Sociology 1020: Social Problems
Section 1
Fall 2008
University of Utah

BEH S 102
9:10-10:30 am T Th

Instructor: Rachel Eddington
rachel.eddington@soc.utah.edu
328 BEH S

Office Hours:

Course Description and Objectives

Sociology 1020: Social Problems is a survey course that covers a wide range of issues that we face in society today. This course is also an introduction to some of the main topics and theories of sociology. Students will discuss, read, think, and write on both domestic and international issues. Possible solutions to problems are also a part of the course. At the end of this course students will be able to:

1) Identify problems we face in modern society and understand some of their complexities. Recognize ways these problems affect your own life.
2) Differentiate between and apply the sociological theories of Structural-Functionalism, Conflict, and Symbolic Interactionism to problems as a framework for understanding possible causes, purposes, and solutions.
3) Learn to think critically and creatively about social problems.
4) Be motivated to take individual action to improve the world in which we live.

Text & Readings

Note: feel free to use the 5th edition of this text

Other readings available through e-reserve or in class.
On campus link to course reserve:

If you need off campus access, add this to the beginning of the link above:http://tproxy.lib.utah.edu/login?url=
You will be prompted for your uNID and password.
Course Requirements

Possible Points.

25% = Midterm (250 points)
30% = Final (300 points)
20% = Short Papers
   #1 = 50 points
   #2 = 50 points
   #Final Short Paper (on volunteer work) = 100 points
10% = Chapter Response (4 papers @ 25 points each = 100 points)
10% = Participation/Short Assignments (100 points)
5% = Volunteer Work (50 points)

Total = 1,000 points

Grading Scale

A+ 97-100
A  93-96
A- 90-92
B+ 87-89
B  83-86
B- 80-82
C+ 77-79
C  73-76
C- 70-72
D+ 67-69
D  63-66
D- 60-62
F  below 60

Readings.  Readings and texts for this course have been carefully selected for a purpose. Reading should be done prior to class. There will be surprise reading quizzes given throughout the course.

Late Work.  Assignments are due when called for in class. A late assignment will, if accepted, will lose a minimum of 10% of its total value prior to grading. I do not accept assignments over a week past the due date. No late Chapter Response Papers are accepted. If you will miss an assignment or examination (due to extremely extenuating circumstances) you must notify me prior to your absence. Minimum notice is one week. More is recommended. Assignments sent via e-mail or through Web CT are not accepted.

Examinations. There will be a midterm and a final. The tests may consist of true/false, multiple choice, short answer, and/or essay. The final examination will mostly focus on
the second half of the course, but will include some of the main concepts from the first half.

**Short Papers.** There are three Short Papers which provide you an opportunity to reflect, analyze, and connect social problems to the world we see each day. A high level of writing is required. Rough drafts, papers filled with grammar errors and unclear logic are unacceptable. The papers are brief so your writing must be clear, concise, and organized. Sources must be cited appropriately. Topics are assigned throughout the course and are posted on Blackboard.

These papers should be roughly two full pages in length. Margins need to be 1 inch on all sides, size 12 font, use Times New Roman or a similar font. Outside sources must be cited appropriately.

Papers must be turned in at the beginning of class on the day they are due. E-mailed assignments will not be accepted. Papers turned in later in the class period are considered late.

Consider using the Writing Center (http://www.writingcenter.utah.edu/) for assistance.

**Chapter Response Papers.** There are four Chapter Response papers. Throughout the course choose four chapters of interest. Write a (can go over) one page response to the subject and turn it in on the first day the subject is discussed. Papers turned in after that point will not be accepted. Reflect upon the areas that interest you in the chapter. Papers should be free of grammar mistakes. These papers will not be returned to you unless you make special arrangements.

**Attendance, Class Participation, and In-Class Assignments.** Attendance is a part of this class. Exam material will be taken from both readings and lecture. There will be short assignments given from time to time to be completed (some will be complete during class, others outside of class). If you were absent from class you cannot complete these assignments. Discussion participation will also be reflected in your final grade. Attendance will be taken periodically.

