

SOCIAL PROBLEMS



EDWARD A. DERR * THREE RIVERS COMMUNITY COLLEGE * FALL 2012
CRN 30315 * SOC K103 * SEC T1 * WEDNESDAY 6:30-9:15 * ROOM E227
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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. Some of the additional questions to be answered are as follows: "who are we as Americans," "can we define a single uniform American culture," and "how has the sociological-historical process 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 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

Sociology is not simply reading about theory and social issues. Sociological analysis involves discussion and a search for questions and answers. It is essential that **EACH STUDENT PARTICIPATE IN CLASS** and complete the readings. Sociological research will help each student to 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. Greater focus will be placed upon seeking solutions through an understanding of Social Reform Movements.

STUDENT LEARNING OUTCOMES:

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

1. 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

2. 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

3. 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

4. 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

5. 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

REQUIRED READING & MATERIALS

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

Supplemental Materials:

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

METHODS OF EVALUATION

1. **Exams:** There will be a total of two (2) Exams: 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 may vary consisting of true & false, multiple choice, short essays worth ten to twenty points, and/or longer essays worth thirty to fifty points.
2. **Homework Assignments:** Homework may include the following: (1) questions at the end of each chapter (20 Handouts with questions attached) (3) Question sheets pertaining to videos. Homework should also be **typed** and usually consist of a half (½) page to one (1) page of content.
3. **Sociological Analytical Papers:** Each student must complete three **(3) Sociological Analytical papers** 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 paper each student should state the issue, the various arguments and perceptions surrounding that issue, formulate your own perspective arriving at a conclusion based on the evidence, and write an essay. The paper should be **professional** in format and in content; you are approaching the assignment as a **sociologist!** Each paper should be **three (3) to five (5) typed pages**. These papers should **not** be based on your emotional experience or your personal bias; the papers 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 papers.

All papers must be typed, double spaced, and in the **MLA Format**. (If you do not have an MLA Handbook for Writers of Research Papers go online and access numerous sites providing “writing techniques”)

- a. Successfully well written comprehensive Analytical Papers reference the required readings and include a “Works Cited Page”
- b. If you have not referenced the readings and incorporated the readings into the Analytical Paper, you will not receive a passing grade

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

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

4. **Service Learning / Community Service:** Includes the Mid-Term Exam, the Final Exam, one (1) Sociological Analytical Paper (the first assignment), ten (10) hours of Community Service, a **four (4) to six (6) 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.

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 at least **four (4) to six (6) 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 would complete the Mid-Term Exam and the Final Exam
- Students would complete one (1) Analytical Paper
- Students would **not** be required to complete two (2) of the three (3) Analytical Papers

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!**

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

All assignments are graded with equal weight. Mid-Term and Final Exams are graded for **content and correct answers**. Grammar, sentence structure, and paragraph structure are **not** graded on Mid-Term or Final Exam essay questions.

GRADING ANALYTICAL PAPERS: THE WRITING PROCESS

All Sociological Analytical papers 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 papers 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 paper 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!

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

As students probably know by now, evaluations of professors and instructors are no longer done in class with pen and paper; they are now done online and less than 50% of students take the time to go online to complete those evaluations. Therefore, this Instructor will provide an in-class evaluation for students to complete anonymously to evaluate the competence of the Instructor and their ability to deliver information, provide a safe environment conducive to learning and provide assistance and help for students to succeed and move forward to the next higher level.

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 (**860-887-9245**). 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: D205-E, Cubicle 2 (2nd Floor)

Tuesdays 4:00-6:00

Wednesdays 4:00-6:00

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

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. Social Problems: Syllabus 12

**SOCIOLOGICAL ANALYTICAL PAPERS, EXAM SCHEDULE,
AND ASSIGNMENT CHECK LIST**

There are Sixteen (16) weeks of classes from Wednesday, August 29 through Wednesday, December 12, 2012.

It is possible that Wednesday, December 19 will be used as a make-up day in case of a snow day other of life's exigencies that often disrupt the flow of the natural order. It will also be used as a make-up day for students late with papers and exams and for counseling and planning sessions.

