Text: *Think: Social Problems, 2013*, John D. Carl (Pearson Education, 2013)
- Supplementary Text: *Solutions to Social Problems: From the Bottom Up: Successful Social Movements*, D. Stanley Eitzen and Kenneth Stewart (Pearson, Boston, 2007)

Supplemental Materials:

- *Instructor Handouts*
- *Videos*
- *Class Discussions*

METHODS OF EVALUATION

1. **Homework Assignments:** Three (3) Homework assignments each worth 6% of the total grade. Homework should be **typed** and usually consist of a half (½) page to one (1) page of content.
2. **Quizzes:** Two (2) in-class quizzes each worth 6% of the total grade, consisting of True-False and Multiple Choice.
3. **Exams:** There will be a total of two (2) Take-Home Exams each worth 17% of the total grade: one Mid-term Exam and one Final Exam. Material for exam purposes will come from a combination of lectures, discussions, video presentations, handouts, and the required reading. The exam will consist of True and False, Multiple Choice, and short answer essays. **Essays for the Exams must be typed.**
4. **Sociological Analytical Essays:** Two (2) **Essays**, each worth 12% of the total grade, in the Explanatory and/or Persuasive mode that pertains to certain social issues. Utilizing critical thinking and problem solving techniques you must develop a sociological perspective about an issue based on the various arguments and perceptions of professionals, educators, writers, and members of society. Students may utilize the explanatory method (explains or informs using ideas and facts), and/or the persuasive method (convince the reader to agree with your point of view using facts and opinions). In writing a Sociological Analytical Essay each student should state the issue, the various arguments and perceptions surrounding that issue, formulate their own sociological perspective arriving at a conclusion based on the evidence, and write an essay. The Essay should be **professional** in format and in content; you are approaching the assignment as a **sociologist!** Each Essay should be **Five (5) to Seven (7) typed pages**. These Essays should **not** be based on your emotional experience or your personal bias; the Essays must be written from a Sociological perspective utilizing data, research evidence, and various sociological sources, with reference to particular readings that have been assigned. The professor will choose topics for these Essays.

The class will discuss the results of the Essays on the last night of class as a way of summing up various perceptions of the status of Social Problems in American Society.

Papers should be double spaced and in an “**Essay**” or “**Journal**” Format. At the end of a quote put in parentheses the author, year, and page numbers. Then, in a “**Works Cited Page**” list the entire name of the book, the author or editor, the name of the primary source article and its author, and the Publisher and year of the book.

For example: According to Sociologist Stanley Eitzen, “***social movements move through stages. For a movement to begin, it must attract members.***” (Eitzen, 2007, p.5) However, not all sociologists agree that social movements actually accomplish the change that they have identified as their agenda. Sociologist David S. Meyer states that, “***political activists and their targets act as if social movements matter, and sociologists have been trying, for the better part of at least four decades, to figure out, why, when and how.***” (Eitzen, 2007, pp. 9-10)

Works Cited:

Eitzen, D. Stanley and Stewart, Kenneth, editors, **Solutions to Social Problems: From the Bottom Up: Successful Social Movements** (Pearson Education, Inc., Boston, 2007)

Successfully well written comprehensive Analytical Essays reference the required readings and include a “Works Cited Page”

If you have not referenced the readings and incorporated the readings into the Analytical Essay, you may not receive a passing grade

Analytical Essays can be re-written: **if you submit a re-write, you must also submit the original Essay.**

Essays on exams **cannot** be re-done!

5. **Class Participation** is worth 12% of the total grade
6. **Service Learning / Community Service:** Includes the Mid-Term Exam, the Final Exam, the three homework assignments, the two quizzes, ten (10) hours of Community Service, a **Five (5) to Seven (7) page Paper typed** reflecting on the experience, completion of a questionnaire about the organization, an evaluation by the organization’s supervisor/director, and an in-class presentation-discussion. The Community Service must reflect an attempt to solve or lessen the effects of a current social problem. The Reflection Paper should consist of a description of the organization and the population served, an explanation of the social problem that is being addressed, a summary of the experience, a critique of the methods utilized by the organization, and your own personal opinion of the process. Students will discuss these findings in class.

