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TuTh 1:00 pm – 2:35 pm C 360 (section 6660)

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Conference hours:

M

10:30 am - 12:00 pm

TuWTh

11:00 am - 12:00 pm

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This course is an exploration of social problems encountered in the U.S and in the world. Basic concepts of sociology such as class inequality, work and unemployment, racial and ethnic inequality, gender inequality, and problems in education will be presented and discussed based on sociological theories. The major goal of the course is to introduce students to the social problems. Students will discover particular social issues and problems rarely discussed in our everyday lives. Some students might feel overwhelmed or shocked by some of the findings but this process is necessary to understand the world surrounding us. Each student should be able to understand and explain some of the major problems and be able to state and validate reasonably well some major hypothesis or solutions that apply to these problems. Each student should demonstrate evidence of his/her concern for sociological problems by constantly examining and challenging his/her own thinking and that of others. Evidence for achievement of this goal will be presented in class discussions. This class will therefore test the student's ability to critically analyze issues and to develop his/her sociological imagination.

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### REQUIREMENTS/POLICIES

Lectures will include materials from the assigned readings in addition to outside sources. Lectures are designed to complement the subject matter and facilitate class discussions. PowerPoint presentations are made available on my website <http://www.tsjugephd.com>. While those PowerPoint presentations are for students to use, **they do not replace class attendance** nor are they developed enough to make sense of all the intricacies of the subject matter; therefore not sufficient to comprehend sociological jargon and pass the class.

*You are strongly encouraged to take notes along your Keynote presentations.*

Please be aware of the following statement:

**A student may also be dropped for excessive absences when the total hours of absences exceed 20% of the total scheduled hours of the class.** Under extenuating circumstances, a student may be reinstated by the instructor. I will take attendance at every class meeting for administrative purposes. However, I will treat you like adults and expect you to be in class. You will not be rewarded for being in class. It is your responsibility to come and participate.

*Points will be deducted every time you miss a class meeting!*

**Cheating and plagiarism will NOT be tolerated in this class. If you are caught cheating or plagiarizing, you will receive a F in the class.**

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**THIS IS A VERY INTENSIVE CLASS. DO NOT FALL BEHIND!**

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**REQUIRED TEXTBOOKS**

*(You might be able to find cheaper prices online than in the bookstore; however, whatever place you decide to purchase your books, the written assignments are **DUE** on time)*

- Eitzen, D. S. & Eitzen Smith, K. 2002. *Experiencing Poverty: Voices from the Bottom*. Thomson Wadsworth. ISBN: 9780534529581.
  - Dobson, Lisa. 1999. *Don't Call Us Out of Name: The Untold Stories of Women and Girls in Poor America*. ISBN: 9780807042090
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**EXAMINATIONS**

There will be two (2) exams in this course. All students are expected to take exams on the scheduled dates. Exams will include essay questions. **There will NOT be any make-up exams without a signed doctor's note.** It is critical that everybody complies with this procedure. There will also be five (5) written assignments. **No late assignments will be accepted.**

*To calculate your final grade*

Exam 1	20% (100 pts)	your score: _____ * 0.20 = _____ (20 max pts)
Exam 2	20% (100 pts)	your score: _____ * 0.20 = _____ (20 max pts)
Critical Book Analysis	13% (100 pts)	your score: _____ * 0.13 = _____ (13 max pts)
Written Assignment 1	15% (100 pts)	your score: _____ * 0.15 = _____ (15 max pts)
Written Assignment 2	16% (100 pts)	your score: _____ * 0.16 = _____ (16 max pts)
Cultural Capitalism assignment	5% (100 pts)	your score: _____ * 0.05 = _____ (5 max pts)
Written Assignment 3	11% (100 pts)	your score: _____ * 0.11 = _____ (11 max pts)
	100%	

**Final score (X):** \_\_\_\_\_ **Number of absences [deduction of 3 pts for each class missed](Y):** \_\_\_\_\_

**Final grade: (X) - ((Y) \* 0.05) =** \_\_\_\_\_

**Important Due Dates (quick remainder)**

**Grading Scale**

Written Assignment 1	<b>Week 4</b>	<b>A: 90 – 100</b>
Written Assignment 2	<b>Week 7</b>	<b>B: 80 – 89.99</b>
Exam 1	<b>Week 10</b>	<b>C: 70 – 79.99</b>
Cultural Capitalism assignment	<b>Week 12</b>	<b>D: 60 – 69.99</b>
Critical Book Analysis	<b>Week 13</b>	<b>F: &lt; 59.99</b>
Written Assignment 3	<b>Week 15</b>	
Exam 2	<b>Week 17</b>	