Final Grades are submitted on Thursday, December 20, 2012

Analytical Papers Schedule:

1. Due September 26 **ALL students must complete the 1st Analytical Paper**
2. Due October 31
3. Due December 5

Exam Schedule:

1. Mid-term October 17 **ALL students must complete the Mid-term Exam**
2. Final Exam December 12 **ALL students must complete the Final Exam**

Service Learning / Community Service:

1. November 28 Service Learning / Community Service Discussions begin
2. December 5 Service Learning / Community Service Reflection Papers and all supporting materials due & Discussions continue
3. December 12 Service Learning / Community Service Final Discussions

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

1. **Secondary Text: Solutions to Social Problems: From the Bottom Up: Successful Social Movements: Homework Assignment Reading:**
 - a. **“Preface,”** pp. v-vi
 - b. Chapter 1, **“Social Movements and Democracy,”** pp. 1-23

Homework Assignment 1: Social Movements and Democracy based on the readings above: DUE SEPTEMBER 12

- Identify and analyze the definition of a **“social reform movement”** and its connection to the struggle by Americans to gain civil rights and economic and social equality.
 - What exactly is the connection between social reform and democracy?
 - Why do they claim that the movements are from the “bottom up”?
 - Who begins these movements and what is the focus of the reform?
2. **Homework Assignment 2: Text: “Think: Social Problems,” Chapter 2, Page 37, Essay Question 1: DUE SEPTEMBER 26**
 3. **Homework Assignment 3: “Class Divided” Handout: Question 3 page 10 and Question 1 page 16: DUE OCTOBER 3**
 4. **Homework Assignment 4: “Killing us Softly” Handout: Questions 1 and 2 page 9: DUE OCTOBER 17**
 5. **Homework Assignment 5: “Waiting for Superman” Handout: Questions 1 and 3: DUE NOVEMBER 7**
 6. **Homework Assignment 6: Text, “Think: Social Problems,” Chapter 13: Questions 2 and 3 page 199: DUE NOVEMBER 21**

DESCRIPTION OF SOCIOLOGICAL ANALYTICAL PAPERS

This semester, greater emphasis will be placed on solutions to social problems by examining Social Reform Movements. Thus, all readings for the Analytical Papers are in the assigned supplemental text “**Solutions to Social Problems From the Bottom Up: Successful Social Movements**” by Stanley Eitzen and Kenneth Stewart.

1. **Conflict Perspective Analytical Paper 1: “Capitalism, Poverty, and the American Dream”:** Due September 26 ALL Students must complete this essay
 - a. “**The Living Wage Movement**,” Living Wage Resource Center, p. 52
 - b. “**The Progressive Movement**,” Bill Moyers, p.73
 - c. “**Social Movements Promoting Corporate Social Responsibility**,” pp. 85-87
 - d. “**Rights Fight: Townships in Rural Pennsylvania Take on Factory Farms – and Corporate Rights**,” Adam D. Sacks, p. 91
 - e. “**How to End Poverty: Making Poverty History, and the History of Poverty**,” Vandana Shiva, p. 123

This issue should be approached from the Conflict Perspective, and you are a sociologist developing a thesis; indeed, it is very important, in fact imperative that you approach of the assignments as a SOCIOLOGIST! In fact, all of your analytical papers must be based on the readings utilizing theories, statistics, and factual ideology to develop your thesis.

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; have there been clear attempts to solve the problem of poverty and economic inequality through social movements? What was the outcome, why have there not been more attempts, and what are the issues hampering success?

- Define poverty and describe the issues surrounding economic inequality.
- What are the main focuses of the above listed social movements and are they connected in any way?
- What has led to the widening gap between the very rich and the working poor?
- How have the above movements succeeded or failed in their attempt to reform economic inequality?
- How does the “Occupy Wall Street” Movement compare to the above listed movements and reform ideologies?

2. **Functionalist Perspective Analytical Paper 2: “Social Movements and the Ethics of Living Jim Crow”:** Due October 31

- a. “The Ethics of Living Jim Crow,” Richard Wright ([Blackboard Learn](#))
- b. “Social Movements Advancing toward Equality,” pp. 25-26
- c. “The Sit-In Movement,” Taylor Branch, pp. 27-31
- d. “Social Movements Promoting Democracy,” pp. 57-58
- e. “Mississippi and Freedom Summer,” Liza Cozzens, pp. 67-71
- f. “The Impossible Will Take a Little While, Paul Rogat Loeb, pp. 147-153

Begin this first Analytical Paper by explaining the nature of Racial Inequality, its roots, and the foundations and legacy of “Jim Crow” culture.

