

will also explore some of the social causes of these societal problems and the consequences of some of their public policy solutions, all through the eyes of sociology.

This course will attempt to encourage students to think critically and scientifically about the broad array of problems confronting our society and people throughout the world. This class will go further than a simple description and opinion-based analysis of the problems discussed; it will attempt to help students understand these problems scientifically, and be able to communicate this understanding to others. We will explore many prominent theoretical perspectives in sociology and apply them to the social problems studied as well as many of their public solutions. Therefore, this course will also cover an introduction to Sociology.

Course Objectives:

This course has 4 main objectives. Students completing Introduction to Sociology should:

- 1- Be able to demonstrate an ability to identify the ideas, people, and events that are generally thought to be important by sociologists of social problems; and an ability to examine human behaviors as a way of understanding social problems.
- 2- Develop informed points of view based on sociological knowledge and exhibit elements of critical thinking, writing skills, and effective communication of informed points of view based on sociological knowledge.
- 3- Students will also begin to develop the critical and analytical thinking skills and scientific methodology to examine human behavior and understand sociology of social problems as a scientific discipline (i.e. the gathering and analyzing of empirical data in a systematic fashion) necessary for further study and research into social problems.
- 4- Be able to demonstrate an understanding of functionalism, conflict, and symbolic interactionism as the major theoretical perspectives of sociology and demonstrate an understanding of the five main institutions of society (family, religion, education, economy, and politics) from a sociological perspective.

Student Evaluation & Assessment:

Grades will be determined from the total points possible in the class. I give you one free quiz, and one free pop-quiz.

Make-up quizzes/activities will not be given. They are posted online and you are given five days to complete them, so there is no excuse for missing one. Plan ahead and make sure you are available for the quizzes. Follow this link to view the DSC Absences policy: <http://new.dixie.edu/reg/?page=spring2011>

Assignments:

Students are required to complete 7 assignments for this class. Assignments must be turned in at the beginning of class the day it is due (see 'Tentative Class Schedule' for due dates). Late assignments will not be accepted. I DO NOT ACCEPT EMAILED ASSIGNMENTS. You must turn them in through

Canvas. I encourage you to keep a copy of all of your assignments. (For more info. on assignments see Course Webpage)

Assignment 1: Taking a Stand on Controversial Issues – For this assignment you will select a controversial issue chosen during class, research the topic, and write an essay taking an educated stance on one side of the issue.

Assignment 2: Environmental Defense Scorecard – Go to the “Scorecard” page of Environmental Defense at the following address: www.scorecard.org . Enter your hometown zip code and find out what pollutants are being released in your community and who is responsible. Then find information about the effects of these pollutants on your community. Write a one page report on what you find, including personal examples of the effects you have seen.

Assignment 3: Content Analysis of Tobacco Usage in Movies and Television – For this assignment you will look for examples of tobacco usage and advertising in movies, television and radio. You will keep a record of how often tobacco is used or advertised in the media during a pre-determined amount of time. Record the context in which the tobacco is used, traits and image of the character using the tobacco (such as gender, age, social status, masculine vs. feminine image, hero vs. villain, etc.), and whether the tobacco usage is presented positively or negatively. Also report the types of tobacco usage (pipes, cigarettes, chewing tobacco, or cigars) and any differences in types of usage by kind of character, context, and other patterns. Finally, note whether or not it appears that this image or advertisement is or could be directed toward adolescents and why.

***Assignment 3: Media Application – Throughout the course of the semester we will be viewing popular and modern music videos in which the videos and/or the lyrics to the songs relate to or discuss the social problems we are covering in class. Your assignment is to pick a song or music video that relates to a modern social problem. In a three-page paper you will describe the social problem. Explain why it is a social problem, how it came to be a social problem, and how it affects the world/society. Then outline the song and/or video and describe how it addresses the social problem. Finally, pick one of the sociological theories that we have covered in class and explain how that theory helps us understand the particular social problem your song or video is addressing. Attach, as a separate sheet, the lyrics to the song you have chosen, (If you wish to turn in a digital copy of the video you can clip it to your paper on CD, or email it to me as an attachment. Note: Turning in a digital copy of the video is not required.)

Assignment 4: Environmental Defense Scorecard – Go to the “Scorecard” page of Environmental Defense at the following address: www.scorecard.org . Enter your hometown zip code and find out what pollutants are being released in your community and who is responsible. Then find information about the effects of these pollutants on your community. Write a one page report on what you find, including personal examples of the effects you have seen.

