



## COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

**Course No. & Title:** SOC 102 ID1, Social Problems

**Semester and Term:** Fall 2014

**Day and Dates:** Thursdays, 8/28/2014 – 9/25/2014

**Time:** 6pm – 10pm

**Campus Location:** Bridgeport

**Course Description:**

This course is an analysis of major contemporary social problems and existing methods for dealing with these problems. What is a social problem? How does it differ from a personal problem? We will critically examine troubled institutions, inequality, conformity, deviance, and the problems of a changing world from the “functionalist,” “conflict,” and “interactionist” perspectives.

**Prerequisite Courses:** None

**Course Code:** HS-PE, LA, SS, SsC, HSM

**Instructor & contact information:** Charles Phillips

**Email:** cphillip@bridgeport.edu

**Required Textbook:**

Leon-Guerrero, Anna. (2014). Social Problems: Community, Policy, and Social Action. 4<sup>th</sup> Edition. SAGE Publications, Inc. ISBN: 9781452205434

To order textbooks, go to the bookstore website at <http://bridgeport.textbooktech.com/>  
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

**Learning Outcomes:**

Upon completion of this course the student should be able to:

- Understand the basic overarching sociological problems involving culture, socialization, and stratification.
- Explain how society functions as a dynamic process in which social structure, institutions, organizations, formal and informal groups are created, maintained and sustained through social interactions.
- Analyze how class, race, and gender impact group and have an affect on social problems.
- Identify theoretical frameworks for analyzing social problems and policies, and critical empirical questions about society and human behavior.

## **EVALUATION:**

Students are required to develop a research paper on current social problems to demonstrate fulfillment of the learning objectives of the course. The assignment is divided into two parts one due on Week 3 and the second part on Week 5.

There will be a multiple-choice quiz each week beginning with the first class. Each quiz weighs 10% towards your final evaluation. They will be multiple-choice exams.

**ALL ASSIGNMENTS ARE TO BE TYPED AND DOUBLE-SPACED. COLLEGE LEVEL WRITING IS EXPECTED AND STUDENTS WILL RECEIVE A NUMERICAL GRADE BASED ON THE FOLLOWING:**

**Content** -- How well did you demonstrate an understanding of the material? (30 points)

**Analysis** -- Did you demonstrate critical thinking skills? (40 points)

**Technical** -- Did you demonstrate college level grammar, syntax, spelling and awareness of the MLA or APA format? (30 points)

**ALL ASSIGNMENTS, BOTH READING AND WRITTEN, ARE TO BE COMPLETED PRIOR THE CLASS MEETING FOR WHICH THEY ARE DUE. WRITTEN.**

**ASSIGNMENTS THAT ARE SUBMITTED LATE WILL BE PENALIZED A HALF LETTER GRADE.**

### **First Assignment Prior to the First Class:**

#### **To be completed prior to first class session.**

1. Read Leon-Guerrero (2014) Chapter 1
2. Be prepared for a quiz.
3. Be prepared to answer the discussion questions in class. No written assignment needs to be turned in prior to class. However, it may be helpful to have notes on the main points of each of the discussion questions for the quiz. You will be allowed to use your notes but not the textbook for the quiz.

## Assignments:

### Description of Weekly Sessions:

#### Week One (August 28)

Read: Leon-Guerrero (2014)                      Chapters 1

Topic: Basis of Inequalities

#### Review Discussion Questions

- Discuss the meaning and significance of C. Wright Mill's sociological imagination. Provide a real life example.
- Define what a theory is and furthermore discuss the relevance of using theories in the study of social problems.

#### Week Two (September 4)

Read: Leon-Guerrero (2014)                      Chapters 2-6

Topic: Basis of Inequalities

#### Review: Discussion Questions

- Define and discuss the following terms: ethnocentrism, social inequality, prejudice, and discrimination. Give examples of each.
- Discuss two of the economic inequalities that are evident in the United States today for ethnic and racial minority groups.
- List some of the legal protections that heterosexual couples enjoy that gay couples are denied. In addition, explain why you feel these legal protections have not been granted to homosexual couples.
- List some of the consequences of ageism on U.S. society. Give specific examples.
- Define ageism. Discuss the social inequalities based on age using each of the four sociological perspectives.
- List at least four negative stereotypes associated with the elderly and also discuss how they can influence how others treat the elderly.
- Discuss the political, economic, and social consequences of Social Security being underfunded from tax revenues leading to a projected depleted of Social Security funds by 2017.