The Community Service portion of the evaluation is worth 24% of the total grade.

Summary of Community Service / Service Learning:

- Students must complete an application/statement of purpose to be approved by the Professor
- Complete at least ten (10) hours of Community Service related to a social problem
- The Community Service may **not** be at your current job and it must be with a non-profit organization dedicated to easing the effects of a social problem on **human society**
- Complete a paper of **Five (5) to Seven (7) typed** pages, double spaced, reflecting on the Community Service experience and presenting those findings to the class
- Complete a questionnaire about the organization
- Hand in an evaluation by the organization's supervisor/director
- Students must complete the Mid-Term Exam and the Final Exam
- Students must complete the three homework assignments and the two quizzes
- Students are **not** required to complete the two (2) Analytical Essays

The Professor will provide various examples and names of organizations willing to accept community service.

IMPORTANT: Choosing to complete Service Learning / Community Service does not excuse students from attending class; Remember, **attendance counts!**

Weighted Assignments

Mid-Term Exam	17%	}	34%
Final Exam	17%		

Analytical Essay 1	12%	}	24%
Analytical Essay 2	12%		

Or

Community Service	24%
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Homework 1	6%	}	18%
Homework 2	6%		
Homework 3	6%		

Quiz 1	6%	}	12%
Quiz 2	6%		

Class Participation	12%	12%
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Total Percentage		100%
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ASSIGNMENT DUE DATES:

The due dates for assignments are designated and explained in this syllabus. Due dates are now **your** responsibility. If you lose this syllabus, ask for another. Loss of the syllabus is not an excuse for not knowing due dates. Students should be completing assignments during the semester; it is inappropriate to pass in all of the assignments on the last night of classes! Students must talk to the Professor to discuss issues that may prevent a student from completing assignments during the semester. The Professor would rather **not assign incompletes**, but sometimes the exigencies of life present obstacles and the professor certainly understands when that happens. If there are issues, maintain communication with the professor through email, telephone, or schedule times to meet outside of class or before or after class. Do not wait until after the last night of classes to discuss issues that may prevent you from passing in the assignments and as a result, fail the course!

GRADING EXAMS: CONTENT

Grammar, sentence structure, and paragraph structure are **not** graded on Mid-Term or Final Exam essay questions.

GRADING ANALYTICAL ESSAYS: THE WRITING PROCESS

All Sociological Analytical Essays and Service Learning Papers are graded for grammar, sentence structure, and paragraph structure as well as sociological content including the proper use of sources and the structure of the sociological thesis. Your papers must possess a “professional” tone; students must approach social issues as **sociologists** and your writings must **reflect reference to the various readings, research, data**, and the reaction of the people within society. Be very aware of your own personal bias and do your best to minimize its effect on your writings.

Your goal is to write professional Essays as **sociologists** with a Thesis, Introduction, the Main Body where you prove your points, and a strong conclusion that brings the main points together, provides a summary, and sometimes introduces more questions to be explored later. **You must incorporate the required readings** into the Analytical Essay and then reference those readings in a “**Works Cited Page.**”

TUTORING CENTER

Three Rivers Community College has tutors in the TASC / Writing Center. In addition, there is an Online Writing Lab that can be contacted at TRWritingCenter@trcc.commnet.edu Or, access writing tools and information at <http://trccwritingcenter.wordpress.com/>

In addition, students can take advantage of the computer labs and the library to gain assistance in successfully completing their courses at a high level. And, utilize your guidance counselor! Do not hesitate to utilize all of these resources.

MAKE-UP POLICY

The Professor expects that all students will complete **assignments**. A passing semester grade and credit is dependent upon the completion of the assignments. All exams must be made up and required papers completed. If you miss an exam see me at the next class. **This is your responsibility**. All make-up exams must be conducted at the Professor's convenience. The make-up exams may be different than the regular exam.