**Volunteer Work.** Students will spend 15 hours volunteering. This volunteer work needs to include the following elements

1. Structured (i.e. through an official organization). Picking up trash in your neighborhood in your spare time doesn’t count.
2. Given to a group in need (doing your roommates dishes for the semester doesn’t count).
3. At least 10 hours must be completed with the same organization. Up to 5 hours can more informal or one-time service such as singing at a rest home, participating in an organized service project, etc. If you already are involved heavily in structured, regular service come and talk to me. See the separate handout available on WebCT for service opportunities and details.
Giving service provides you with an opportunity to stand on the front lines facing society’s problems. I recommend spacing your volunteer work throughout the semester. You will be required to identify where you will be volunteering by fall break. One of your critical thinking papers will be about your volunteer experiences. If you have not volunteered you cannot get credit for the paper.

Class Guidelines

Lecture & Discussion. Class time will be based on both lecture and discussion. Discussion is encouraged, but respect for others’ viewpoints is required. In this course we will discuss some subjects that may be disturbing or have personal meaning to you or your fellow students. Think before you speak. Have an open mind and be willing to consider a new perspective. In many cases none of us will have the “right” answer to a question or problem. If you have personal concerns about the topics covered in the course please discuss them with me in the first two weeks of the class.

A Note on Writing Grading & Quality. I expect a high level of writing to be turned in all written assignments. Papers that receive high marks will be those that are well-thought out, organized, free of mistakes, and those that show both work and thought. All assignments need to be free of grammar mistakes and turned in on time. I suggest taking things to the writing center (http://www.writingcenter.utah.edu/). Staple your papers prior to handing them in.

A Note on Citations. Cite your sources! If the ideas are someone else’s give them credit! It is better to err on the side of citation than to plagiarize. You may use any academic format that you are familiar with (APA, ASA, MLA, etc.) but be complete and consistent in your citations. You must cite within your paper and also include a Reference page. If you have questions see the University of Utah Writing Center or look online. Here’s a good reference that will tell you how to do correct citations in many different styles: http://www.libs.uga.edu/researchcentral/writing/guides.html

Plagiarism. If you plagiarize you will fail the course automatically.

Cell Phones. Turn it off. No texting. If you have an emergency and you need to take a call that’s fine, take your things and leave. Don’t come back into class after you take a call.

Student Athletes. If you are a member of a university athletic team, you must provide me with a schedule of games and team commitments during the first two weeks of the semester.
Extras. I will start on time and I will end on time. It’s early for everyone, please do not be tardy to class and avoid leaving early—it’s rude. Please no loud food or noisy eating. Refrain from surfing the internet and reading the newspaper.

Please make sure that your e-mail address listed with the university is one you check—I will occasionally send out course information through e-mail.

University Guidelines – All university rules will be followed

ADA Statement. If you need accommodations because of a disability please work it out with me and the Center for Disability Services in the first two weeks of the semester. 
http://www.sa.utah.edu/ds

Students will adhere to the policies of the University of Utah. Student and faculty codes may be found:
http://www.admin.utah.edu//ppmanual/8/8-10.html
http://www.admin.utah.edu//ppmanual/8/8-12-4.html

Academic Integrity & Plagiarism. From the University of Utah’s Student Code:

2. “Academic misconduct” includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

a. “Cheating” involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.

b. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.

c. “Plagiarism” means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.
d. “Fabrication” or “falsification” includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.