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**IMPORTANT NOTE**

Last day to withdraw without a W: **March 3, 2012**  
Last day to withdraw with a W: **May 11, 2012**

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**WEEKLY SCHEDULE (subject to change)**

**WEEKS 1-17: OVERVIEW**

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**WEEK 1**

Feb. 20: **PRESIDENT'S DAY - CAMPUS CLOSED**

Feb. 21-23: Introduction to **Contemporary Social Problems**

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**WEEK 2**

Feb. 28-Mar.1: Introduction to **Contemporary Social Problems** (*continued*)

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**WEEK 3**

Mar. 6-8: Introduction to **Contemporary Social Problems** (*continued*)

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**WEEK 4**

Mar. 13-15: **Poverty & Economic Inequality**  
*Video: The Silent Killer: Hunger*

Mar. 15: **\*\* Written Assignment 1 DUE \*\*** (use [www.turnitin.com](http://www.turnitin.com))  
(Questions 2, 3 & 5 pp. 40 in *Eitzen e<sup>3</sup> Eitzen Smith*; Guidelines are on p. 6 of syllabus)

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**WEEK 5**

Mar. 20-22: **Poverty & Economic Inequality** (*continued*)

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**WEEK 6**

Mar. 27-29: **Poverty & Economic Inequality** (*continued*)

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WEEK 7

Apr. 3-5: **Poverty & Economic Inequality** (*continued*)

Apr. 5: **\*\* Written Assignment 2 DUE \*\*** (use [www.turnitin.com](http://www.turnitin.com))  
(Questions 1, 3 & 5 p. 130 in *Eitzen & Eitzen Smith* Guidelines are on p. 6 of syllabus)

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WEEK 8

Apr. 10-12: **Work & Unemployment**  
*Video: China Blue*

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WEEK 9

Apr. 16-19: **SPRING BREAK - NO CLASSES**

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WEEK 10

Apr. 24: **\*\* Exam 1 \*\*** (*Review Introduction, Poverty & Economic Inequality*)

Apr. 26: **Work & Unemployment** (*continued*)

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WEEK 11

May 1-3: **Work & Unemployment** (*continued*)

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WEEK 12

May 8-10: **Work & Unemployment** (*continued*)

May 10 **\*\* Cultural Capitalism Analysis DUE \*\*** (use [www.turnitin.com](http://www.turnitin.com))  
(Guidelines are on p. 8 of syllabus)

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WEEK 13

May 15-17: **Work & Unemployment** (*continued*)

May. 17: **\*\* Critical Book Analysis DUE \*\*** (use [www.turnitin.com](http://www.turnitin.com))  
(Guidelines are on p. 8 of syllabus)

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WEEK 14

May 22-24: **Work & Unemployment** (*continued*)

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WEEK 15

May 29-31: **Problems in Education**

May 31: **\*\* Written Assignment 3 DUE \*\*** (use [www.turnitin.com](http://www.turnitin.com))  
(Questions 3 & 5 pp. 211 in *Eitzen & Eitzen Smith* Guidelines are on p. 6 of syllabus; the length of this paper should be about 4 pages long)

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WEEK 16

Jun. 5-7: **Problems in Education** (*continued*)

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WEEK 17

**\*\* Exam 2 \*\*** (*Review Work & Unemployment, & Problems in Education*)

TTh Class 1:00 pm – 2:35 pm (section 6660)  
**(Tuesday, June 12 from 1:00 pm to 3:00 pm)**

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**TURNITIN.COM INSTRUCTIONS**

Each student attending Socio 2 – section 6660 will have to submit his or her written assignments through [www.turnitin.com](http://www.turnitin.com). Each of you will have to register with turnitin.com.

Please register on the 1<sup>st</sup> week of class.  
Go to [www.turnitin.com](http://www.turnitin.com). Select **New Users**. Select **Student**.

For Turnitin class ID, type **4851039**  
For Turnitin class enrollment password, type **6660**

Please register the **exact same name** that you use to register for this class at Pasadena City College  
Once the due date for the written assignments approaches, please log in and submit your paper. There are no excuses for not submitting. There are plenty of computers on campus to register and then to submit your papers. For those who do not have computer access or Internet access at home, go to the Social Sciences Learning Center in C 315

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## WRITTEN ASSIGNMENTS

Written assignments should be 5 pages-long, Times new Roman 12 pt-font, 1 inch all around, double-spaced and APA format (*check APA Style Guide on my website for details*). The paper should be presented in an organized and well-thought manner. You can add small headings to make your paragraphs more clear. Those assignments should answer the question, which means that you need to read the articles in each part. A part is not a chapter; a part is a **SET** of chapters.