ATTENDANCE

Students are **expected to be in class** and participate in discussions. Absences will have a detrimental effect on a student's finale grade because students who miss class are missing valuable information. The professor will not stop a current class lecture to repeat information provided the previous week for those who have missed the class: those students who have missed a class must speak to the professor before class, during break or request a meeting at the end of the evening's class. The professor is very willing to schedule meetings with students who need additional assistance outside of class. If students were in attendance the previous week and are confused about some points of discussion or reading, or an assignment, feel free to speak-up and ask for clarification.

Students who disappear from class for consecutive classes without notifying the professor are missing valuable assignments and information and will be in danger of not achieving Student Learning Outcomes. The Professor may not have the time to catch the student up on all of the missed information. **This is NOT a correspondence course: students are expected to be in class**. Do not assume that you can pass the course without attending class; that is unfair to the professor and the other students who attend every week.

The professor is reluctant to receive all assignments on the last night of class of the semester when those assignments should have been completed and passed-in on previous due dates. If there are issues, please speak to the professor, or email or telephone. Communication is the best solution for many of life's exigencies!

DIGICATION

All students are required to maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, students can see their own growth in college-wide learning. The student can keep and continue to use the **Digication** account after graduation. A Three Rivers General Education Assessment Team will select random works to improve the college experience for all. This tool will also be a "place" where you can connect your learning from the classroom, school, and life. Sometimes when you look at all of the work you have done and think about it, you learn something else. In **Digication**, you will be able to make other portfolios, too. It's like a file cabinet with the ability to have multiple but separate files. No names will be attached to the assessment work; it will remain private and anonymous for college improvement purposes. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! In class outlines, students will find recommended assignments which support various college-wide learning abilities. The student will have a tool which can integrate their learning from the classroom, school, and life and allow for another

opportunity of learning at TRCC! Students will be able to make multiple portfolios. Have fun in learning!

GRADE	EQUIVALENT	QUALITY POINTS
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
F	0-62	0.0

STUDENT PROGRESS REPORTS

The Instructor will provide Student Progress Reports for students throughout the Semester. The Progress Reports will include list of completed assignments, grades, and grade point averages up to the time of the Report. The Report will also include missing assignments, attendance, and possible suggestions for those students falling behind or increasingly missing classes.

SEMESTER GRADE OF INCOMPLETE

Sometimes students have legitimate reasons for not completing the required assignments on-time. In those cases, the Semester may come to a conclusion and the student is missing required assignments. If the student has been communicating throughout the semester with the Instructor, and the Instructor is aware of the issues that have prevented the student from completing all of the assignments, an **“Incomplete”** could be assigned and the student would have an “extension” that would extend into the next semester to complete the assignments.

However, an agreement must be completed between the student and the Instructor **no later than the final night of classes**; a **“Formal Agreement to Complete Missed Assignments”** must be completed and **SIGNED** by the student and Instructor and submitted to the **Academic Dean** for the agreement to be legitimate. Without this signed agreement, students who are missing assignments at the end of the Semester will receive a failing grade.

PROFESSOR / INSTRUCTOR EVALUATIONS

Evaluations of professors and instructors are now back to in-class with pencil/pen and paper because less than 50% of students took the time to go online to complete those evaluations.

CIVILITY IN THE CLASSROOM

Ideally, a classroom is a safe environment of learning. In an ideal setting all opinions are heard and respected, although you may disagree. In this class we want to create as safe an environment for learning as possible. Thus, there will be no sexist or racist insults tolerated in the class. Neither physical nor verbal abuse nor violence in any form will be tolerated in class. Students must **RESPECT** each other and follow the rules and guidelines set down in class. Any behavior diverging from these guidelines, or disrespecting anyone in the class, will **NOT BE TOLERATED**.

ACADEMIC INTEGRITY POLICY

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a student’s ability to succeed in the classroom and in life. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and throughout your academic career, present only your own best work: clearly document the sources of the material you use, and act at all times with honor. If you ever present someone else’s work as your own, cheat on an assignment or exam, or plagiarize written essays or research papers you will automatically **fail the class**.

