

Dixie State College
Sociology 1020: Introduction to Social Problems
Spring – 2012

Instructor: Logan B. Reid **Email:** lreid@swcbh.com
Class-time: Thurs 5:15 – 7:45pm **Classroom:** MCDON – Room 103
Office: Potter Room (McDonald Building) *or* Southwest Behavioral Health Center - 474 W. 200
N. Suite 100 (435) 634-5652 -- Call or email for an appointment.

Required Textbooks:

For this course, assignments and test information will come from the following textbooks:

Social Problems, by Joel Best.

A few copies of the textbook are available in the library to be checked out for one hour.

Course Website:

All course information and assignments can be found on the course website located on the Blackboard Vista platform:

- Go to www.dixie.edu; Under the “Welcome” tab on the left of the page, click “Blackboard Vista”; Log in with your campus username and password, and select “Intro to Sociology”

Course Description:

Fulfills General Education Social & Behavioral Sciences requirement. This course provides an introduction to the basic concepts and analysis of some of the major problems and issues of contemporary society dealing with crime, sexuality, drug abuse, violence, and families, in addition to larger social problems such as war, poverty, race and ethnic relations, population and the environment through lectures, guest speakers, film, writing assignments, and exams. FA, SP. In addition, this course 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 the 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. You may drop your lowest quiz score **and** your lowest pop-quiz score. I encourage students to check their scores carefully, (I am not perfect; I make mistakes). Students have 10 days from the posting of scores to review and question the number of points they have received for the activity/assignment/quiz. For assignments, a written claim/appeal must be turned in before the end of the 10 day grace period. Points and grades will be assigned as follows:

Quizzes (3 of 4 @ 15 points each)	= 45 Points	} 33%
Pop - Quizzes (1 of 2 @ 5 points each)	= 5 Points	
Final Exam	= 50 Points	
Class Activities (10 @ 6 points each)	= 60 Points	} 67%
**Presentation	= 20 Points	
***Media Application	= 50 Points	
*Current Events Journal	= 20 Points	
Other Assignments (5 @ 10 points each)	= 40 Points	
TOTAL	= 300 Points	
<i>Extra Credit (2 @ 5 points each & 1 @ 30 Points)</i>	<i>≥ 40 Points</i>	

- A = 94-100%
- A- = 90 – 93%
- B+ = 87 – 89%
- B = 83 – 86%
- B- = 80 – 82%
- C+ = 77 – 79%
- C = 73 – 76%
- C- = 70 – 72%
- D+ = 67 – 69%
- D = 60 – 66%
- F = 0 – 59%

To calculate your grade: Simply take the total of all of your scores from the assignments we have completed, and divide that number by the total possible points from all of the assignments we have completed. This will give you your percentage.

$$\frac{\text{My Total Score}}{\text{Total Possible Points}} = \text{MY \%}$$

Make-up quizzes/activities **will not be given** except for extreme emergencies and/or Dixie State sanctioned events that are properly documented BEFOREHAND. (i.e. Funerals, valid medical problems, participation in organized University activities.) It is the students' responsibility to notify the instructor two weeks in advance of an absence unless some form of documentation of an emergency is produced by the student. Notification must be made in writing (**no emails, no phone calls**). Follow this link to view the DSC Absences policy: <http://new.dixie.edu/reg/?page=spring2011>

Note: Students are allowed to drop two quizzes. For this reason, no make-up quizzes or assignments will be given unless meeting the criteria of the above statement.

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 be docked an automatic 50% from the assigned grade and can only be turned in the day assignment 7 is due. I DO NOT ACCEPT EMAILED ASSIGNMENTS. You must turn in a hard copy to me in class. 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: Content Analysis of Tobacco Usage in Movies and Television – For this assignment you will look for examples of tobacco usage and advertising in a movie we will watch in class. You will keep a record of how often tobacco is used or advertised in the movie. 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** – Starting January 19th, 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 day. 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 17 news articles covering 14 different issues.

Presentation: Media Application Paper - During the final two day's of class, each student will present their paper from assignment 3. You will explain why you chose this particular song/video, and what social problem it represents. We will then play the music video. 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 class and 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 in this class and 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).

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.

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. 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.)

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.

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 12 th)	Introduction/Syllabus/ Society/Sociology/Social Problems	Best, xiii
WEEK 2 (January 19 th)	Social Problems/Theory	Best, 3-40 Assignment 1 Due Jan. 20th
WEEK 3 (January 26 th)	Theory	Best, 41-63
WEEK 4 (February 2 nd)	Health & Illness/ Environment	Best, 97 - 105 Assignment 4 February 3rd
WEEK 5 (February 9 th)	Alcohol & Drugs	Best 129-145 QUIZ 1 Available Thursday. Due by Monday, 7th @ 8:00am
WEEK 6 (February 16 th)	Media	Best, 145-158
WEEK 7 (February 23 rd)	Crime & Deviance	
WEEK 8 (March 1 st)	Family	TBA QUIZ 2 Available Thursday. Due by Monday, 28th @ 8:00am
WEEK 9 (March 8 th)	Poverty	TBA
WEEK 11 (March 22 nd)	Work	TBA
WEEK 12 (March 29 th)	Education	Silver, 75-78 (Reading 7) QUIZ 3 Available Thursday. Due by Monday, 28th @ 8:00am
WEEK 13 (April 5 th)	Race & Ethnicity	Assignment 6 Due April 7th
WEEK 14 (April 12 ^h)	TBA/(Conflict, War & Terrorism)	
WEEK 14 (April 19 ^h)	Presentations	Assignment 7 Due April 19th QUIZ 4 Available Thursday. Due by Monday, 18th @ 8:00am
WEEK 15 (April 26 th)	Presentations	

Final Exam:

Important Notes:

- I don't give make-up quizzes. If you miss it, you miss it.
- 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 will accept late-work, but only on one designated day during the semester. This is to ensure that I keep everything together and stay organized. So if you didn't do an assignment, you can still get credit for it, just keep track of when I will allow you to hand it in.
- Class activities end up being worth 60 points. That is more than your final exam and final paper. So if you miss one activity it won't hurt you much. If you miss a bunch it will have a drastic impact on your final grade.
- The final exam is comprehensive.
- I don't accept emailed assignments. You have to bring it to me in class the day it is due, or on the day I accept late work.
- 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."
- I don't get emails from blackboard; if you want to contact me, email me at lreid@swcbh.com.
- 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.
- You are responsible for keeping track of your grade in this class. Don't email me and ask me what your grade is. You can figure that out on your own. If you have missed a lot of classes and you aren't sure whether or not we had a class activity on that day, that is your fault not mine. You are responsible for keeping track of what assignments we have done, and what score you received on those assignments.