- **THOSE ARE NOT EASY ASSIGNMENTS. PLEASE TAKE THE TIME TO READ AND ANSWER THE QUESTIONS THOROUGHLY**
  - Those assignments are **NOT** summaries of the readings but analyses! (**WARNING**)
- For the first 2 assignments, the first 2 questions should be roughly 2 pages each; and the last question should not be more than one page.
- The goal of this paper is to read and answer the questions by evaluating and analyzing the common points and differences **ACROSS** the readings using your **SOCIOLOGICAL IMAGINATION**
  - Do **NOT** write about each article one after another
  - Make sure to bring voices into your paper (give me names and some short direct quotations from the protagonists)
  - When referencing articles, make sure to quote correctly with page number
  - Long quotations (3 lines or more) are **NOT** recommended but if you do use some, make sure they are single-spaced
- Your paper should reflect your understanding of concepts accompanied with some examples from the readings.
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- Present your major arguments one **AFTER** another with some explanations (analysis) followed each time by some short references to the readings to illustrate your particular point.
  - Example: [*Provide a clear point*]. The lack of access to healthcare for everybody creates stress on poor families. [*Then, explain why they deal with stress, the strategies to deal with stress etc... this is the most important part of your paper. Develop your explanations and be detailed*]. Households are faced with expensive options to get access to healthcare as premiums continue to rise. Moreover, more and more companies provide less and less benefits leaving households to make difficult choices, etc... Some households are able to go to local clinic while others are denied coverage because of pre-existing conditions. Some of those options, or lack thereof, might contribute to higher level of stress as husbands and wives struggle as they attempt to care medically for their children while they are financially cash-strapped. Anxiety sets in etc... Others might have had healthcare coverage but got laid off, and therefore also lost their healthcare benefits. The future looks grim and therefore stressful etc... Our capitalist system pushes companies to seek higher profits at the expenses of their employees, their health, and ironically their productivity etc... [*After your explanations, provide a short example from the stories*]. For instance, in the story X and Y, Mike and Mary have had very serious depression... [*Then repeat the process: next point, explanations and examples, and so on...*]
  - Keep organizing your arguments followed by **SHORT** examples and references
- Use **sociological theories** to enhance your explanations of the events, feelings, actions encountered by the protagonists in those articles
- Check the organization of your paper, spelling and grammar.

Grades	Expectations for Written assignment #1, 2 and 3 ( <i>Experiencing Poverty</i> book)
A	The student exhibits excellent understanding of the issues. S/he is able to use her/his sociological imagination to explain in details the major points presented. The paper is very well organized around the structure presented in the syllabus and in class (points, explanations using sociological imagination, and examples). No spelling and grammatical mistakes. Sources are properly referenced according to the APA style guide.
B	The student exhibits good understanding of the issues. S/he displays good use of the sociological imagination to explain with some details the major points presented but some more explanations and/or examples are needed. The paper is well organized around the structure presented in the syllabus and in class (points, explanations using sociological imagination, and examples) but this is not consistent throughout the paper. Some possible spelling and grammatical mistakes are present in the paper. Sources are properly referenced according to the APA style guide.
C	The student exhibits average understanding of the issues. S/he is struggling to use her/his sociological imagination to explain the major points presented, and the explanations remain vague and superficial. Some examples might also be lacking. The paper is not well organized around the structure presented in the syllabus and in class (points, explanations using sociological imagination, and examples). There are some spelling and grammatical mistakes as well as some problems referencing sources according to the APA style guide.
D	The student exhibits below average understanding of the issues. S/he is not able to use her/his sociological imagination to explain in details the major points presented. Most of the paper is a series of summaries with no analysis. The paper does not follow the structure presented in the syllabus and in class (points, explanations using sociological imagination, and examples). There are some spelling and grammatical mistakes as well as some problems referencing sources according to the APA style guide.
F	The student fails to show his/her understanding of the issues. S/he is not able to use her/his sociological imagination to explain the major points presented. The paper might be short, vague, and does not provide any analysis. Most of the paper reads as a summary and does not follow the structure presented in the syllabus and in class (points, explanations using sociological imagination, and examples). There are many spelling and grammatical mistakes as well as some problems referencing sources according to the APA style guide. A student can also receive an F in these assignments for failing to turn the assignment at the due date, for failing to meet the page requirements and for plagiarizing.