Assignment 5: Population Trends & Urbanization in Developing Countries – For this assignment you will choose a developing country and then find information regarding population change in the country in the last decade, including changes in total population and in populations of urban areas. Write a one page report on the reasons for these changes and social problems in the country that have, or may occur or increase because of these changes.

Assignment 6: Creative Collage – For this assignment you will create a collage using pictures, clippings of text or logos, and any other items you wish (from: magazines, newspapers, advertisements, the internet, personal, etc.) to creatively display a certain “social problem” or issue that we have discussed (or will discuss) in class. The collage should be turned in with a one page summary of the social problem you are displaying, and how the collage depicts and relates to the chosen social problem.

*Assignment 7: Current Events Journal – Throughout the semester you will search newspapers, magazines and news websites on the internet to find a news article about a current event that relates to

the social problem we are discussing that week. Bring your articles to class and students will be invited to share what they have found. You must keep the article that you have cut out or printed off. At the end of the semester you will turn in all of your news articles. You should have a total of 10 news articles covering 10 different issues.

Presentation: Media Application - During the final day of class, students will be divided into groups to present on an assigned music video. You will explain what social problem(s) it represents. You will then outline the theory that you chose to apply to this song, and how it fits the song and social issue discussed. You will have 10 minutes to present (including the time it takes to play your song.) If you would like to use any other media, handouts, PowerPoint, etc, you will need to get a copy to me before the presentation. You will be graded on your detail of the theory, and how well you apply it to the social issue, as well as your presentation style. (Note: all songs and videos must be appropriate for general audiences. In other words, it must be a song that is either edited for radio play, or appropriate for public television.)

Classroom Expectations:

As an instructor, I promise to work hard to: (1) prepare meaningful classes that cover the course material, (2) engage students, (3) help students learn and achieve the outlined objectives of the course, and (4) create a comfortable and enjoyable atmosphere where students feel free to voice their opinions and share their ideas. In return, I expect students to: (1) come to class prepared and on time, (2) be respectful of me and other students (pay attention, turn off electronic devices,) (3) treat other students and their ideas/opinions with civility and respect.

The Sociology Program at Dixie State respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. Due to the nature of the subject, sensitive material will frequently be discussed in this course. All opinions are welcome and encouraged, but should be expressed with tact and discretion out of respect for your peers. I reserve the right as the instructor to stop any conversation I deem inappropriate and/or ask students to leave the classroom if I feel that behavior is inappropriate. Out of common courtesy students should be thoughtful about turn-taking, turning off their cell phones and/or other distracting electronic devices, and arriving to class on time. Unless a student has special needs and provides documentation that their use of above equipment is essential, such use of equipment is not allowed in this classroom. Repeated violations will result in expulsion from the class. Follow this link to view the DSC Disruptive Behavior Policy: <http://new.dixie.edu/reg/?page=spring2011>

Tips:

Students will benefit from attending ALL classes. Pop quizzes and class activities will be given randomly throughout the semester. Questions on all quizzes and exams will come from the instructors lecture, material presented during class, and assigned readings. If you are not in attendance you will miss that information and you will not get credit for the class activities. Coming to class having read the assigned material will help students understand, process and remember course material. DO THE READING!

NOTE: Important college information will be sent to your Rebelmail email account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success at DSC. All DSC students are automatically assigned a Rebelmail email account. If you do not know your user name and password, go to www.dixie.edu and select "Rebelmail" for complete instructions. You will be held responsible for

information sent to your Rebelmail email, so please check it often. (You can set it to forward to another email). All important class information will be sent through Canvas.

Students with Disabilities (Americans with Disabilities Act)

Qualified students with disabilities may be eligible for reasonable accommodations. Proper documentation of a disability is required in order to receive services or accommodations. Any student eligible for and requesting reasonable academic accommodations due to a disability must provide a letter of accommodation to their professor from the Disability Resource Center within the first two weeks of the beginning of classes. Please contact the Center on the main campus to follow through with the documentation process. We are located in the Student Services Center Room #201, or you may call for an appointment and further information regarding the Americans with Disabilities Act (ADA) at 652-7516.

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Extra Credit:

There are three opportunities for extra credit. There will be articles and online media shows made available during the class that students can access from the internet. After reading the article or watching the show, students may write a one-page paper on the subject. They will give an overview of the article or show, as well as a brief discussion about their thoughts regarding the subject and how it applies to the concepts discussed in class. These will be worth five points each.