#### Week Three (September 11)

Read: Leon-Guerrero (2014)                      Chapters 7-11

#### Review: Discussion Questions

- Discuss three changes the American family has experienced over the last thirty years. Provide some reasons why those changes have occurred.
- Select three problems discussed in Chapter five regarding American education. Present an overview of each problem. Supply statistics where appropriate.
- Provide an overview of “public school choice.” Furthermore, give details about how both proponents and opponents feel about school choice.
- Discuss the evolution of work in the United States over the last two hundred years. Include information about the participation of women, the elderly, and immigrants in the workforce in your discussion.
- Discuss three of the six problems presented in Chapter nine related to the workplace. Cite specific research and give statistics where appropriate.
- Define the following terms and discuss their social significance. Fertility, fecundity, mortality, morbidity, incidence rate, and prevalence rate.
- Present the general views and conclusions of the four sociological perspectives about health, illness, and medicine.
- Describe “medicalization” and discuss how feminists feel it is used in the healthcare profession to control women.
- Discuss at least two of the healthcare inequalities that exist for racial/ethnic minority groups, the impoverished, or the elderly.
- Recall the number and reasons why Americans are uninsured. Be specific in your response.
- Present and discuss two national and/or state programs implemented to improve health, healthcare, and medicine in the United States in the last twenty years that was discussed in your textbook.
- Incorporating some of the topics mentioned in the chapter, discuss some of the positive and negative influences of the media on society.
- Select two of the four sociological perspectives and present their general views and conclusions about the media.
- Epstein (1981) stated that, “What we consider ‘news’ is not the product of chance events, it is the result of decisions made with a news organization.” He continues by stating that, “the crucial decisions on what constitutes as news – what will and will not be covered – are made not by journalists, but by executives of the news organizations.” Explain the implications of this statement from the conflict perspective.
- Discuss the idea that the mass media helps to shape our reality of the world.
- Define digital divide and talk about the characteristics that lead up to this social problem.
- Incorporating research and statistics found in the chapter, address the question, “Does the media control our lives?”

### **Develop: Research Paper**

Search the newspapers via the Internet for three articles pertaining to social problems. **Include the link to the original articles at the end of the paper.**

Based on these articles you are to compose two papers.

Part 1: Develop an academic paper (3-4 pages not including the title page or bibliography). The contents of the paper should include the following elements:

- 1) Briefly summarize each article and then
- 2) Critically examine the etiology of the social problem.

Further details will be provided in class. Part 1 is due on Week 3 (September 11).

Part 2: Based on the articles used in Part 2 of the assignment, develop an academic paper (3-4 pages not including the title page or bibliography). The contents of the paper should include the following elements:

- 1) Its consequences,
- 2) And what can be done to ameliorate it.

Further details will be provided in class. Part 2 is due on Week 5.

### **Week Four (September 18)**

**Read:** Leon-Guerrero (2014)            Chapters 12-16

**Review:** Discussion Questions

- Present the general views of the four sociological perspectives and conclusions about drug abuse.
- Discuss the notion presented by conflict theorists that certain groups of people are unfairly targeted in the “War on drugs.”
- Define drug abuse and drug addiction. Furthermore, present and discuss some of the key ideas and facts (i.e., key words, trends, groups most/least likely to use) and statistics presented in Chapter Twelve for two of the following five drugs: Alcohol, tobacco/nicotine, marijuana, methamphetamine, and cocaine.
- Talk about how drug abuse can impact the workplace, home, or school and what strategies have been developed to combat it.
- Define drug legalization and drug decriminalization. Provide reasons why most influential groups oppose the legalization of all illegal drugs and why others support the idea.
- Select two of the four types of crime discussed in your textbook to discuss. Provide definitions, the likelihood of specific groups to be perpetrators or victims of the crime, and statistics where appropriate.
- Discuss the idea that the mass media helps to shape our reality of the world.
- Select two of the six consequences of urbanization presented in your textbook to talk about. Incorporate relevant terms and statistics where appropriate.
- Present their general views of the four sociological perspectives and conclusions about crime.

