**Course Overview**
This course is designed to be a secondary introduction to the field of sociology (the first is SOC 1010). You will be exposed to a variety of often-controversial social problems, including issues concerning race/class/gender/sexuality, health, environmental problems, overpopulation, and war, with particular attention paid to the conflict between the powerful and powerless.

**Course Objectives**
At the end of this course, you will have a better sense of what constitutes a social problem. More importantly, you will be able to identify the causes of a diverse array of social problems, why they are identified as such, and who they affect. My ultimate aim is to encourage you to think critically and creatively about why this problems persist in our society and what can be done to manage and solve them. I hope that you will be able to personally gain from a better understanding of these problems, and more importantly, what we can do now to actively contribute to social solutions!

**Required Text**
(Use of an earlier edition of this text is fine.)

Course Requirements and Grading:
Your grade will be based on three non-comprehensive exams, class participation, volunteer experience and one final paper in the following proportions:

- Class participation…………………………………….20%
- 3 Reflection Papers………… (each worth 15%)……..45%
- 3 volunteer hours………………………………………15%
- Final Paper…………………………………………….20%

100%

**Note:** Because we meet just once a week, and because I strongly believe you get something out of attending class, a large portion of your grade is class participation. It is my intention for this to be easy points for anyone that regularly comes to class prepared to have a stimulating discussion on our readings and our personal experiences.
**Assessment of Learning and Assignment Grades:**

**Class Participation** includes actively listening to and engaging in discussions as well as completing assigned readings. Each week you will be assigned an article to read that relates to the textbook material. **You will bring to class two critical comments/questions on the reading,** and I will assess participation in part based on that. This should be easy points for everyone doing the reading, and will help facilitate discussions by guiding me on what to bring up in class.

The **reflection papers** (3-5 pages, double spaced 12pt. font with 1-in. margins, etc.) are designed to give you credit for your grasp of the topics we discuss in class and read about, as well as allow you to critically think about these social problems and your preconceptions of them. **You will choose one aspect of a social problem from a section we have covered in class and address the following:**

1) What is the social problem you have chosen to discuss and why does it interest you?
2) Whom does it affect?
3) How did it arise?
4) Which of the three theoretical paradigms we have discussed best explains its origin and persistence in society?
5) What do you think is the best way to solve the problem? Why?

You will be graded more on content than grammar, but your paper should be coherent and free of excessive errors. Points will be given for addressing ALL of the questions above. Feel free to ask questions about these reactions so you feel prepared to write them. These are informal, be creative and have fun with them.

The **3 volunteer hours** are included to give you some experience with some of our society’s solutions to various social problems. Your final paper will be related to the social problem(s) that correspond to your volunteering. You will turn in the signed form (that I provide for you) the week before you hand in your final paper. You are welcome to volunteer more hours for extra credit: you can earn 5 points for every additional hour (up to 5 hours) which will be added to your exam points. I will provide resources to seek out when choosing where to spend your volunteer hours.

Your **final paper** will be a 5-10 page report on the social problem that corresponds to where you did your volunteering hours. You will address the following in your paper:

1) What is the social problem? What makes it a social problem?
2) What theoretical perspective best explains the origin and persistence of this problem, and why?
3) Does the solution (implemented in where you volunteered) work?
4) What would you change about this solution?

I will grade your final papers based on if you addressed the aforementioned topics in your paper, as well as clarity of your writing and ideas.
**Attendance:**
Class attendance is highly recommended—you will get something out of class when you come. Not only will you find the exams much easier but I hope that we can have some interesting and fun discussions. It’s only once a week so come prepared and have a positive attitude and it won’t be a waste of your time.

**Cheating:**
This may come as a surprise to some of you, but cheating is easy to spot. You will get caught if you cheat, and it will be a hassle for both of us, so please don’t. If you do the reading and come to class you should not have to resort to this to do well.

**Americans with Disabilities Act (ADA) Statement:**
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangement and accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

**Extra credit:**
As stated earlier, you are welcome to receive up to 25 points extra credit for additional volunteer hours (5 points per hour). You can put your additional hours on the form that you hand in the week before you hand in your final paper.
Readings (on e-reserve):


Zimbardo, P. 1972. “The pathology of imprisonment.” Society, 9, 6:
### Course Schedule:

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<th>Wk</th>
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<th>Topic</th>
<th>Textbook</th>
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