

SOC 102: Contemporary Social Problems Spring 2019
 CRN: 21046 Tuesday and Thursdays 11:20am to 12:45pm Rm.810

PROFESSOR

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Student hours: Mondays and Wednesdays 8:30 am to 9:30 am

Tuesdays and Thursdays 1pm to 1:30 pm

Online: Monday through Thursdays 1 pm to 3:30pm.

Also available by appointment.

COURSE DESCRIPTION

This course examines contemporary social problems and the process by which competing groups make claims to define phenomena as social problems. Emphasis includes understanding these problems on the societal level, the group level, and from the standpoint of the individual. (C-ID SOCI 115)(CSU, UC)

STUDENT LEARNING OUTCOMES:

1. *Define and apply the basic concepts of sociology including culture, status, roles, norms, institutions, social class, race, gender. (ILO2, ILO3, ILO4, ILO5)*
2. *Distinguish different major sociological theoretical perspectives that explain social behavior. (ILO2, ILO4, ILO5)*
3. *Read, summarize and evaluate peer-reviewed empirical studies. (ILO1, ILO2, ILO3, ILO4)*
4. *Demonstrate the ability to make oral presentations that are organized, rely on evidence and engage the audience. (ILO1, ILO2, ILO4)*

Course Objectives:

1. Define a social problem and be familiar with the key components of the definition.
2. Identify health care as a social problem and explain what constitutes adequate health care in society.
3. Analyze the extent of mental illness in America and the nature of mental illness as a social problem.
4. Analyze alcohol use and abuse in the United States, as well as other patterns of drug use.
5. Recognize the types of crime and criminals in addition to the conditions and causes of crime.
6. Describe the extent of poverty in American society and identify the relationship.
7. Identify the origins of prejudice and discrimination and the consequences of each.
8. Describe the significance of world population growth and immigration that stress the environment.
9. Describe the changing family structure in America and the effects on society.
10. Analyze the success and failures of the American educational system and compare it to other countries.

ESSENTIAL REQUIREMENTS FOR THIS COURSE

- Curiosity about social life and an open mind.
- Participate to your fullest ability and in diverse ways.
- Work hard and strive to improve.
- Be respectful of others, yourself, and the professor.

WHAT YOU SHOULD EXPECT FROM ME

- Understand your needs as students.
- Be available, on time, and motivated to help you learn.
- Create clear and engaging class sessions.
- Grade your work with respect and with the highest academic standards.

COURSE TEXTS/MATERIALS

Social Problems (15th Edition) 15th Edition

by [William Kornblum](#), [Karen T. Seccombe](#), [Joseph Julian](#)

ISBN-13: 978-0133974584 ISBN-10: 0133974588

Other reading materials will be posted on Canvas and/or distributed during class.

Stapler: Yes, you read correctly! Invest in a small stapler. Your work **won't** be accepted unless the pages are stapled together.

HOW THIS COURSE IS ORGANIZED?

I believe that students learn best when presented with a variety of teaching strategies. The class will consist of lectures and plenty of in-class activities like discussions, exercises, debates, small group work, paired work, in-class writing assignments, among other fun activities. So, if you are looking for a class where you just want to show up, sit, and “listen” to the professor; this is not the class you are looking for. I will expect you to be engage and to participate at all times.

GRADED ASSINGMENTS AND COURSE REQUIREMENTS

Grading Based	Total
Contact the Professor!	20
Participation	100
News Articles (11) @10	110
Agency Interview Project	70
Quizzes (5) @ 20 points	100
Final Research Paper	100

Possible Total Points = 500

Contact the Professor (20 points). Getting to know you is the best part of my job. I would like to learn a little bit about you. Therefore, your first “assignment” of the semester is to contact me via Canvas. You will have until the end of **the fourth week of the semester to complete** this assignment. It is worth 20 points! So, plan accordingly. It should take anywhere from 5 to 10 minutes. No late submissions will be accepted.

Participation (100 Points): Research shows that people learn better when they are actively involved in the learning process. Participation is not just showing up to class. So, **what counts towards participation?** showing up regularly and on time, being respectful and sincere in your role as a co-learner, reading carefully, engaging in informed discussions and contributing to the community and student group work. This includes:

- Participation in the group discussions and activities
- Showing up to class regularly and on-time
- Being prepared for every class, having completed the readings
- Being attentive and engaged (Note: I love to see students offering ideas and posing questions;

however, it's just as important to be mindful of what's taking place in class, rather than feeling³ that you must speak during every class period.)

- e. Participating fully in the reflective response writing, paired readings and activities.
- f. Refraining from using and keep your mobile phone and laptop computer out of site during class time (See my policy at the end of the syllabus.).

Think of it this way: You are starting the semester with a solid "A" (100 points) in participation. For each absence, excessive late arrivals, talking out of turn, disturbing the class, using your phone in class, missed assignments, you will lose participation points.

Quizzes: Short scheduled quizzes will ensure that you are on top of your readings and pay attention to class discussion. They will be short and will reward those students who have read and attend class for that day. Quizzes are multiple choices, True/False, short essay responses. **There are no make-ups.** There are 5 quizzes worth 20 points each for a total of 100 points of your final grades.

Current Events-News Articles Summaries: You will be expected to stay on top of the current social problems affecting our society. In order to do this, you will have to be actively searching for news articles (print or online) that discuss the social problem being cover each week of the semester (follow the class calendar). You will read the article thoroughly and write a one-page reflection summary. The summary must be typed and attached to the copy of the article. You will bring your article to class and will work in small groups at least once a week. Make sure that you follow the class calendar to ensure that you come to class ready with your article. If you do not bring an article to class, you will not be able to participate in the article summary activity and you will lose participation points. Additional guidance on how to write your summaries will be provided during class.

