

**SOC 102: Contemporary Social Problems Fall 2017**  
CRN: 10642 Mondays & Wednesdays 8:00am -9:25am Rm. 402

**PROFESSOR**

*Barbara Reyes, M.A.*

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Office Hours: M/W 9:30am to 11:00am, T/TH 3:30pm to 4:00pm

**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.

**THE MAJOR ASSUMPTIONS OF THE COURSE**

• Social justice is worth striving for. Therefore, it is important to study social structures that create inequalities of race, class, and gender. By studying these structures, we can figure out how to disrupt them. (You will not be required to agree with this assumption in order to pass the course; however, you will be asked to understand sociological analyses of inequality.)

• Education doesn't have to be painful in order for us to learn. Learning can be fun; in fact, we probably learn best when our minds and bodies are actively engaged in the learning process.

**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.

I hope that by the end of the term, you will have learned to ask questions about the social world. It is the asking of questions, rather than the finding of answers, that is the most joyous part of the sociologist's job.

## COURSE TEXTS/MATERIALS

### Social Problems (15th Edition) 15th Edition

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

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 given by me. As much as is possible given the constraints of time and room setup, classroom activities will be organized with a hands-on approach, asking students to engage in some of the day-to-day activities of sociologists (including reading, writing, discussion, analysis, and empirical research).

Students will be expected to read and *digest* course materials; the reading load will be manageable and interesting. Discussions, exercises and demonstrations, debates, small group work, paired work, in-class writing assignments, lectures, and reading will be used to explore the major course themes.

## GRADED ASSIGNMENTS AND COURSE REQUIREMENTS

The final grade will be the total score of all graded course assignments.

Grading Based	Total Points
Meet with Professor!	20
Participation	100
News Articles (10) @10	100
Midterm	80
Quizzes (4) @ 25 points	100
Final Research Paper	100

**Possible Total Points = 500**

Grading Scale	
A	500-450 points
B	449-400points
C	399-350points
D	349-300 points
F	299 and below

**Meet with 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 meet with me in my office, which is located in the 1700 building office number 1715. You will have until the end of the third week of the semester to complete this. It is worth 20 points! So plan accordingly. It should take anywhere from 5 to 10 minutes. See office hours at the beginning of the syllabus. Nevertheless, I always enjoy visits and conversations. Please feel free to chat with me before or after class.

**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?**

Engaging in in-class activities and lectures. For example, asking questions, answering questions, providing feedback, sharing experiences, and of course paying attention in class. While introductory courses often utilize a textbook to guide students through the course, for this course the lectures, in-class activities, and short in-class assignments will provide the framework for the course. You should plan to attend all classes in order to receive participation points. There are no make up for in-class activities.

Think of it this way: You are starting the semester with a solid “A” in participation. For each late arrival, talking out of turn, excessive absences (more than 3), disturbing the class, etc., that “A” gets eroded. Do not plan to use time in class to read the newspaper, do crossword puzzles, make your grocery lists, plan your weekend, do homework for other classes, write letters, sleep, flirt, text message friends, update your profile, snapchatting, or catch up with friends. Mentally "checking out" of class in this way will make it difficult to do well in the course. In addition, I will find it *highly annoying*. I will sanction such behavior by taking points off your participation grade. If you have a pressing need to do these things during scheduled class time, do yourself, your classmates and me a favor: do not come to class.

**You are expected to read before coming to class.** In order to be an active participant in the classroom, you must come to lecture and section prepared--even if being prepared means simply having questions about what was utterly confusing to you in the readings! I understand that outside responsibilities and the need to "have a life" often get in the way of finishing your reading.

**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.**

**Out of Class Assignments:** The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

**QUIZZES 4 (25 points each):** 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 responses. There are no make-ups. There are 4 quizzes worth 25 points each for a total of 100 points of your final grades. Scantron and pencil will be required.

**MIDTERM (80 points):** There will be a one-midterm exam. You are expected to be present on the day of the exam. Please bring a Scantron test form and a pencil.