- How did “Jim Crow” laws develop into a culture that defined an entire population complete with stereotypical behavior and the accompanying segregation and discrimination?
- What is the connection between racism, democracy, and economic equality?
- Who engaged in the above movements and why did it spread nation-wide?
- Explain the structure of each movement listed above and write a sociological opinion as to why the movements were, or were not, successful during their implementation in the 1950s, 1960s, and through the 21st Century.
- Is there a still a need today to be aware of a continuing Jim Crow culture?

This issue should be approached from the Functionalist Perspective, and you are a sociologist developing a thesis; indeed, it is very important, in fact imperative that you approach of the assignments as a **SOCIOLOGIST! Those, all of your analytical papers must be based on the readings utilizing theories, statistics, and factual ideology to develop your thesis.**

3. **Analytical Paper 3: “Gender Inequality and Conforming Sexual Norms and Values”:** Due December 5
- a. **“First they Came After the Homosexuals,”** Pastor Martin Niemuller, 1945 ([Blackboard Learn](#))
 - b. **“Gender and Sexual Orientation,”** ([Blackboard Learn](#))
 - c. **“American Family Decline, 1960-1090,”** David Popenoe ([Blackboard Learn](#))
 - d. **“Living the Legacy: The Women’s Rights Movement 1848-1998,”** Bonnie Eisenberg & Mary Ruthsdotter, p. 36
 - e. **“Gay Rights,”** Wikipedia, p. 48
 - f. **“How Women Won the Vote,”** Akhil Reed Amar, p. 61

In general, women today still make less money than males for the same job; women are underrepresented in positions of power and authority, and there is tremendous opposition to Same Sex marriages/unions and Gay Rights. **You are to choose whether you approach this essay question from the Functionalist Theory or the Conflict Theory; but you must choose one theory or the other!**

- Explain the importance of the above reform movements pushing for equal rights for women and for gay Americans.
- Explain the inequalities that the reform movements focused on.
- Using women’s and gay rights as a focus, explain why grass roots movements begun by “the people” require the intervention of higher powers (Local, State, Federal Government), or explain why Government could be a hindrance to social movements focused on Gender and Gay rights.

SCHEDULE & AGENDA

SESSION 1 AUGUST 29

- Introduction to the course
- Sociological Theorems

Text: The Study of Social Problems Chapter 1

Handouts:

- Secondary Text: Solutions to Social Problems: From the Bottom Up: Successful Social Movements: Homework Assignment Reading:
 - c. "Preface," pp. v-vi
 - d. Chapter 1, "Social Movements and Democracy," pp. 1-23

Homework Assignment 1: Social Movements and Democracy based on the readings above

- Identify and analyze the definition of a "**social reform movement**" and its connection to the struggle by Americans to gain civil rights and economic and social equality.
- What exactly is the connection between social reform and democracy?
- Why do they claim that the movements are from the "bottom up"?
- Who begins these movements and what is the focus of the reform?

Handouts:

- "Service Learning / Community Service Packet," Derr ([Blackboard Learn](#))
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SESSION 2 SEPTEMBER 5

Sociology and Social Problems continued . . .

Text: Inequality: Poverty and Wealth Chapter 2

Homework Assignment 2: Text: "Think: Social Problems," Chapter 2: Page 37, Essay Question # 1

Handouts:

- "Inequality and Stratification," Jonathan H. Turner
 - "Feminization of Poverty," Dana Dunn and David V. Waller ([Blackboard Learn](#))
 - "The Uses of Poverty: The Poor Pay All," Hebert J. Gains
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SESSION 3 SEPTEMBER 12**The American Economy and the Value of Work****Text: Economy and Work Chapter 7**

- **Introduction to Racism in America: Race and Immigration**

Text: Race and Immigration Chapter 3**Possible Video: [“Class Divided”: The Brown Eyes / Blue Eyes Experiment by Jane Elliot \(60 min\)](#)****Homework Assignment 3: “Class Divided” Handout: Question 3 page 10 and Question 1 page 16****Handouts:**