The final option for extra credit is to complete an internship for the Big Brother/Big Sister Program. This is a one-year commitment. Students agree to spend approximately two hours a week with a youth enrolled in the program. If you choose to do this for extra credit in this class, you will be required to fulfill your duties as a mentor for the Big Brothers Big Sisters Program for the course of the semester, and then write a two page paper, using your experience with this program to explain a social theory discussed in class, (worth 30 points). A report will be given to me at the end of the semester to ensure your participation. (See course website for more details.)

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Academic Dishonesty:

Students of my class are asked to abide by the "Honor System." Under this system, students agree to follow the "Honor Pledge" which states:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

Dixie's student code of conduct stipulates that "infractions" of academic dishonesty include "cheating", "falsification", and "plagiarism" (please refer to the student handbook for full definitions of each) or follow this link to view ALL DSC POLICIES & STATEMENTS: <http://new.dixie.edu/reg/?page=spring2011> . I take academic dishonesty very seriously, and acts of academic dishonesty will not be tolerated. I will follow Dixie State guidelines outlined in The Code of Policies and Procedures for Students at Dixie State College. Students who participate in academically dishonest activities will receive an F for the course at the minimum. If you are caught cheating, even on a 5 point quiz/activity, you will flunk this course and may face stiffer penalties depending upon the nature of the offense. I reserve the right to impose sanctions and handle matters as I see fit.

Disclaimer:

Please note: THIS IS A COURSE ABOUT SOCIETY AND SOCIAL PROBLEMS. We will discuss, study, observe, listen to and view materials related to issues like: politics, child abuse, homosexuality, pornography, drug abuse, race, ethnicity, war, obesity, religion and all of the other subjects listed under "Course Description". All of the material I will show in class will be within the PG-13 rating system, or approved for public television. However, please understand that these are sensitive, graphic, provocative, and sometimes offensive issues.

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Tentative Class Schedule: (The Instructor reserves the right to change this schedule at any time and for any reason during the course of the semester. Any changes will be made known during class.)

<u>Dates</u>	<u>Topic</u>	<u>Readings/Assignments</u>
WEEK 1 (January 9 th)	Introduction/Syllabus/ Social Problems	
WEEK 2 (January 16 th)	Society/Sociology/Social Problems/Theory	Best, xiii
WEEK 3 (January 23 rd)	Theory	Best, 3-40
WEEK 4 (January 30 th)	Health & Illness/ Environment	Best, 41-63
WEEK 5 (February 6 th)	Guest Lecturer	Best, 97 - 105
WEEK 6 (February 13 th)	Media	Best 129-145
WEEK 7 (February 20 th)	Alcohol & Drugs	
WEEK 8 (February 27 th)	Crime & Deviance	Best, 145-158
WEEK 9 (March 6 th)	Family	TBA
WEEK 11 (March 20 th)	Poverty/Work	TBA
WEEK 12 (March 27 th)	Population/Urbanization	TBA
WEEK 13 (April 3 rd)	Education	Silver, 75-78 (Reading 7)
WEEK 14 (April 10 th)	Race & Ethnicity	
WEEK 15	TBA/(Conflict, War & Terrorism)	

(April 17 th)			
WEEK 16 (April 24 th)		Presentations	

Final Exam: Wednesday, May 2nd – 5pm (McDonald 103) ????????

Important Notes:

- I don't give make-up quizzes.
- I don't allow you to make up class activities. They are called class activities because we do them in class. If you are not in class, you can't do them.
- I don't take late work.
- Class activities end up being worth 45 points. That is almost as much as your final exam and final paper. So missing class activities can have a drastic impact on your final grade.
- The final exam is comprehensive.
- I don't accept emailed assignments. You have to submit it through canvas.
- Keep a copy of all of your assignments. Sometimes you lose them, sometimes I lose them. If you have a copy, it's an easy fix. If you come to me at the end of the semester and say, "I turned that assignment in, but you don't have it in the gradebook," I will say, "Great, show me the copy."
- You can contact me through canvas, or email me at ireid@sbhcutah.org.
- The Tentative class schedule is called a tentative class schedule because it's a TENTATIVE class schedule. It WILL change based on our class discussions and various events during the semester. I ALWAYS update students on changes IN CLASS. If you are not in class you will not get those updates. If I change the day of a quiz and you miss it because you weren't in class to get the update... too bad.