**Current Events-News Articles Summaries (10):** You are expected to search for one newspaper article (print or online), report, or any current research/data that analyzes, focuses, or just reports on the social problem discuss each week of the semester. In addition, you will have to read the article and write a one-page summary about the major argument in the news article, what you learned, and how would you solve the social problem discussed. Summaries must be typed and attached to the copy of the article. Make sure that you follow the class calendar to know when an article is due. Additional guidance on how to write your summaries will be provided during class.

**Research Paper:** Writing is a life skill that you will use the rest of your life; therefore, this class provides you some opportunity to write beyond the multiple-choice exams. Following an analytical framework/guide you will have to write a 3-5 pages research paper about one social problem you feel passionate about; it may be one discussed in the book, or a social problem that is current and affecting our society. At the end of the semester, you will have the chance to present your research to your classmate in a small group setting. Your research paper will not be graded if you do not present.

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 especially 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 and if you are absence on the day I make the extra credit announcement do not ask me, as I will not repeat it for you.

### **Classroom Etiquette and Student's Responsibilities**

**Attendance.** I 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 absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and 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.

**Late arrivals** to class are strongly discouraged. If a late arrival is unavoidable, please enter as quietly and as unobtrusively as you can so that you do not disturb your fellow classmates. If it starts to become a habit (e.g., more than 3 late arrivals), you will lose points off your participation grade.

**"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.

**Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.

**Food and Drink** are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.

**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 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](mailto: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](mailto: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.

**Fall 2017 Contemporary Social Problems  
Class Calendar**

<b>Date or Week</b>	<b>Topic</b>	<b>Readings and Due Dates</b>
Week 1 August 14 & 16	Syllabus & Introduction Social Problems	Read syllabus Reading Chapter 1
Week 2 August 21 & 23	Social Problems Cont. Health and Healthcare	Cont. Read Chapter 2 (article # 1)
Week 3 August 28 & 30	Health and Healthcare Cont.. <i>Last wee to Meet with Professor!</i>	Read Chapter 2 <b>8/28/17 Quiz #1 (Bring Scantron)</b>
Week 4 September 4 & 6	<b>September 4 No CLASS Happy Labor Day!</b> Mental Health Treatment	Read Chapter 3 (Article # 2)
Week 5 September 11 & 13	Alcohol and Other Drugs	Reach Chapter 4 ( <b>Article # 3</b> )
Week 6 September 18 & 20	Crime and Violence	Read Chapter 5 (Article # 4) <b>9/20/17 Quiz # 2 (Bring Scantron)</b>
Week 7 September 25 & 27	Poverty and Affluence	Read Chapter 6 (Article # 5)
Week 8 October 2 & 4	Racism, Prejudice, and Discrimination	Read Chapter 7 (Article # 6)
Week 9 October 9 & 11	Gender and Sexuality <b>10/11/17 MIDTERM (Chapters 1-7)</b>	Chapter 8 (Article # 7)
Week 10 October 16 & 18	An Aging Society	Read Chapter 9 (Article # 8)
Week 11 October 23 & 25	The Changing Family	Read Chapter 10 (Article # 9)
Week 12 Oct. 30 & Nov. 1	Problems of Education	Read Chapter 11 (Article # 10) <b>Quiz # 3 (Bring Scantron)</b>
Week 13 November 6 & 8	Work & the Economy	Read Chapter 12
Week 14 November 13 & 15	Population and Immigration	Read Chapter 13
November 20 & 22	<i>Happy Thanksgiving Break!</i>	
Week 15 November 27 & 29	Technology & Environment War and Global Insecurity	Read Ch. 15 <b>Quiz #4 (Bring Scantron)</b>
Week 16 December 4 & 7	Final Research Small Group Presentations	Research Paper Due 12/4/17

NOTE: This course outline should be considered tentative since some minor changes may be made according to the needs of class, changes will be announce during class.