### CRITICAL BOOK ANALYSIS

*Don't Call Us Out of Name: The Untold Stories of Women and Girls in Poor America*

Your Critical Book Analysis should be around 4-5 pages-long, Times New Roman 12 pt-font, 1 inch all around, double-spaced and in APA format (*check APA Style Guide on my website for details*) if you are providing quotes. The paper should be presented in an organized and well-thought manner.

Please reflect and discuss the following quotes. You are expected to READ the whole book. You are also expected to use your Sociological Imagination.

- Please do NOT confuse opinion (personal feelings) with reflection (taking into account facts, statistics, prior research findings etc..).
- Use the information you read in the book and your sociological imagination to discuss and reflect on the following ideas.

Please answer the following 2 questions.

1. Thinking about today's economic downturn, **reflect and discuss** the following quote from Edin on page 182 that, "welfare is inextricably bound to opportunities in the labor market... If political will determines that poor, single-parent families should be lifted out of so-called dependency through work, policymakers must determine which jobs at what wages are needed... to bring these welfare mothers and their families into the economic mainstream."
2. Thinking about the structure of this book, and the stigma associated with being on welfare, **reflect and discuss** the following quote from Dodson on page 218 that, "some women demanded their history back... As both girls and grown women pointed out, women from low-income families often need 'hearts of iron' to make it, to move on from the welfare years. But they saw no public archive of this truth, no truth-telling commission about the history of their own lives."

*You will be graded according to the organization, spelling, grammar and articulation of your analysis, as well as the effort put into this assignment.*

### CULTURAL CAPITALISM ANALYSIS

Your Cultural Capitalism Analysis should be around 2-3 pages-long, Times New Roman 12 pt-font, 1 inch all around, double-spaced and in APA format (*check APA Style Guide on my website for details*) if you are providing quotes. The paper should be presented in an organized and well-thought manner.

Please reflect and discuss the video link to Slavoj Žižek's Cultural Capitalism (you can find the video on my website under Socio 2, Video Links) in relation to TOMS' business model (<http://www.toms.com>).

You are also expected to use your Sociological Imagination and reflect on the meaning of this type of "social" business model. What are the problems? What does that mean for our society and the global world we live? Does it help and/or hamper solving social problems?

Grades	Expectations for Critical Book Analysis ( <i>Don't Call Us out of Name</i> book, <i>Cultural Capitalism</i> )
A	The student exhibits excellent understanding of the issues presented in the book/video. S/he is able to explain those issues within the proper social, political, economic and historical context. The analysis is thorough and clear. The examples provided are well integrated with the explanations and enhance the overall quality of the answer(s). The train of thought is easy to follow. The paper is very well organized. Sources are properly referenced according to the APA style guide. There are no spelling and grammatical mistakes.
B	The student exhibits good understanding of the issues presented in the book/video. S/he is able to explain those issues within the proper social, political, economic and historical context but this is not consistent throughout the paper. The analysis could have been developed further. The examples provided are useful but they do not add much to the overall quality of the answer(s). The train of thought is for the most part coherent. The paper is well organized but some parts might be out of place. Sources are properly referenced according to the APA style guide. There might be possible spelling and grammatical mistakes.
C	The student exhibits average understanding of the issues presented in the book/video. S/he is not able to explain those issues clearly within the proper social, political, economic and historical context. The explanations remain vague and superficial. The examples tend to overshadow the explanations. The train of thought is not very coherent and/or consistent. S/he is struggling to present a clear picture of the issues presented in the textbook(s). The paper lacks organization. There are some spelling and grammatical mistakes as well as some problems referencing sources according to the APA style guide.
D	The student exhibits below average understanding of the issues presented in the book/video. S/he is not able to explain those issues within the proper social, political, economic and historical context. The explanations are either nonexistent or vague and superficial. Most of the paper is a series of summaries without any analysis. The analysis is confused for summaries. It is difficult to follow the overall train of thought. The paper clearly lacks organization. There are some spelling and grammatical mistakes as well as some problems referencing sources according to the APA style guide.
F	The student fails to demonstrate any understanding of the issues presented in the book/video. S/he is not able to explain the main ideas presented by the authors, and there is little to none social, political, economic and historical context. There is no train of thought. The explanations are either nonexistent or remain extremely vague and superficial. The paper is not organized. There are many spelling and grammatical mistakes as well as some problems referencing sources according to the APA style guide. The paper might also be short, vague, and remains very unclear. The student(s) can also receive an F in this assignment for failing to turn the assignment at the due date, for failing to meet the page requirements and for plagiarizing.

