**SOCI 2312.001** Contemporary Social Problems

Spring 2019

**Instructor:** M. Faye Hanson-Evans, M.A.

**Office Number:** via Skype. My Skype contact information will be made available to you within our LMS (Blackboard). Skype is free to sign up for and use. NOTE: Some versions of Skype work better in Google Chrome than Mozilla or IE.

**Department Office Number:** The Department of Sociology & Anthropology can be reached at 817-272-2661**.** NOTE:Department staff cannot connect you to me or answer questions about this course.

**Email Address:** mfaye@uta.edu. For reasons of web security, faculty, staff, and students must use their official UT Arlington e-mail address for all university-related business. I do *not* answer emails from non UTA accounts.

I do my best to answer emails Mondays through Fridays 8 - 10 AM & 2- 4 PM. I will *generally* reply within 24 - 48 hours *during the business week.* Exceptions would be holidays/breaks, if I am ill or traveling, or any of the following:

1. I do ***not***answer emails asking questions when the answer has already been provided to you elsewhere (e.g. in class, in this syllabus, in an announcement, in our LMS, and so on). *You must utilize your peers when you miss something in class.*
2. I do ***not*** answer emails that are missing ***any*** of these items:
3. Subject line of your email ***must*** include ***ALL*** of the following: Course title/number/section and a few words about your query/concern (*i.e.* *SOCI 2312.001. Question about Question 12 on Exam 1*).
4. Proper greeting: “*Good morning/afternoon/evening, Professor Faye”*
5. Proper salutation: “*Thank you/Have a nice day/weekend, Your First and Last Name”*

***Psst!*** This isn’t because I don’t want to talk to you! Rather, it’s because professors may teach several *hundred* students each semester. If I cannot tell from the subject line of your email *which* of my courses (and which *section* of that course) you are in, I cannot properly help you. Help me help you! The rest is just proper etiquette!

**Faculty Profile:** <https://www.uta.edu/profiles/mary-hanson-evans>.

**Office Hours:** Office hours will be held via Skype *most* Wednesdays from 2:00 – 3:00 PM. Using Skype, we can speak over the phone or use the video chat option – whichever you prefer. NOTE: Some versions of Skype work better in Google Chrome than Mozilla or IE.

Do not attempt to reach me via Skype outside office hours (I won’t answer if you tried, but you might wake me up and make me crabby and then I’ll know *who you are*).

If my office hours do not work with your schedule – not to worry! In my many years of teaching on campus and online, I have yet to encounter any question or concern that couldn’t be resolved via email!

Office hours will not be held the first week of class, during Spring Break, or during Finals Week.

**Section Information:** SOCI 2312, section 001 (include this in your email subject line *every time* you email me).

**Time and Place of Class Meetings:** Tuesdays and Thursdays 11:00 – 12:20 PM in PKH 113 (Pickard Hall).

**Required Textbooks and Other Course Materials:** This course requires you purchase an ***Interactive*** eBook bundle. Bundles (that include both the Interactive eBook and a physical text) are available at the UTA Bookstore.

If you are comfortable with only an eBook, you can purchase or rent that here: <https://www.vitalsource.com/products/interactive-social-problems-community-policy-anna-leon-guerrero-v9781544351377?term=9781506362700>. If you rent, be sure to rent long enough to review for Exam 3 (5/9 – 5/10).

The first two chapters have been made available to you via the publishers website here: [https://us.sagepub.com/en-us/nam/social-problems/book254109#preview](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fus.sagepub.com%2Fen-us%2Fnam%2Fsocial-problems%2Fbook254109%23preview&data=02%7C01%7Cmfaye%40uta.edu%7Cbcbca677641241198de908d67197bb41%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C636821293842664743&sdata=C1ddcqhw574JdcmBbdw0Q71EjieR4FDQCma9MESX39w%3D&reserved=0). Simply click on the provided links.

**Text Companion Website: Need Help in This Course? Start Here**: The publisher of our text provides a companion website that offers flashcards, learning objectives, additional scholarly articles and research, practice quizzes and more to help you perform well and get even more out of the material. You can access this free site here: [https://edge.sagepub.com/leonguerrero6e](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fedge.sagepub.com%2Fleonguerrero6e&data=02%7C01%7Cmfaye%40uta.edu%7Cbcbca677641241198de908d67197bb41%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C636821293842674743&sdata=woo36LFK3BJpf4iME8n8jbz0uLPt6x5iFAYTmzNUqSs%3D&reserved=0)

**Technological Requirements:** You are required to have access to reliable internet service and an electronic device (computer/laptop/tablet) with an operating system that is *fully compatible* with Blackboard 9.1. Exams are taken in Blackboard. Signature Assignments are submitted in Blackboard.