- “A Class Divided Study Guide,” Jane Elliott (**[Blackboard Learn](#)**)
 - “Racist and Egalitarian Ideologies in Modern American Culture,” Charles Case (**[Blackboard Learn](#)**)
 - Cartoon: “You Have the Right to Remain Silent,” Mike Luckovich (**[Blackboard Learn](#)**)
 - “The Ethics of Living Jim Crow,” Richard Wright (**[Blackboard Learn](#)**)
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SESSION 4 SEPTEMBER 19**Race and Immigration continued . . .****Possible Videos: [“American Dream, American Nightmare” \(50 min\)](#)**

SESSION 5 SEPTEMBER 26**ANALYTICAL PAPER 1: “Capitalism, Poverty, and the American Dream”****Gender****Text: Gender** Chapter 4**Video: [“Killing Us Softly” \(45 min\)](#)****Homework Assignment 4: “Killing us Softly” Handout: Questions 1 and 2 page 9****Handouts:**

- [“Killing Us Softly 4 Study Guide,”](#) Kendra Hodgson / Jean Kilbourne (**Blackboard Learn**)
 - [“First They Came After the Homosexuals,”](#) Pastor Martin Niemuller (**Blackboard Learn**)
 - [“Gender and Sexual Orientation,”](#) James D. Weinrich and Walter L. Williams (**Blackboard Learn**)
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SESSION 6 OCTOBER 3 **GUEST SPEAKER****Sexual Orientation****Text: Sex and Social Problems Related to Sexuality** Chapter 12**SESSION 7 OCTOBER 10****The Institution of Family****Text: Social Problems of Marriage and Family** Chapter 15**Video: [“Beyond Hatred Lies the Path to Forgiveness: A Family’s Son Murdered by Skinheads” \(85 min\)](#)**

- [“The Deinstitutionalization of Marriage Revisited: A New Institutional Approach to Marriage,”](#) Sean Lauer and Carrie Yodanis (**Blackboard Learn**)
 - [“With More Equity, More Sweat,”](#) Richard Morin and Megan Rosenfeld
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SESSION 8 OCTOBER 17**MID TERM EXAM**

Text: Problems in Education Chapter 9

Handout: ([Blackboard Learn](#))

- "Waiting for Superman Questions," Derr
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SESSION 9 OCTOBER 24

Problems in Education continued

Video: "Waiting for Superman" (111 min)

Homework Assignment 5: "Waiting for Superman" Handout: Questions 1 and 3

SESSION 10 OCTOBER 31

ANALYTICAL PAPER 2 DUE: "Racial Inequality and Social Movements in America"

Text: Drug and Alcohol Abuse Chapter 11

Video: "Illegal Drugs and How They Got That Way" (200 min) or "Drugs: True Stories" (30 min)

Handouts:

- "Who Benefits (and Who Doesn't)," Clarence Lusane
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SESSION 11 NOVEMBER 7

Text: Crime Chapter 13

Homework Assignment 6: Text, "Think: Social Problems," Chapter 13: Questions 2 and 3 page 199

SESSION 12 NOVEMBER 14**Law and Order****Text: Criminal Justice** Chapter 14**Possible Video: "[Kids Behind Bars](#)" (50 min) or "[Crips and Bloods](#)" (99 min) or "[Gangs in America](#)" (50 min)****Handouts:**

- "[Delinquency and Youth Gangs](#)," David MacKenna
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SESSION 13 NOVEMBER 21**Text: Urbanization: Social Problems from the Growth of Cities** Chapter 16**Possible Video: "[New York: The City and the World, 1945 to the Present](#)" (140 min)**

SESSION 14 NOVEMBER 28**Terrorism and American Society****Text: War and Terrorism** Chapter 20**BEGIN SERVICE LEARNING / COMMUNITY SERVICE DISCUSSIONS**

SESSION 15 DECEMBER 5

ANALYTICAL PAPER 3 “Gender Inequality and Sexual Orientation”

Continue Service Learning / Community Service Discussions

SERVICE LEARNING / COMMUNITY SERVICE PACKETS DUE

“Sankofa” Epilogue: Social Problems in the Twenty-First Century: Moving Forward while Looking Back

Discussions and final thoughts about Social Problems in America:

- **Political Solutions**
 - **Economic Solutions**
 - **Social Solutions**
 - **Community Solutions: Community Service**
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SESSION 16 DECEMBER 12



FINAL EXAM

Continue Service Learning / Community Service Discussions

Final Grades are submitted on Thursday, December 20, 2012