<b>SLO</b>	<b><i>Communication</i></b> <b>Students will demonstrate through original written and/or oral analysis his/her ability to identify social problems and apply the sociological perspectives to social events and occurrences.</b>
Inadequate	Student cannot successfully identify social problems and use theoretical perspectives to analyze the cause and effects of events in the social world.
Developing	Student shows limited understanding of social problems and their link to theoretical perspectives, and demonstrates marginal capacity to link them to the social world.
Adequate	Student can identify some social problems and can use theoretical perspectives to connect them in an adequate manner to the social world.
Accomplished	Student has a good understanding of social problems. A competent student can explain thoroughly the relationship between social problems and the theoretical perspectives used to study them, and the social world.
Mastery	Student clearly and elegantly demonstrates a great understanding of social problems and can use theoretical perspectives to draw critical connection between these perspectives and the social world.

<b>SLO</b>	<b><i>Cognition</i></b> <b>Students will identify, understand and analyze social institutions, issues and social problems utilizing the three major sociological perspectives</b>
Inadequate	Student cannot identify social institutions, issues and social problems through theory.
Developing	Student demonstrates some awareness of social institutions, issues and social problems through a theoretical lens.
Adequate	Student can critique/argue theoretically the value of some social institutions, issues and social problems.
Accomplished	Student demonstrates finely tuned awareness of social institutions, issues and social problems using different theoretical perspectives.
Mastery	Student demonstrates a superior awareness and critique of social institutions, issues and social problems using advanced theoretical arguments.

<b>SLO</b>	<b><i>Information competency</i></b> <b>Students will demonstrate his/her ability to locate, retrieve and evaluate sociological articles, journals, books and other materials related to the study of social problems.</b>
Inadequate	Student cannot identify and evaluate sociological articles and other materials related to the study of social problems.
Developing	Student is able to locate some of the materials on the study of social problems without demonstrating an ability to evaluate the material.
Adequate	Student demonstrates an understanding of where to find some information relevant to the study of social problems and can show a general understanding of different points of view.
Accomplished	Student is able to both locate most of the relevant information to the study of social problems and demonstrate his/her knowledge of a diversity of sociological opinions.
Mastery	Student can identify most of the important studies of social problems and demonstrates superior awareness of different points of view.

<b>SLO</b>	<b><i>Social responsibility</i></b> <b>Student, as part of his/her study of social problems, will examine, compare and contrast the experiences and issues impacting minority groups with that of mainstream groups in power, including issues of race, class, gender, sexual orientation, deviance, culture, poverty, and global inequality, and social stratification.</b>
Inadequate	Student lacks an understanding of marginalized groups in relation to the groups that are dominant in the power structure. Student cannot explain the relevant issues of race, class and gender and their importance in a sociological analysis of social problems. Student shows a lack of interest and motivation for the course material.
Developing	Student exhibits a minimal understanding of marginalized groups in relation to the groups that are dominant in the power structure. Student shows some understanding of the relevance of race, class and gender and their important in a sociological analysis of social problems. Student makes some effort but is not always prepared for class.
Adequate	Student exhibits a basic understanding of the experiences of marginalized groups and can compare issues involving race, class and gender using a sociological analysis of social problems.
Accomplished	Student fully understands and is able to compare and contrast the experiences of minority groups to the dominant group for the most important issues as part of a study of social problems, and can explain how the power structure contributes to these particular experiences.
Mastery	Student demonstrates a superior understanding of social problems and of minority versus dominant perspectives. Student can compare and contrast the experiences of marginalized groups to the dominant group using a comprehensive sociological approach to the study of social problems that addresses issues of race, class and gender.

<b>SLO</b>	<b><i>Personal development</i></b> <b>As part of his/her study of social problems, the student will learn how to think critically (which questions to ask and which questions to omit) and how to view society through different lenses.</b>
Inadequate	Student does not demonstrate any critical understanding of the importance of sociology and the study of social problems to his/her own life. Student does make any efforts to ask questions about the class material and does not show personal responsibility in attending class and turning assignments in.
Developing	Student demonstrates a basic understanding of the importance of sociology and the study of social problems to his/her own life. Student demonstrates some personal responsibility for his/her academic learning.
Adequate	Student demonstrates some understanding of how sociology and the study of social problems apply to his/her own life. Student demonstrates personal responsibility for his/her own academic learning.
Accomplished	Student shows growth and demonstrates extra effort in his/her critical assessment of sociology and the study of social problems, and how it might apply to his/her own life.
Mastery	Student clearly demonstrates a superior understanding of society and social problems. Student can critically apply the lessons learned from the study of sociology, and in particular social problems, to his/her own life.