NOTE: Some of our Exercises will be conducted *in class* using a laptop or tablet that can access your Interactive eBook and Blackboard – be sure to bring your device with you to *every* class. If you do not have access to a device that you can bring to class, please let me know *immediately*.

NOTE: **Recording Lectures:** Some classrooms are equipped with technology to record our course lectures. Under such circumstances, it is my discretion (a) whether to make such videos available to students, and (b) when to make them available. In short, I reserve the right to not release them at all. Without an official documented accommodation from the university, personally recording my lectures is ***strictly prohibited***. Doing so without my explicit consent violates my intellectual property rights and I actively pursue individuals who this violate this to the fullest extent of the law.

NOTE: **Taking (and Selling) Notes:** Taking notes for distribution outside the classroom (e.g., for companies that sell lecture notes to students) is also ***strictly prohibited*** and will also be prosecuted to the fullest extent of the law.

NOTE: Unless we are explicitly using them for an exercise, you are required to place your electronic devices (e.g., cell phone, laptops, tablets) on silent, vibrate, and inaccessible.

**Description of Course Content:** This course is designed as a *student-centered learning* course and offers a survey of contemporary social problems in the United States. Emphasis is placed on applying different theoretical perspectives and systematic procedures to understand social problems as public issues rather than personal problems. Some of the areas within sociology that we will learn about in this course include; what constitutes a social problem, how sociologists research, explain and predict social problems, and how various statuses and institutions of social life (i.e. social class, race and ethnicity, sexual orientation, families, work, media, the economy, the criminal justice system, and more) *affect* and *are affected by* social problems. There are few (if any) aspects of social life that are not studied in sociology. We will learn about the sociological approach to social problems and many more ‘hot button’ topics facing our society. This course is designed for both sociology majors and non-majors.

**What is a Student-Centered Learning Course?** *Student-centered learning* courses are designed to encourage and develop students’ abilities and skills to become life-long and independent learners. Throughout this *student-centered learning* course, you will not simply read, listen to a lecture and then take an exam every so often. In this *student-centered learning course*, you will be actively engaged in [higher order thinking](http://www.ascd.org/publications/books/104428/chapters/Higher-Order_Thinking.aspx) and [autonomous learning](http://extra.shu.ac.uk/cetl/cpla/whatislearnerautonomy.html) while in class and when completing each of the course requirements.

**Core Curriculum Course:** *Lucky You!*This course satisfies the University of Texas at Arlington’s Core Curriculum requirement in Social and Behavioral Sciences. Courses in this category focus on the application of scientific methods in the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

**General Learning Objectives:** As a core course in Social and Behavioral Sciences, this course addresses the following four objectives:

1. ***Critical Thinking Skills***: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. ***Communication Skills***: To include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. ***Empirical and Quantitative Skills***: To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
4. ***Social Responsibility***: To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

**Learning Outcomes in Relation to Learning Objectives:**

Objective #1: Critical Thinking Skills

***Outcomes:***

1. Students will be able to compare and contrast foundational theoretical perspectives of sociology.
2. Students will be able to identify and discuss evidence of a social problem related to one of the following: deviance, inequalities, social institutions, well-being, modernization, or globalization.
3. Students will be able to compare and contrast structural functionalist, conflict, and symbolic interactionist explanations of the causes of a social problem.
4. Students will be able to propose patterns in the multiple causes of a social problem.
5. Students will be able to propose a possible solution to a social problem that accounts for the complex linkages between individual experiences and broader institutional forces.

***Learning Venue:*** Readings, Exercises, In Class Discussions

***Assessment Method:*** Exams, Signature Assignments 1, 2, and 3 (see Appendix A)

Objective #2: Communication Skills

***Outcomes:***

1. Students will develop written and oral communication skills in relation to social problems.

***Learning Venue:*** Readings, Weekly Exercises, In Class Discussions

***Assessment Method:*** Exams, Signature Assignments 1, 2, and 3 (see Appendix A; assesses written communication only)

Objective #3: Empirical and Quantitative Skills

***Outcomes****:*

1. Students will be able to state a hypothesis about a social problem.
2. Students will be able to perform a bivariate analysis and describe the empirical findings related to a social problem.

***Learning Venue:*** Readings, Exercises, In Class Discussions

***Assessment Method:*** Exams, Signature Assignment 1 (see Appendix A)

Objective #4: Social Responsibility

***Outcomes:***

1. Students will be able to identify specific actions private citizens, businesses, community organizations, and government can take in resolving the social problem.
2. Students will be able to identify what issues of fairness are raised by a selected social problem.
3. Students will be able to discuss how the implementation of a new policy might shape the balance of power and the quality of life among different groups in society.