**Social Problems Course Schedule (Subject to Change)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 13</td>
<td>Social Problems Overview &amp; Theories</td>
<td>Chapter 1 (skip pages 16-22), Mills “Sociological Imagination”</td>
<td></td>
</tr>
<tr>
<td>January 15</td>
<td>Illness and Health Care</td>
<td>Chapter 2</td>
<td>Volunteer Work Q&amp;A</td>
</tr>
<tr>
<td>January 20</td>
<td>Alcohol and Drugs</td>
<td>Chapter 3</td>
<td>Short Paper #1 Due</td>
</tr>
<tr>
<td>January 22</td>
<td>…continued…</td>
<td>Hill “Obesity and the Environment: Where Do We Go from Here?”</td>
<td></td>
</tr>
<tr>
<td>January 27</td>
<td>Crime and Social Control</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>January 29</td>
<td>…continued…</td>
<td>Guest Lecture from Utah State Health Department</td>
<td></td>
</tr>
<tr>
<td>February 3</td>
<td>Environment</td>
<td>Chapter 14</td>
<td><a href="http://www.myfootprint.org">www.myfootprint.org</a></td>
</tr>
<tr>
<td>February 5</td>
<td>…continued…</td>
<td>Kotlowitz “They are, in fact, Just Children”, “Boy, 15, will be arraigned as an adult” (SL Tribune)</td>
<td></td>
</tr>
<tr>
<td>February 10</td>
<td>…continued…</td>
<td>Wendell Berry “The Idea of a Local Economy”, “Scientists expect rising seas will</td>
<td></td>
</tr>
<tr>
<td>February 12</td>
<td>…continued…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Poverty and Inequality</td>
<td>Chapter 6, “Hunger’s grip on Utahns tightening” (<em>SL Tribune</em> April 21, 2008), Play <a href="http://www.freerice.com">www.freerice.com</a></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| February 17 |                         | **Amazing Grace**  
 Chapters 1 p 3-24, *Banker to the Poor* p 40-58                                                |  |
| February 19 | …continued…             |                                                                                                  |  |
| Week 7  | Work and Unemployment  | Chapter 7                                                                                          |  |
| February 24 |                         | **Nickel and Dimed** Intro and Ch. 1 p 1-49  
 Pick one of the following: “Picking up Trash by Hand, and Yearning for Dignity”  
 (*NY Times* September 27, 2007) or “New York Manhole Covers, Forged Barefoot and Sweaty in India”  
 (*NY Times* November 26, 2007)  
  
 Short Paper #2 Due                                           |  |
| February 26 | …continued…             |                                                                                                  |  |
| Week 8  | Family Problems         | Chapter 5                                                                                          |  |
| March 3  |                         | **“Hitting Home”**  
 Turn in where you are doing your volunteer work                                                    |  |
<p>| March 5  | …continued…             |                                                                                                  |  |
| Week 9  | Education &amp; Midterm Review |                                                                                                    |  |
| March 10 |                         | <strong>Midterm</strong>                                                                                         |  |
| March 12 |                         | Chapter 8                                                                                          |  |
| Week 10 | Spring Break            |                                                                                                  |  |
| March 17 |                         |                                                                                                  |  |
| March 19 |                         |                                                                                                  |  |
| Week 11 | …continued…             | <strong>Solutions to Social Problems</strong> “Denmark: Lessons for American”                                     |  |
| March 24 |                         |                                                                                                  |  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 26</td>
<td>Race, Ethnicity, Immigration</td>
<td>Principals and Teachers?” p 125-130</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td><strong>March 31</strong></td>
<td>…continued… “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh <a href="http://case.edu/president/aaction/UnpackingTheKnapsack.pdf">http://case.edu/presiden t/aaction/UnpackingTheKnapsack.pdf</a></td>
</tr>
<tr>
<td>April 2</td>
<td>Gender &amp; Sexuality</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>April 9</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td><strong>April 14</strong></td>
<td>Youth and Aging</td>
</tr>
</tbody>
</table>
| Week 15 | Population Growth and Urbanization | Chapter 13, *Solutions to Social Problems*  
“Suburbia Stays in the Neighborhood” p 183-187 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>April 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 23</td>
<td>Conflict &amp; War</td>
<td>Chapter 16, Wendell Berry “Thoughts in the Presence of Fear”</td>
</tr>
</tbody>
</table>
| Week 16 | Solutions & Volunteering | Wendell Berry “In Distrust of Movements”, “The People We Have Been Waiting For” by Thomas L. Friedman in *The NY Times*  
[http://www.nytimes.com/2007/12/02/opinion/02friedman.html?_r=1&scp=1&sq=The%20people%20we%20have%20been%20waiting%20for&st=cse&oref=slogin](http://www.nytimes.com/2007/12/02/opinion/02friedman.html?_r=1&scp=1&sq=The%20people%20we%20have%20been%20waiting%20for&st=cse&oref=slogin) |
| April 28 | | Last Day to Turn in Chapter Response  
Final Short Paper Due |

**Final Exam**  
**May 4th, Monday**  
**8-10 am**