CELL PHONES

Cell phones are only allowed in class or in the Learning Resource Center if they are turned off or turned to a silent mode. Vibrating mode is not allowed as it can sometimes be heard. Under no circumstances are you to answer your phone or text message in class. If I see you answering your phone or text messaging, I will ask for the phone to hold until the end of the class. Failure to relinquish the phone or recurring issues with the phone will result your dismissal from the classroom.

Certain exigencies of life often exist: if there are extenuating circumstances that require that a student be available by phone, the student should speak to the Instructor prior to class, so that together we can arrive at an agreement.

EXPECTATIONS OF STUDENT CONDUCT

Students are expected to maintain a safe learning environment for the obtaining and transmission of knowledge that will assist students to achieve success in their academic endeavors. This includes the need to ***“demonstrate respect for others by: refraining from conduct that constitutes a danger to the personal health or safety of one’s self or other members of the College community and guests or licensees of the College, including intentionally causing or attempting to cause injury; refraining from conduct that obstructs or seriously impairs or attempts to obstruct or seriously impair College-sponsored or College-authorized activities; and refraining from harassment, which is defined as conduct that is abusive or which substantially interferes with a person’s pursuit of his or her customary or usual affairs.”***

The entire explanation of Student Codes of Conduct, as well as other necessary information such as the Writing/Tutoring Center, Library resources, Counseling Services and other pertinent information can be found in the **Student Handbook** which is available at no cost online.

Students who disrupt this classroom of African American History or engage in behavior that impairs the ability of other students to learn will be asked to leave the classroom. Students who ignore or refuse the request or directions of the instructor will be removed from the classroom by Three Rivers Community College Security.

COLLEGE WITHDRAWAL POLICY

A student who finds it necessary to discontinue a course must complete a withdrawal form obtained from the **Registrar’s Office**. Students who fail to properly withdraw, yet discontinue coming to class with their name still appearing on the student roster at the end of the semester, will be assigned an “F” for a grade. Eligibility for refund of tuition is based upon date of withdrawal when received by the registrar. Verbal withdrawals, meaning the student simply telling the professor that they are withdrawing, are not official withdrawals.

COMMUNICATION

The instructor is dedicated to guiding each student toward an understanding of the course material and connecting the past with the present and gaining an understanding of where humankind is proceeding for the future. The instructor is committed to helping each student in any way possible to pass the course and achieve success in her/his college experience. Communication is the only means possible for this success. The instructor's email is listed in the heading of the Syllabus (EDerr@trcc.commnet.edu) as well as a telephone number (**860.215.9255**). This provides each student ample opportunity to contact the instructor in cases of emergencies and difficulties. The instructor is prepared to make pre-arranged appointments for extra help. Please take advantage of your college educational opportunities – let your mind take flight and prepare yourself for the future. And, always hold on to your dreams.

OFFICE HOURS: A-114 in the Admissions-Welcome Center

Wednesdays 5:00 pm - 6:00 pm

Thursdays 5:00 pm – 6:00 pm

Professor Derr is an Advisor and Coordinator for the Educational Success Program. Additional office appointments can be arranged via 860.215.9255 or EDerr@trcc.commnet.edu

LEARNING DISABILITIES STATEMENT

If you have a hidden or visible disability that may require classroom or test-taking modifications, please see the professor as soon as possible. If you have not already done so, please be sure to register with Chris Scarborough. It is imperative that the student speaks to the Professor during the very first session and explains the particular issue so that an adequate strategy for modification can be ascertained. If the student waits too long, chances for successful completion of the course are diminished.

DISABILITIES POLICY

Board of Trustees

http://www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER.pdf

The Board of Trustees of Community-Technical Colleges and all of the colleges under its jurisdiction are committed to the goal of achieving equal educational opportunity and full participation for people with disabilities in the Community Colleges. To that end, this statement of policy is put forth to reaffirm our commitment to ensure that no qualified person be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity on a Community College Campus or in the Central Office of the Board of Trustees.

The Board recognizes that a physical or functional impairment is a disability only to the extent that it contributes to cutting the person off from some valued experience, activity, or role. Higher education is therefore especially important to people with disabilities, since it aims to increase every student's access to valued experiences, activities, and roles. Improving access for students and employees means removing existing barriers that are physical, programmatic, and attitudinal; it also means taking care not to erect new barriers along the way.