***Learning Venue:*** Readings, Exercises, In Class Discussions

***Assessment Method:*** Exams, Signature Assignment 3 (see Appendix A)

**Descriptions of Major Assignments and Examinations:**

**3 Exams**: Each exam covers four chapters, consists of 60 questions, and each is worth up to 25 points. All Exams are taken in our LMS (Blackboard). Exams must be completed in one sitting and cannot be started and then resumed at a later time. Exams are *randomly generated* from larger test pools such that no two students will have: the same questions, or (if a question is randomly duplicated) no questions in the same order; and, no answer options in the same order. All exams, however, have the same number of questions per chapter and the same number of questions with the same level of difficulty within each chapter (e.g. 5 easy, 5 medium, 5 enhanced) and cover the same material.

**3 Signature Assignments:** Signature Assignments are written analyses covering the required core course curriculum learning objectives. Signature Assignments are ***mandated*** (required) by the State of Texas, and each written analysis covers a different objective (see the Appendix in this syllabus). Signature Assignments are required to be run through a plagiarism checker (provided to you). Each Signature Assignment is worth 2 points. All Signature Assignments are submitted in our LMS (Blackboard). Instructions and Rubrics for Signature Assignments are found in the Appendix to this syllabus.

NOTE: If you do not complete ***all three*** Signature Assignments, you cannot earn a passing grade in the course (which means I then enter a final grade of “I” or “F” at ***my*** discretion – and my discretion is wholly dependent on your performance in the rest of the course).

**10 Exercises**: 10 Exercise opportunities will be provided to you during this course, each is worth 2 points. Exercises *may* include (but are not *limited* to): your brief analysis of a recent news article; in-class discussions; viewing a documentary and offering an analysis; watching brief videos and taking a short quiz, and more. Most Exercises are two-part exercises (meaning they require you to participate on both days or in both parts of the activity) and you must ***fully*** complete ***both*** parts of an Exercise to earn full credit for it. This is to explicitly “encourage” you to attend class. \*See the section on attendance for more details.

**Attendance:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance.

*As the instructor of this section, I do not take attendance. However, from the Exercises section (above), you can infer that if you’re not attending and participating in class, you’re not able to earn all possible points in this course.*

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Grading**: NOTE: I do *not* calculate grades for you, this is *your* responsibility. NOTE: I do *not* keep track of what work you have submitted/need to make up, this is also your responsibility. NOTE: Students are required to keep track of their performance/grades/submitted work/items to be made up/ throughout the semester. Students are required to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

**How to Determine Your Performance at any Point in the Course**: Add up the points you have *earned* to date and divide them by the total number of points *possible* up to that point. Magic!

For example, in Blackboard you see that we’ve taken one exam, completed three Exercises, and submitted one Signature Assignment. Each exam is worth 25 points, each Exercise is worth 2 points, and each Signature Assignment is worth 2 points. Say you earned 23/25 points on your exam, 4/6 points on Exercises, and 2/2 points on your Signature Assignment. Add up the points you’ve earned (29) and divide them by the total number of points possible so far in the course (33). 29/33 = 87.87 (a “B”). This is how to track your performance in the course. *I will not do this for you – it is your responsibility*.

**How Your Final Grade will be Calculated**: Each course component is worth points. I will add up all the points you have earned, and that is your final grade in this course. More Magic!

Here is the grading point scale for this course:

**A** = 90 – 100+ total points; **B** = 80 – 89 total pts; **C** = 70 – 79 total pts; **D** = 60 – 69 total pts; **F** = 59 or fewer pts

NOTE: Remember the Signature Assignments are ***mandated*** by the State of Texas. This means that if you do not complete ***all three*** Signature Assignments, you cannot earn a passing grade in this course (which means I will enter a final grade of “I” or “F” at ***my*** discretion – which is wholly dependent on your performance in the rest of the course).

NOTE: By now, you realize that I offer a total of 101 points in this course. Good news! I total your points on a 100 point scale. This means that extra pointcan help improve your final grade! I have also hidden an opportunity for extra credit in this syllabus.

Final grades for this course will appear in your My Mav Student Center once they are designated official by the Office of Records. Use this link to find out this information for other and future courses: <http://www.uta.edu/records/calendars/grade-reports.php>

**Make-Up Policy: Why Would You Need a Make-Up Policy?** Did you know that *1 in 5* students will experience homelessness or food insecurity while in college? Did you know that *1 in 4* students will experience sexual assault or domestic/relationship violence while in college? Did you know that 70% of UTA students work *half time or more* to make ends meet while completing their degrees? ***This is why I offer a make-up policy for this course****.*

If you are dealing with homelessness or food insecurity or another serious situation, please contact me immediately. I will do absolutely do everything in my power to help you succeed in this course. The university has resources and programs that may be able to help you, and I can put you in touch with them.

