Anthropology, Geography and Sociology
Social Problems
SOC338.500 (Online)
Spring 2020

INSTRUCTOR: Dianne Dentice, Ph.D.
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OFFICE: LAN330
PHONE: 936-468-2241
OFFICE HOURS: MW: 12:00 PM – 2:00 PM; TR: 2:00 - 4:00 PM; Friday by appointment
CLASS LOCATION: ONLINE

Required Texts:


Course Description: This course is the study of social problems, their sociological explanations, and their potential solutions. Topics include family instability, aging, environment, health care, war, crime, minorities, poverty, and drug abuse.

Social Problems, SOC338.500 (3 credits; fully online) spans 15 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on social problems such as racism, mental illness, and global climate change. In addition, students are required to read various scholarly articles that are embedded in the Learning modules during the semester, complete quizzes/exams over the course, and complete multiple discussion assignments that evaluate their ability to think critically, interpret primary sources, and consider multiple sides of arguments dealing with race relations. Students also write a position paper and do a book review as part of the course requirements. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

Sociology program learning outcomes:

1) The student will be able to identify, compare, and contrast sociological classical and contemporary theories.
2) The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.
3) The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.
4) The student will be able to apply sociological knowledge and skills to a variety of settings.
5) The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.
6) The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.
7) The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.

<table>
<thead>
<tr>
<th>PLOs</th>
<th>Supported Course Objective</th>
<th>Skill Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SLO # or NA (not applicable)</td>
<td>Basic, Intermediate, Advanced</td>
</tr>
<tr>
<td>PLO1</td>
<td>1, 6</td>
<td>A</td>
</tr>
<tr>
<td>PLO2</td>
<td>7, 8</td>
<td>A</td>
</tr>
<tr>
<td>PLO3</td>
<td>2</td>
<td>A</td>
</tr>
<tr>
<td>PLO4</td>
<td>3</td>
<td>A</td>
</tr>
<tr>
<td>PLO5</td>
<td>4, 5</td>
<td>A</td>
</tr>
<tr>
<td>PLO6</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>PLO7</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

Student learning outcomes:

1. Students will compare and contrast theories associated with sociological perspectives in social psychology.
2. Students will be able to appreciate the interconnectedness of the individual and society.
3. Students will recognize and discuss social psychological research methodologies.
4. Students will gain an understanding of how diversity in human society is a vital element of the social world.
5. Students will learn to analyze a specific social phenomenon, issue, or problem.
6. Students will learn the differences between macro-sociology and micro-sociology.
7. Students will gain an understanding of how society impacts their day-to-day lives.

**ACCEPTABLE STUDENT BEHAVIOR**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all
instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate of inappropriate student behavior. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. The SFA policy for Acceptable Student Behavior can be accessed at the following link: http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

ATTENDANCE POLICY

Students who consistently miss class do not do as well as other students who are engaged with the course materials, the instructor, and their fellow students. I do not give extra points for attendance (that is your responsibility). I do not take points away from students who rarely attend class (missing class is your personal decision). You are all adults now and it is up to you to make the most of your college experience and that means coming to class regularly. Details of the SFA University Attendance policy can be accessed at the following link: http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf

ADDING/DROPPING A COURSE

Click on the following link for directions about how to add or drop a course during the semester: http://www.sfasu.edu/policies/course-add-drop_6.10.pdf

COURSE REQUIREMENTS

This class meets online and I expect consistent class attendance. Online courses are self-paced and it is the responsibility of each student to dedicate enough time each week to maintain a good grade. While I do not deduct points for poor attendance, I track the amount of time that each student spends online completing assignments, taking quizzes, and interacting with other students. Missed blogs and missed submission deadlines will negatively affect your final grade. Students are expected to take quizzes and complete assignments on time. Since you have a window of time to complete your exams, anyone who misses any exams will only get to have a retake with a documented absence from the Student Office of Rights and Responsibilities. There will be no retakes for missed blog assignments because you have plenty of time to get the reading done and answers to my questions posted before the due dates.

ACTIVITIES AND ASSIGNMENTS

In addition to the quizzes, students will write a position paper (5 pages + references in a separate page and submission), a book review (3 pages), participate in four discussion assignments and take four exams during the semester. Your paper and book review are double spaced and will be submitted in the Dropbox tool in D2L. I have posted the
guidelines for all assignments in the Getting Started Module. Refer to your Timeline for due dates for all assignments.

**Grading Rubric**

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blogs x 4</td>
<td>100</td>
</tr>
<tr>
<td>Podcast</td>
<td>100</td>
</tr>
<tr>
<td>Tests x 4</td>
<td>400</td>
</tr>
<tr>
<td>Position paper (5 pages)</td>
<td>100</td>
</tr>
<tr>
<td>Book review (3 pages)</td>
<td>100</td>
</tr>
<tr>
<td>Total points:</td>
<td>800</td>
</tr>
</tbody>
</table>

**Grading Scale (based on total accumulation of points)**

\[
720 \leq 800 = A; \ 640 \leq 720 = B; \ 560 \leq 640 = C; \ 480 \leq 560 = D; \ < 480 = F
\]

**ACADEMIC DISHONESTY**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of honesty and University policy on penalties for cheating and plagiarism.