DISABILITY SUPPORT SERVICES

Chris Scarborough, Learning Disabilities Specialist (Students with learning disabilities or ADHD)
Phone: (860) 892-5751
Email: cscarborough@trcc.commnet.edu

Kathleen Gray (Students with physical, medical or psychiatric disabilities)
Phone: (860) 885-2328
Email: kgray@trcc.commnet.edu

TRCC Room A-119

Students with a documented disability are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and referral information.

ASSIGNMENT CHECK LIST

Assignments	Percentage	Points	Due Dates
Homework 1	6.00%	100	Mar. 4
Homework 2	6.00%	100	April 1
Homework 3	6.00%	100	April 29
Quiz 1	6.00%	10	Feb. 25
Quiz 2	6.00%	10	April 22
Analytical Essay 1	12.00%	100	Mar. 25
Analytical Essay 2	12.00%	100	May 6
or			
Community Service Packet=24%			May 6
Mid-Term Exam	17.00%	100	Mar. 11
Final Exam	17.00%	100	May 13
Class Participation	12.00%	10	On-going
Totals	100.00%	730	

Students' Grades Due in Registrar's Office:

Friday, May 22

Homework Assignments: Check List: ALL Students Must Complete Homework Assignments

Homework 1 due March 4:

- Chapter 4, Gender, page 67 Essay Questions 1, 2 and 3

Homework 2 due April 1:

- Chapter 9, Problems in Education, page 139, Essay Questions 2, 3 and 4

Homework 3 due April 29:

- Chapter 16, Urbanization: Social Problems From The Growth of Cities; page 243, Essay Questions 3, 4 and 5

DESCRIPTION OF SOCIOLOGICAL ANALYTICAL ESSAYS

Analytical Essay 1: “The Politics of Inequality at the Federal, State, and Local Levels” **Due March 25**

In a time when Americans across the nation are shaking their fist at Wall Street, denouncing corporate greed, and lamenting high unemployment, low wages, and continued home foreclosures it is evident that the pursuit of the American Dream has encountered obstacles and difficulties. However, Americans have come to question the sincerity of attempts by the Government at the Federal, State, and Local levels to solve the problems of economic, racial, and gender inequality in America.

The social issues of inequality have become more politicized than ever with Americans pointing fingers at Democrats for extravagant spending to solve social issues with little results, and others pointing a finger at the Republicans for seemingly not caring enough and attempting to cut the very programs meant to insure equality of opportunity for all. Write an essay that addresses the issue of inequality in America and the various **political** attempts to solve or lessen the associated problems. Inequality includes the economy, race, and gender and they are all intertwined into a complicated tangle of **social programs, policies, political committees, and legislation. This is an essay exploring Social Problems from the view at the Federal, State, and Local levels.** Your Essay should include a **synthesis** of the following points:

- Define economic inequality and how it is related to racial and gender inequality
- Describe the programs, policies, and legislation that have been implemented by Federal, State, and Local Government to solve or lessen the effects of inequality.
- Explain the political issues that prevent Americans from coming to a consensus on how to solve inequality in America
- Explain how current “**partisan politics**” have led to frustration among the American people
- Explain the role of the President, Congress, and Supreme Court of the United States in solving the problem of inequality

Resources:

- “Gender and Sexual Orientation,” Frances V. Moulder
- “American Family Decline,” David Popenoe
- “The Feminization of Poverty” by Dana Dunn and David V. Waller
- “The Uses of Poverty: The Poor Pay All,” by Herbert J. Gans
- “Racist and Egalitarian Ideologies in Modern American Culture,” by Charles Case
- “Inequality and Stratification,” by Jonathan H. Turner
- “Lyndon Johnson’s ‘Great Society’”
- “Economic and Educational State of Black America in the 21st Century,” by Angela Harris
- “Status and Trends in the Education of Blacks,” National Center for Education Statistics
- “Rising Up,” Jonathan Staples

In addition, you may want to explore Blackboard and/or the Internet to look-up various Congressional, Executive, and Supreme Court Efforts to deal with “inequality.”