However, if you choose to embark on a recreational activity during the semester (vacations, cruises, family weekends, reunions, honeymoons, or any other similar activity) you should (as in life) plan accordingly, work ahead, and make arrangements while on your recreational activity to submit them by their deadlines or plan to submit them during the designated Make-Up dates (check the Course Calendar for these dates & deadlines). NOTE: Exercises cannot be made up if you are not physically present to participate in them.

**The Make-Up Policy for this course is as follows:**

 **EXAMS**

Exam 1 ***OR*** Exam 2 (but ***NOT*** Exam 3) can be *made up* if you’ve missed their deadline for *any* reason. Exam 3 ***cannot*** be made up.

NOTE: You do not need to notify me you will miss an exam ***UNLESS*** you’re experiencing an extreme or serious situation (see above) ***OR*** at risk of exceeding any portion of the Make-Up Policy for this course.

NOTE**:** *Exams cannot be retaken to improve your score* – so be prepared before you begin!

NOTE**:** Be sure to take your exams over a secure and stable internet connection. Any technical difficulties arising that require me to reset your exam result in the *automatic generation of entirely new test questions*.

**SIGNATURE ASSIGNMENTS**

Signature Assignments 1 ***OR*** 2 (but ***NOT*** Signature Assignment 3) can be made up if you’ve missed their deadline for any reason. Signature Assignment 3 ***cannot*** be made up.

NOTE**:** Signature Assignments are required by the state of Texas.

NOTE: You do not need to notify me you will miss a deadline for a Signature Assignment ***UNLESS*** you’re experiencing an extreme or serious situation (see above) ***OR*** at risk of exceeding any portion of the Make-Up Policy for this course.

NOTE: If you do not complete all three Signature Assignments, you cannot earn a passing grade in the course (which means I enter a final grade of “I” or “F” at ***my*** discretion – which is wholly dependent on your performance in the rest of the course).

 **EXERCISES**

NOTE**:** Exercises ***CANNOT*** be made up if missed. Most exercises are ***two-part*** exercises (meaning they happen over two class periods or in two parts). However, partial credit can be earned for exercises not *fully* completed (if you’re not here for both days of the activity). However, I will not let you know in advance when I will assign an exercise.

**Expectations for Out-of-Class Study**: A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit face-to-face course might have a minimum expectation of 9 hours of reading, study, etc. Students enrolled in this course should expect to spend *at least 9 hours* per week of their own time in course-related exercises, including: learning how to navigate the course; learning how to access and submit assignments in the LMS; taking notes, reading, watching, or listening to required materials, completing assignments, preparing for quizzes/exams, etc.

**Grade Grievances**: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For undergraduate courses, see [http://catalog.uta.edu/academicregulations/grades/ - undergraduatetext](http://catalog.uta.edu/academicregulations/grades/#undergraduatetext). For student complaints, see <http://www.uta.edu/deanofstudents/complaints/index.php>.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering.

**Students will not be Automatically Dropped for Non-Attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** <http://www.uta.edu/disability/> or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or exercises it operates. For more information, visit [uta.edu/eos](http://www.uta.edu/hr/eos/index.php).

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or exercises; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code: *I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

**NOTE**: Suspected violations of academic integrity/honesty in ***this*** course are ***immediately*** reported to the Office of Community Standards. The academic penalty I assess for students found guilty of committing academic dishonesty in ***this*** course is a final grade of “F” for the ***entire*** course.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. *I offer 1 extra credit point (added to your final grade) for the thoughtful completion of the SFS. In order to earn this extra credit, you must send me an email that includes all of the following: a subject line that reads “SFS for SOCI 2312.001” and a screen shot/confirmation of completion along with your first and last name as it appears in Blackboard* *before access to the SFS ends.* Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located outside our classroom door in either direction. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Students, faculty and staff should subscribe to the MavAlert system that will send information to their cell phones or email accounts in case of an emergency. Anyone can subscribe for free at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

**Active Shooter:** The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by UTA Police regarding the options and strategies we can all use to stay safe during difficult situations. <https://police.uta.edu/activeshooter>.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/studentsuccess/learning-center/utsi/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/studentsuccess/learning-center/mcnair-scholars/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php>

**The** [**IDEAS Center**](https://www.uta.edu/ideas/)(2nd Floor of Central Library): offers **FREE** [tutoring](https://www.uta.edu/ideas/services/tutoring/index.php) to ***all*** students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at [https://uta.mywconline.com](https://uta.mywconline.com/). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Course Schedule of Topics**

“*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –– M. Faye Hanson-Evans.”*

Signature Assignments will open on a Tuesday and are due the *following* Tuesday (***before*** 11:59 PM).