- Discuss Robert Merton's Strain Theory. Give specific examples of each of the five categories of adaptation.
- Compare and contrast the three sources of data we rely on to estimate the nature and extent of crime in the United States.
- Select two of the four types of crime discussed in your textbook to discuss. Provide definitions, the likelihood of specific groups to be perpetrators or victims of the crime, and statistics where appropriate.
- Provide a summary of the information presented on offenders and victims of crime as presented in Chapter 13.
- Discuss some of the pertinent issues related to the death penalty. Be specific and provide statistics where appropriate.
- Talk about the U.S. prison system including trends in prison populations, budgets, and inmate treatment, along with privatization efforts.
- Define the following terms: Urban sociology, human ecology, demography, migration, urbanization, and suburbanization. Discuss how these terms are related to one another. Furthermore, discuss the historical origins, evolution, and relevance of urban development and demography as specialized areas of study in sociology incorporating key dates, ideas, and people.
- Compare and contrast Emile Durkheim's mechanical and organic solidarity.
- Select two of the four sociological perspectives and present their general views and conclusions about cities and suburbs.
- Select two of the six consequences of urbanization presented in your textbook to talk about. Incorporate relevant terms and statistics where appropriate.
- Provide a summary of a program that was developed to address one of the social problems related to cities and suburbs discussed in Chapter 14.
- Discuss some of the benefits and negative consequences of gentrification.
- Discuss the significance of the opening story in Chapter Fifteen regarding the coal mining industry in China and its relevance on the environment.
- Present the general views of the four sociological perspectives and conclusions about the social study of the environment.
- Define environmental racism. Talk about which groups are most likely to face environmental racism, why they are likely to face it, and some of the consequences of it.
- List and describe the six factors that John Hannigan identified as being necessary to successfully construct an environmental problem.
- Discuss the six social environmental problems presented in Chapter Fifteen. Cite specific research, provide statistics, and give important dates where appropriate.
- Present the general views of the four sociological perspectives and conclusions about war and terrorism.
- Talk about domestic terrorism. Include a discussion about Louis Freeh's three types of domestic terrorists groups operating in the United States.
- Discuss the potential attack techniques, presented in your textbook, that the United States has either not faced or faced on a very minor scale.
- Discuss the ways that the United States has dealt with war and terrorism discussed in the community, policy, and social action section of the chapter to talk about.

## Week Five (September 25)

**Read:** Leon-Guerrero (2014) Chapter 17

### **Review:** Discussion Questions

- The author starts Chapter 17 by stating, “In our first chapter, I introduced you to three connections that would be made throughout this text.” List and describe those connections.
- Compare and contrast how each of the sociological perspectives, used throughout the textbook, addresses social problems.
- Briefly discuss the evolution of social problems within the academic discipline of sociology. Provide important dates and sociological thinkers vital to the starting of this discipline.
- Define social movements. Discuss the classification system of social movements. Include the titles and a brief description of the four major types of social movements.
- List and explain Neil Smelser’s six structural conditions necessary for the development of collective behaviors and social movements.
- Talk about the three areas that successful reform movements generate change in. Provide an example for each area.

### **Develop:** Research Paper (Part 2)

Based on the articles used in Part 2 of the assignment, develop an academic paper (3-4 pages not including the title page or bibliography). The contents of the paper should include the following elements:

- 1) Its consequences,
- 2) And what can be done to ameliorate it.

Further details will be provided in class. Part 2 is due on September 25.

### Letter Grading Scale:

% of Points Earned	Letter Grade	% of Points Earned	Letter Grade
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

## **ACADEMIC POLICIES**

### **Attendance Policy**

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

### **IMPORTANT:**

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

### **Drop Procedures**

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

### **Cell Phones**

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

### **Academic Dishonesty**

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:  
[http://www.indiana.edu/~istd/plagiarism\\_test.html](http://www.indiana.edu/~istd/plagiarism_test.html)

### **Ethics Statement of Confidentiality**

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

### **ACADEMIC RESOURCE CENTER**

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5<sup>th</sup> Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: [www.etutoring.org](http://www.etutoring.org). To use this free service you must have a UBNet account.

## **Obtaining a UBNNet Account**

Every registered student should obtain a UBNNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on "New UBNNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNNet account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

## **Learning Management System (LMS) - Canvas**

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

**Canvas Tutorial For Students:** <https://bridgeport.instructure.com/courses/985903>

**For assistance** contact the UB Help Desk at 203-576-4606 or email [helpdesk@bridgeport.edu](mailto:helpdesk@bridgeport.edu)  
<https://bridgeport.instructure.com/courses/829447/>

## **Accessing Your Grades & Schedule Online**

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

## **Using the Library**

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on "myEureka Digital Library." Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

## **Using Computers**

Open access computer labs are available at three locations:

- Bridgeport – 1<sup>st</sup> floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

## **Course Cancellations**

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for

information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, ([www.bridgeport.edu](http://www.bridgeport.edu)). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

### IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

### CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

<b>Directions to IDEAL Campus locations</b>	<a href="http://www.bridgeport.edu/pages/2260.asp">http://www.bridgeport.edu/pages/2260.asp</a>
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To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is **001416**.  
Federal Student Aid Information: 1-800-433-3243