Agency Interview Project: In addition to learning about many of the social problems affecting our society and our communities, you will also have the chance to learn about the agencies that are trying to alleviate some of these social problems in our community. You will have the chance to work in a group for this assignment. It will basically consist of identifying an agency in your community that is currently working to solve, address, fight some of the social problems in our community. Do not worry, I will provide a guide with the steps you need to complete this assignment.

Social Problem Research Paper: During the semester, we will be learning about the many social problems affecting the world and our nation. For this project you will have a chance to conduct research in order to learn more about a social problem affecting our community (e.g. homelessness, unemployment, air pollution, high rate of asthma, crime, etc.) This will allow you to not only practice your research skills but will also help you engage with your community. I will be posting a list on some of the social problems affecting our community via Canvas.

Note: Each student's capacity to read, write, and take notes at a college level is assumed. In addition, your written work will be graded not only for mastery of course materials, but for clarity, structure, and presentation (e.g., syntax, style and precision of expression, spelling, punctuation, etc.). The Writing Center has been established specially to assist students with writing projects. Contact them early for help with your assignment.

Extra Credit. You will have opportunities to earn extra credit throughout the course. I will announce extra credit opportunities during class **only!** If you are absent you will miss the announcement. You can ask your classmates for help but do not ask me, as I will not repeat it for you.

Absences and Late Arrivals: Most of us are occasionally absent or late to class. This is understandable and acceptable. However, when this becomes a regular occurrence, it can be disruptive to the flow of the class and the learning community. To reduce this problem, I will keep track of attendance. My policy is straight forward: come to class or your grade will be reduced. To account for illnesses and other unplanned circumstances, you will be allowed two “freebies.” Two instances of being more than 15 minutes late to class will count as an absence. Talk to me if you have an emergency situation.

The instructor as of the first official meeting of that class will drop a student who fails to attend the first meeting of a class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details. Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absence exceed the number of hours the class is scheduled to meet per week may be dropped. Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

Late work will not be accepted. Exceptions will be made only in cases of severe and documented hardship. You must contact me *as soon as* you realize you will not be able to get an assignment in on time. I will review the legitimacy of your petition and decide whether to accept the late work.

“**R-E-S-P-E-C-T**, find out what it means to me.” Classroom discussion should remain civil. We are here to learn from each other. It is difficult to learn from someone who is yelling at you, rolling her/his eyes, grumbling under his/her breath, ignoring you, interrupting you, or engaging in other dismissive behaviors. I do not expect that any of us will be tempted to behave so rudely but it doesn’t hurt to spell out that these things are out-of-bounds in the classroom.

How to use office hours? I enjoy office hours because it is time devoted to working with students one-on-one or in small groups. Examples of how students use office hours are: asking questions about the paper assignments, bringing in paper drafts or just ideas for your paper, sharing personal examples that relate to the class, complaining about something not going well in our class, clarifying your status in class, telling me what learning styles work for you, getting feedback from wanting to know about graduate school, wanting to know about other sociology classes, and wanting to know about career options with a sociology major. As you can see, every one of you has a good reason to come to office hours!

Some of the least effective ways to use office hours is asking “what happened in class” because you missed – if this is the case, get the notes from a classmate and come to me with specific questions and comments.

I am here to help you. If you have outside responsibilities or other potential barriers to completing the work for this course, please come talk to me as soon as possible. **Do not wait until it is too late to get help.**

Additional Campus Rules and Information

Food and Drinks are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs.

Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).

Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Academic honesty in the advancement of knowledge requires that all students and instructors respect the

integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property. There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service

Additional Support Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSP&S)

If you have any disability, either temporary or permanent, which might affect your ability to participate fully in the course, please let me know right away. We can figure out what accommodations will be necessary to provide for equitable participation. Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community

resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Spring 2019 Contemporary Social Problems Class Calendar

Date or Week	Chapter/Topic	Readings and Due Dates
Week 1 February 12/14	Introduction to Class & Syllabus	Read syllabus
Week 2 February 19/21	Read Chapter 1 -Social Problems	Canvas Reading <i>"Sociological Imagination"</i>
Week 3 Feb 26/28	Sociological Perspectives <i>February 28 No Class! Independent Study</i>	
Week 4 March 5/7	Chapter 2 Health and Healthcare	(News Article # 1) <i>Canvas Quiz #1 March 10, 2019</i>
Week 5 March 12/14	Chapter 3 Mental Health Treatment	(News Article # 2)
Week 6 March 19/21	Chapter 4 Alcohol and Other Drugs	(News Article # 3)
Week 7 March 26/28	Chapter 5 Crime and Violence	(News Article # 4) <i>Canvas Quiz # 2 March 31, 2019</i>
Week 8 April 2/4	Chapter 6 Poverty and Affluence	(News Article # 5)
Week 9 April 9/11	Chapter 7 Racism, Prejudice, and Discrimination	(News Article # 6) <i>Canvas Quiz # 3 April 14, 2019</i>
Week 10 April 16/18	Agency Interview Presentations	Agency Interview Project due 4/16/19
Week 11 April 23/25	<i>Spring Break!</i>	
Week 12 April 30- May 2	Chapter 8 Gender and Sexuality	(News Article # 7)
Week 13 May 7/9	Chapter 9 Age and Aging	(News Article # 8) <i>Canvas Quiz # 4 May 12, 2019</i>
Week 14 May 14/16	Chapter 10 The Changing Family	(News Article # 9)
May 21/23	Chapter 11 Problems of Education	(News Article 10)
Week 15 May 28/30	Chapter 13 Population and Immigration	(News Article 11) <i>Canvas Quiz # 5 June 2, 2019</i>
Week 16 June 4/6	Final Research Presentations	Social Problem Research Due June 4