Exams open on a Thursday and must be submitted Friday (***before*** 11:59 PM).\*see Exams below.

Check the Course Calendar in Blackboard *carefully* for Exam and Signature Assignment availability and deadlines.

Week 1 1/15 & 1/17 Chapter 1: Sociology & the Study of Social Problems

Week 2 1/22 & 1/24 Chapter 2: Social Class

Week 3 1/29 & 1/31 Chapter 3: Race & Ethnicity

Week 4 2/5 & 2/7 Chapter 5: Sexual Orientation

Week 5 2/12 & 2/14 Signature Assignment #1 opens & Exam 1 (Chapters 1, 2, 3, 5)

Week 6 2/19 & 2/21 Chapter 7: Families & Signature Assignment #1 due.

Week 7 2/26 & 2/28 Chapter 8: Education

Week 8 3/5 & 3/7 Chapter 9: Work & the Economy

Week 9 3/12 & 3/14 Spring Break: Enjoy!

Week 10 3/19 & 3/21 Chapter 11: The Media

Week 11 3/26 & 3/28 Signature Assignment #2 opens & Exam 2 (Chapters 7, 8, 9, 11)

Week 12 4/2 & 4/4 Chapter 13: Crime & Criminal Justice

Week 13 4/9 & 4/11 Chapter 15: The Environment

Week 14 4/16 & 4/18 Chapter 16: War & Terrorism

Week 15 4/23 & 4/25 Chapter 17: Social Problems & Social Action

Week 16 4/30 & 5/2 Make-Ups & Signature Assignment 3 opens

Week 17 (Finals Week) Signature Assignment #3 due & Exam 3 (Chapters 13, 15, 16, 17)

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

APPENDIX A: Social Problems (SOCI 2312) SIGNATURE ASSIGNMENTS AND GRADING RUBRICS

**Signature Assignment #1 – Empirical and Quantitative Skills Assignment**

Students will prepare a brief research report related to a social problem of their choosing using data from the General Social Survey and the GSS’s Data Explorer tool (<http://gss.norc.org/>). They will upload this essay into Blackboard. The report should be approximately two to three pages in length.

In this report, students are required to do each of the following:

* Students will clearly identify the social problem addressed in their report, which should be related to one of the following: deviance, inequalities, social institutions, well-being, modernization, or globalization (concept from rubric: identification).
* Students will clearly identify two variables from the GSS that they will include in their analysis. One of these variables must be related to their selected social problem. Students will explain how this variable is related to their selected social problem. Students will also propose a hypothesis about the relationship between the two variables (concept from rubric: assimilation).
* Students will use the GSS Data Explorer to perform a bivariate analysis (concept from rubric: analysis).
* Students will present a table or graph from their analysis using the GSS Data Explorer and briefly describe the relationship, if any, between the two variables (concept from rubric: presentation).
* Students will draw a conclusion about the relationship between the two variables and provide a short summary of their findings (concept from rubric: application).