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to: 1) Using or attempting to use unauthorized materials to aid in achieving a better grade in a class; 2) Falsifying information in a paper or other assignment; 3) Helping another student cheat or plagiarize

*Plagiarism occurs when the words or ideas of another person are presented as if they were your own.*

Examples of plagiarism include: 1) Submitting an assignment as if it were one’s own work when it is at least partly the work of another person; 2) Submitting a paper that has been purchased or obtained from the Internet or another source; 3) Incorporating the words or ideas of an author into one’s paper without giving the author due credit

**DISABILITY POLICY**

Any student with a documented disability who needs course adaptations or accommodations, please make an appointment with me as soon as possible. To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a
timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

WITHHELD GRADES
Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable documented circumstances such as military deployment, a family emergency, or health emergency that results in hospitalization or long term disability. It is the responsibility of the student to report any health or other problems that result in missing class assignments to the Office of Student Rights and Responsibilities. An email is immediately sent to all instructors. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

DISCLAIMER: This syllabus represents an overview of this online course. As with any document, it is subject to change during the semester. Any changes will be communicated by email and in announcements on your D2L homepage.

COURSE ASSIGNMENT DATES:

WEEK OF JANUARY 13

Use this week to navigate the course and work out any technical difficulties that crop up. If you have problems accessing any of the material in the Learning Modules, contact the Student HelpDesk for assistance. Phone numbers and links are located in Course Facts located in Getting Started.

January 20 (Monday)
Module One: Understanding Social Problems
Read Learning Module One
Read Chapter 1 of your text

January 27 (Monday)
Module Two: Social Class
Read Learning Module Two
Read Chapter 2 of your text

February 2 (Sunday)
Blog 1 is due @ 11:30 PM
February 3 (Monday)
*Module Three: Race and Ethnicity*
Read Learning Module Three
Read Chapter 3 of your text

February 7 (Friday)
Exam 1 opens at 8:00 AM (Chapters 1, 2 & 3 + Learning Modules)

February 9 (Sunday)
Exam 1 closes at 11:30 PM

February 10 (Monday)
*Module Four: Gender*
Read Learning Module Four
Read Chapter Four of your text

February 17 (Monday)
*Module Five: Sexual Orientation*
Read Learning Module Five
Read Chapter Five of your text

February 23 (Sunday)
Blog 2 due @ 11:30 PM

I skip and reorder some chapters occasionally so be sure to follow this calendar carefully.

February 24 (Monday)
*Module Six: Families*
Read Learning Module Six
Read Chapter Seven in your text

February 28 (Friday)
Exam 2 opens @ 8:00 AM (Chapters 4, 5 & 7 + Learning Modules 4, 5 & 6)

March 1 (Sunday)
Exam 2 closes @ 11:30 PM

March 2 (Monday)
*Module Seven: Health and Medicine*
Read Learning Module Seven
Read Chapter 10 in your text

Happy Spring Break!!!
March 16 (Monday)
*Module Eight: Alcohol and Drug Abuse*
Read Learning Module Eight
Read Chapter 12 in your text

March 22 (Sunday)
Blog 3 due @ 11:30 PM

March 23 (Monday)
*Module Nine: Work and the Economy*
Read Learning Module Nine
Read Chapter 9 of your text

March 27 (Friday)
Exam 3 opens @ 8:00 AM (Chapters 9, 10 & 12 + Learning Modules 7, 8 & 9)

March 29 (Sunday)
Exam 3 closes @ 11:30 PM

March 30 (Monday)
*Module 10: The Environment*
Read Learning Module 10
Read Chapter 15 in your text

April 6 (Monday)
Book Review due @ 11:30 PM in dropbox

Happy Easter!!!!!

April 13 (Monday)
*Module 11: War and Terrorism*
Read Learning Module 11
Read Chapter 16 in your text

April 19 (Sunday)
Blog 4 due @ 11:30 PM

April 20 (Monday)
*Module 12: Social Action and Change*
Read Learning Module 12
Read Chapter 17 in your text

April 26 (Sunday)
Podcast due @ 11:30 PM
May 1 (Friday)
Position papers due @ 11:30 PM in dropbox

May 4 (Monday): Final exam opens @ 8:00 AM

May 7 (Thursday): Final exam closes @ 11:30 PM; extra credit is due in dropbox

Your final is not cumulative but there will be one essay question that deals specifically with a broad question that you should easily be able to answer based on acquired knowledge throughout the semester. The exam will focus on the Environment, War and Terrorism, and Social Action and change. Remember that I will give you additional time on the final but the exam will close promptly at 11:30 PM on Thursday so do not access the test with only 20 minutes to spare. You must plan ahead and give yourself plenty of time to get this done.