Analytical Essay 2: “The Function of Social Reform Movements at the Grass Roots Level”**Due May 6****Resources:**

- “Solutions to Social Problems From the Bottom Up: Successful Social Movements,” by Stanley Eitzen and Kenneth Stewart.
- Various articles on Blackboard

According to Sociologist Stanley Eitzen, **“social movements move through stages. For a movement to begin, it must attract members.”** (Eitzen, 2007, p.5) However, not all sociologists agree that social movements actually accomplish the change that they have identified as their agenda. Sociologist David S. Meyer states that, **“political activists and their targets act as if social movements matter, and sociologists have been trying, for the better part of at least four decades, to figure out, why, when and how.”** (Eitzen, 2007, pp. 9-10)

Most of us are aware of the Social Movements of the late 1950s and throughout the 1960s: Rosa Parks and the **Montgomery, Alabama Bus Boycott** in 1957; **the Freedom Rides and Freedom Summer between 1961 – 1964**; the **March on Washington Movement for Jobs and equality** in 1963; and, **Civil Rights marches in Alabama and Mississippi**, various other protests by Americans opposed to the Vietnam War, the **National Organization of Women (NOW)** seeking equality, the **American Indian Movement (AIM)**, **Cesar Chavez and the Migrant Workers Movement**, the **Student Non-Violent Coordinating Committee (SNCC)**, **Students for a Democratic Society (SDS)**, and the more militant movements of the **Black Panthers** and the **Weathermen Underground**.

Were all of these movements successful? The courts stated that segregation on Buses in Montgomery, Alabama was unconstitutional. The Freedom Rides had mixed results: it did not bring about complete desegregation, but it brought awareness to America of the brutal inequality in the South, and it helped to convince hundreds of African Americans in the South that they had a right to register to vote. Following the March on Washington and JFK’s assassination in 1963, Lyndon B. Johnson managed to put through Civil Rights legislation such as the Civil Rights Act of 1964, the Voting Rights Act of 1965, Affirmative Action, and Volunteers in Service to America (VISTA).

However, SNCC was taken over by Stokely Carmichael who in 1967 turned it into a militant Black Power organization. The Anti-Vietnam protests became increasingly violent and in 1970 four students were killed by the National Guard at Kent State University in Ohio. The Black Panthers were eventually hunted down, arrested, killed, or forced to go underground. And, the Weathermen became a predominantly White Marxist movement that advocated for the complete overthrow of the Capitalist racist and oppressive American Government. Even Martin Luther King was criticized for his Anti-Vietnam speeches from 1966-1968, and he was assassinated in Tennessee on Thursday, April 4 while preparing for a march the following Monday on behalf of striking Memphis sanitation workers in 1968.

We have had some movements in the new Millennium of the 21st Century: Gay Rights, movements for higher minimum wages, the March on Wall Street Movement, and more recently, marches protesting police brutality against African American males. Have these movements

been successful? Why have there not been more protests and social movements over the last 20 to 30 years? Has America changed, or have we become cynical and unconcerned about social change in America?

Begin this essay by describing social reform movements and the function that they perform within American society. Explain the distinct process of how a social reform movement begins and the various stages that are involved. Use examples in your explanation and description.

Provide examples of social issues that Americans have attempt to solve through social reform movements at the grass roots level and the various methods that have been employed: “non-violent protests,” “militant aggressive action,” and/or “boycotts.” Explain the success or failure of various social reform movements. Describe the type of people that become involved in social reform movements and the type of resistance the movements have encountered.

This is an Essay exploring the view of Social Problems from the Grass Roots level over a period of time.

- What was or is the difference of Social Reform Movements in the 1950s and 1960s as compared with today?
- What about earlier Social Reform Movements in the late 19th and early 20th Centuries?
- Explain your perception of why social movements seem to have declined over the last 20 to 30 years.
- Or, perhaps you feel that Social Movements do not truly solve Social Problems.
- Finally, describe a social issue of today and create a social reform movement that you feel is necessary to address that social issue.