**Empirical and Quantitative Skills Rubric for Signature Assignment #1**

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| **Point Value** | **Detailed Description of Point Assessment** | **Simple Explanation** |
| 5 | A report scoring a 5 demonstrates the following:* **Identification**: The purpose, components, and variables of the investigation/project are clearly identified.
* **Assimilation**: The information that is required for an analysis of all investigative components is clearly evident. If applicable, values are correctly translated into variables and all necessary formulas are present.
* **Analysis:** All investigative or quantitative components are methodically scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and well integrated into the final product. Any notation is consistent and well defined.
* **Presentation**: A concise summary of the analysis is presented. The presented information is correct, of high quality, and the terminology/figures are accurate and easy to understand. All visual representations of evidence are well-scaled and well represent the analysis findings.
* **Application**: The coherent integration of all steps of the investigation lead to an accurate, complete, relevant conclusion that is relative to the initial investigative statement.
 | Excellent |
| 4 | A report scoring a 4 demonstrates the following: * **Identification:** The purpose, components, and variables of the investigation/project are clearly identified.
* **Assimilation:** The information that is required for an analysis of all investigative components is evident. If applicable, most values are correctly translated into variables and all necessary formulas are present.
* **Analysis:** All investigative or quantitative components are scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and mostly integrated into the final product. Any notation is consistent and well defined.
* **Presentation:** A good summary of the analysis is presented. The presented information is correct, of good quality, and the terminology/figures are accurate and easy to understand. Most visual representations of evidence are well-scaled and/or well represent the analysis findings.
* **Application:** The coherent integration of all steps of the investigation lead to an accurate, mostly complete, relevant conclusion that is relative to the initial investigative statement.
 | Good |
| 3 | A report scoring a 3 demonstrates the following: * **Identification:** The purpose, components, and variables of the investigation/project are mostly identified.
* **Assimilation:** The information that is required for an analysis of all investigative components is mostly evident. If applicable, some values are correctly translated into variables and most necessary formulas are present.
* **Analysis:** All investigative or quantitative components are somewhat scrutinized. The steps followed are mostly logical and relevant to the desired result. The proper tools/ technology were mostly used and somewhat integrated into the final product. Any notation is mostly consistent and defined.
* **Presentation:** A summary of the analysis is presented. The presented information is mostly correct, of good quality, and the terminology/figures are mostly accurate and easy to understand. Most visual representations of evidence are acceptably scaled and represent the analysis findings.
* **Application:** The coherent integration of most steps of the investigation lead to an accurate, mostly complete, acceptable conclusion that is relative to the initial investigative statement.
 | Competent |
| 2 | A report scoring a 2 demonstrates the following: * **Identification:** The purpose, components, and variables of the investigation/project are somewhat identified.
* **Assimilation:** The information that is required for an analysis of all investigative components is somewhat evident. If applicable, values are incorrectly translated into variables and some necessary formulas are present.
* **Analysis:** Some investigative or quantitative components are scrutinized. Some steps followed are somewhat logical and relevant to the desired result. The proper tools/ technology were somewhat used and not integrated into the final product. Any notation is somewhat consistent but not defined.
* **Presentation:** A partial summary of the analysis is presented. The presented information is somewhat correct, of adequate quality, and the terminology/figures are somewhat accurate and relatively easy to understand. Some visual representations of evidence are acceptably scaled and represent the analysis findings.
* **Application:** The integration of most steps of the investigation lead to a somewhat accurate, partially complete conclusion that is relative to the initial investigative statement.
 | Marginal |
| 1 | A report scoring a 1 demonstrates the following: * **Identification:** The purpose, components, and variables of the investigation/project are not identified.
* **Assimilation:** The information that is required for an analysis of all investigative components is not evident. If applicable, values are incorrectly translated into variables and no necessary formulas are present.
* **Analysis:** Most investigative or quantitative components are not scrutinized. The steps followed are illogical and/or irrelevant to the desired result. The proper tools/ technology were not used and/or integrated into the final product. Any notation is not consistent and not defined.
* **Presentation:** A summary of the analysis is either inadequately presented or not presented at all. The presented information is mostly incorrect, and/or of poor quality, and/or the terminology/figures are inaccurate and/or hard to understand. Few or no visual representations of evidence are acceptably scaled/ represent the analysis findings.
* **Application:** The integration does not include all steps of the investigation and does not lead to an accurate, nor complete conclusion that relates to the initial investigative argument.
 | Poor |

This rubric is from “General Education Competency Information including Rubrics 2012-2013” (Amarillo College).

**Signature Assignment #2 – Critical Thinking and Communication Essay**

Students will write an essay that is approximately three pages in length. They will upload this essay into Blackboard. In this essay, students will identify and discuss a social problem of their choice. The social problem should be related to one of the following: deviance, inequalities, social institutions, well-being, modernization, or globalization.

In their essay, students must do each of the following (related to critical thinking):

* Identify and discuss evidence of the social problem (concept from rubric: inquiry)
* Compare and contrast structural functionalist, conflict, and symbolic interactionist explanations of the causes of the selected social problem (concept from rubric: analysis)
* Propose a pattern or patterns in the multiple causes of the selected social problem (concept from rubric: synthesis)
* Propose a possible solution to the social problem (concept from rubric: product).

Students must also do each of the following (related to communication):

* The essay must be grammatically correct with appropriate word choice, tone, and sentence structure.
* The student should use appropriate sources and documentation.
* The essay should be effectively organized with a logical order overall as well as being well-ordered within each section and having good transitions between sections.
* The essay should begin with an introduction that identifies the social problem and provides a brief outline for the essay.
* The body of the essay should focus on evidence of the social problem, causes, patterns among causes, and solutions.
* The essay should end with a conclusion statement.

**Critical Thinking Rubric for Signature Assignment #2**

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| **Point Value** | **Detailed Description of Point Assessment** | **Simple Explanation** |
| 5 | An essay scoring a 5 consistently demonstrates the following:* **Inquiry**: An exceptional examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.
* **Analysis:** Identifies and presents exceptional explanations of complex analyses OR identifies and promotes novel or alternative problem-solving methods.
* **Synthesis**: Identifies, organizes, and evaluates exceptional arguments OR presents well connected and holistically transformed ideas into original concepts.
* **Product:** Follows the evidence to present unambiguous conclusions, solutions, and/or products OR transforms the evidence/takes an innovative approach to a task to present innovative and novel conclusions, solutions, and/or products.
 | Excellent |
| 4 | An essay scoring a 4 demonstrates the following:* **Inquiry**: A thorough examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.
* **Analysis**: Identifies and presents thorough explanations of complex analyses OR identifies novel or alternative problem-solving methods.
* **Synthesis**: Identifies, organizes, and evaluates thorough arguments OR presents obviously connected ideas.
* **Product:** Follows the evidence to present unambiguous conclusions, solutions, and/or products OR transforms the evidence/takes an innovative approach to a task to present innovative and novel conclusions, solutions, and/or products.
 | Good |
| 3 | An essay scoring a 3 demonstrates the following:* **Inquiry**: An accurate examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.
* **Analysis**: Identifies and presents accurate explanations of complex analyses OR identifies appropriate problem-solving methods.
* **Synthesis**: Identifies, organizes, and evaluates accurate arguments OR presents connected ideas.
* **Product**: Follows the evidence to present mostly unambiguous conclusions, solutions, and/or products OR effectively uses the evidence/effectively approaches a task to present conclusions, solutions, and/or products.
 | Competent |
| 2 | An essay scoring a 2 demonstrates the following:* **Inquiry**: An incomplete examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.
* **Analysis**: Identifies and presents incomplete explanations of complex analyses OR identifies inadequate problem-solving methods.
* **Synthesis**: Identifies, organizes, and evaluates incomplete arguments OR presents weakly connected ideas.
* **Product**: Somewhat follows the evidence to present unambiguous conclusions, solutions, and/or products OR somewhat uses the evidence/takes a somewhat effective approach to a task to present conclusions, solutions, and/or products.
 | Marginal |
| 1 | An essay scoring a 1 demonstrates the following:* **Inquiry**: No examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.
* **Analysis**: Does not identify or present explanations of complex analyses OR does not identify appropriate problem-solving methods.
 | Poor |

This rubric is from “General Education Competency Information including Rubrics 2012-2013” (Amarillo College).

**Communication Rubric for Signature Assignment #2**

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| **Point Value** | **Detailed Description of Point Assessment** | **Simple Explanation** |
| 5 | An essay scoring a 5 demonstrates the following: * **Focus**: Includes all elements that build upon the thesis
* **Organization**: Has an effectively creative pattern of development
* **Assignment’s Requirements**: Enhances the assignment
* **Style**: Has a flair for style with sustained grammatical accuracy
 | Excellent |
| 4 | An essay scoring a 4 demonstrates the following: * Focus: Includes all elements that effectively support the thesis
* Organization: Has a clear and consistent pattern of development
* **Assignment’s Requirements**: Responds clearly to the assignment
* **Style**: Has an effective style for the rhetorical situation with few interfering sentence-level errors.
 | Good |
| 3 | An essay scoring a 3 demonstrates the following: * **Focus**: Has a clear thesis but one or two digressive or unsupportive elements
* **Organization**: Has a few minor problems (missing transition, short introduction and/or conclusion, etc.)
* **Assignment’s Requirements**: Meets the assignment’s requirements
* **Style**: Has an inconsistent style and/or sentence-level errors, but meaning is not compromised.
 | Competent |
| 2 | An essay scoring a 2 demonstrates the following: * **Focus**: Involves a missing thesis and/or insufficient support
* **Organization**: Involves missing transitions, introduction, and/or conclusion
* **Assignment’s Requirements:** Ignores several requirements
* **Style**: Has an obstructive style and/or contains sentence-level errors that begin to hoard the reader’s attention.
 | Marginal |
| 1 | An essay scoring a 1 demonstrates the following: * **Focus**: Involves a missing thesis, no support, and/or plagiarized evidence
* **Organization**: Rambles from one thing to another with no attempt at a consistent development
* **Assignment’s Requirements**: Does not meet the majority of requirements
* **Style**: Has an offensive style and/or includes sentence-level errors that are glaring throughout the paper and meaning is lost.
 | Poor |

This rubric is from “General Education Competency Information including Rubrics 2012-2013” (Amarillo College).

**Signature Assignment #3 – Social Responsibility Essay**

Students will write an essay that is approximately three pages in length. They will upload this essay into Blackboard. In this essay, students will identify and discuss a social problem of their choice.

In their essay, students must address a set of questions related to citizenship, social justice, and ecology (related to social responsibility). These include:

* What specific actions should private citizens, businesses, community organizations, and government take in resolving the selected social problem (concept from rubric: citizenship)?
* What issues of fairness are raised by the selected social problem (concept from rubric: social justice)?
* How might the implementation of a new policy shape the balance of power and the quality of life among different groups in society (concept from rubric: ecology)?