SCHEDULE & AGENDA

SESSION 1 FEBRUARY 4

- Introduction to the course
- Sociological Theorems

Text:

Chapter 1: "The Study of Social Problems"

Power Point: "Sociological Perspective"

SESSION 2 FEBRUARY 11

Text:

Chapter 2: "Inequality: Poverty and Wealth"

Chapter 7: "Economy and Work"

Session 3 FEBRUARY 18

Text:

Chapter 8: "Politics"

Chapter 6: "Media and Technology"

Power Point Presentation: "Political Parties, Shifting Demographics, and the Election of 2012"

SESSION 4 FEBRUARY 25

Quiz 1 In-Class

Text:

Chapter 3: "Race and Immigration"

Power Point: "Culture"

Video: "A Class Divided": The Brown Eyes / Blue Eyes Experiment by Jane Elliot (60 min)

Class Participation: "Class Divided" Handout: Question 3 page 10 and Question 1 page 16

Handouts:

- "A Class Divided Study Guide," Jane Elliott
-

SESSION 5 MARCH 4

Homework 1: Chapter 4, page 67 Essay Questions 1, 2 and 3

Race and Immigration Continued . . .

Text:

Chapter 4: "Gender"

Chapter 12: "Sex and Social Problems Related to Sexuality"

Video: "Killing Us Softly" (45 min)

Class Participation: "Killing us Softly" Handout: Questions 1 and 2 page 9

Handouts:

- "Killing Us Softly 4 Study Guide," Kendra Hodgson / Jean Kilbourne
-

SESSION 6 MARCH 11

Mid-Term Exam Due

Gender / Sex and Sexuality Continued . . .

Possible Guest Speaker

Text:

Chapter 15: "*Social Problems of Marriage and Family*"

MARCH 18 SPRING BREAK NO CLASSES

SESSION 7 MARCH 25

Analytical Essay 1 "*The Politics of Inequality*"

Text:

Chapter 15: "*Social Problems of Marriage and Family*" Continued . . .

Power Point Presentation: Class Participation 5: Concept Web

Discussion about Religion as it applies to Marriage, Family, and Ethnicity,

Class Participation: Concept Web

Text:

Chapter 9: "*Problems in Education*": Overview

SESSION 8 APRIL 1

Homework 2: Chapter 9, page 139, Essay Questions 2, 3 and 4

Text:

Chapter 9: “Problems in Education” Continued . . .

Video: “[Waiting for Superman](#)” (111 minutes)

Class Participation: Waiting for Superman (Homework Assignment 5: “Waiting for Superman” Handout: Questions 1 and 3)

SESSION 9 APRIL 8

Text:

Chapter 11: “[Drug and Alcohol Abuse](#)”

Chapter 13: “[Crime](#)”

Possible Guest Speaker

SESSION 10 APRIL 15

Text:

Chapter 13: “Crime” Continued . . .

Chapter 14: “[Criminal Justice](#)”

Video: “[Kids Behind Bars](#)” (50 min)

SESSION 11 APRIL 22

Quiz 2 In-Class

Text:

Chapter 16: "*Urbanization: Social Problems from the Growth of Cities*"

Possible Video: "*New York: The City and the World, 1945 to the Present*" (140 min)

SESSION 12 APRIL 29

Homework 3 Due: Chapter 16, page 243, Essay Questions 3, 4 and 5

Catch-up Day

SESSION 13 MAY 6

Analytical Essay 2 "Social Reform Movements"

Service Learning / Community Service Discussions

Service Learning / Community Service Packets Due

1. Community Service Essay
 2. Completed Student Questionnaire
 3. Evaluation by Supervisor with hours
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SESSION 14 MAY 13

Final Exam Due

Service Learning / Community Service Discussions

Discussions and final thoughts about Social Problems in America:

- Political Solutions
- Economic Solutions
- Social Solutions
- Community Solutions: Community Service

Discussion on the Politics of Inequality, Reform Movements, and Solution to Social Problems

Final Grades are submitted on Friday, May 22, 2015