**Social Responsibility Rubric for Signature Assignment #3**

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| **Point Value** | **Detailed Description of Point Assessment** | **Simple Explanation** |
| 5 | An essay scoring a 5 consistently demonstrates one or more of the following: * **Citizenship**: Demonstrates orally, in writing, and/or through projects and an understanding of the citizen’s proactive role in society, such as participating in the democratic process and contributing to one’s community AND/OR demonstrates orally, in writing, and/or through activities a clear inclination to participate in the democratic process and contribute to the community.
* **Social Justice**: Demonstrates orally, in writing and/or projects the ability to evaluate the issues of fairness, prejudice, discrimination, and ethical behaviors on the basis of critical thinking and the use of data and scientific information AND/OR demonstrates through projects and interactions in class and in the field the treatment of others in a fair, non-discriminatory manner while demonstrating respect and value for cultural diversity and differences.
* **Ecology**: Demonstrates orally and/or in writing clear understanding of the larger ecological issues related to the interaction or people, environment, science and technology. Understands how actions of individuals, businesses, governments, etc., impact that balance AND/OR participates in projects or activities that demonstrate appreciation and caring for the environment.
 | Excellent |
| 4 | An essay scoring a 4 demonstrates one or more of the following: * **Citizenship**: Demonstrates some awareness of the citizen’s role in society. However, is struggling with how important that role might be and the importance of one person within the system. Is open to further learning and improvement AND/OR demonstrates some inclination to participate in the democratic process. Contributes to the community and is open to further learning and improvement.
* **Social Justice**: Demonstrates some ability to access and evaluate issues and evaluate issues of fairness, prejudice, discrimination and ethical behavior based upon critical thinking and use of data and scientific information AND/OR mostly treats others in a fair, non-discriminatory manner. Mostly demonstrates respect and values cultural diversity and differences. However, is still uncertain about many circumstances and is developing further about these issues.
* **Ecology**: Demonstrates some understanding of ecological issues related to the interaction of people, environment, science and technology. Struggles to understand how individuals and institutional actions impact ecological balance. Is interested and open to learn more AND/OR demonstrates some appreciation and caring for the environment through projects or activities.
 | Good |
| 3 | An essay scoring a 3 demonstrates one or more of the following: * **Citizenship**: Demonstrates elementary level of awareness of the citizen’s role in society. Gives little consideration to the importance or impact of the individual in society AND/OR demonstrates some reluctance to participate in the democratic process but displays some openness to further learning and improvement.
* **Social Justice**: Demonstrates elementary abilities in assessing issues of fairness, prejudice, discrimination and ethical behaviors based upon critical thinking and the use of data and scientific information AND/OR Shows signs of being unaware, disrespectful, and / or biased toward people of different backgrounds and life styles. However, is in elementary stage of awareness of this and is willing to learn more about these issues.
* **Ecology**: Demonstrates limited understanding of ecological issues related to the interaction of people, environment, science and technology. However, is interested in learning more about such interactions AND/OR demonstrates limited appreciation and caring for the environment.
 | Competent |
| 2 | An essay scoring a 2 demonstrates one or more of the following: * **Citizenship**: Demonstrates very poor understanding and / or clear misunderstanding of the citizen’s role in society AND/OR ignores any responsibility to participate in the democratic process. Reluctant to learn and improve in this area.
* **Social Justice**: Clearly cannot assess and evaluate issues of fairness, prejudice, discrimination, and ethical behaviors based upon critical thinking and the use of data and scientific information AND/OR does not respect nor value cultural diversity and differences. Shows signs of treating others in a discriminatory and prejudicial manner. Is not aware of these behaviors, or is not interested in learning more about these issues.
* **Ecology**: Demonstrates a very narrow view of the world based upon egocentrism. Extremely limited understanding of the interaction of people, environment, science and technology and has little interest to learn more AND/OR absence of any demonstration of appreciation or caring for the environment.
 | Marginal |
| 1 | An essay scoring a 1 demonstrates one or more of the following: * **Citizenship**: Refuses to understand or rejects citizen’s role in society AND/OR exhibits blatant rejection of the democratic process. Not open to further learning and improvement in this area.
* **Social Justice**: Refuses to address issues of fairness, prejudice, discrimination and ethical and unethical behaviors AND/OR treats people with disrespect AND/OR is unfair and discriminatory to others who are different from self. Closed to new learning concerning the topic.
* **Ecology**: Refuses to address ecological issues related to the interaction of people, environment, and science.
 | Poor |

This rubric is from “General Education Competency Information including Rubrics 2012-2013” (Amarillo College).