

Sociology 1020: Social Problems

School of Humanities and Social Science

Salt Lake Community College

Fall 2024

Instructor:

Course Format: Tuesday: In-person, 5:30-6:50 pm & Thursday: Online/Asynchronous

Email:

Phone:

Office Hours: Tuesday 4:30-5:30 pm (by appointment)

Course Description

The purpose of this course is to focus on the major issues or “problem areas” of society by using a sociological perspective. Social Problems examines the more controversial issues facing our society and the world. In this course, I will encourage you to seek out information about the world around you and analyze it from a sociological perspective. The student should leave the course with a reasonable sense of the major social issues that society faces today. The goal will be pursued through films, lectures, discussions in class, book reports, articles, and expert groups.

Course Objectives

Upon completion of this course, learners will be able to do the following:

- Describe how the definition of social problems has changed over time.
- Explain the factors that contribute towards inequalities in society.
- Distinguish between the functionalist, conflict, and symbolic perspectives in explaining social problems.
- Discuss the variables that are associated with social problems in the United States.

Required Textbook **Check Canvas for additional required readings and media.*

[Social Problems: Continuity and Change \(University of Minnesota Libraries Publishing\)](#)

Course Format

Each week you will be tasked with exploring, and analyzing the assigned readings/media, attending the lecture (Tuesdays), and completing all assignments listed in the appropriate Module. Please begin with the *Welcome Letter* before beginning each Module.

Course Requirements

Active attendance and participation are vital to succeeding in this course. Please make sure to attend all lectures (in person) and submit assignments by the due dates. Email or text your instructor if you need additional support or resources.

Important Dates

Oct. 17-18	Fall Break (No Classes)
Oct. 22	Last Day to Withdraw (No refunds)
Nov. 27	Thanksgiving Holiday (No Classes)
Nov. 28-30	Thanksgiving Holiday (No Classes, College Closed)
Dec. 5	Last Day of Classes
Dec. 5	Last Day to Apply for Fall Graduation
Dec. 6	Reading Day
Dec. 7-12	Final Exams
Dec. 13	Degree Awarding Begins
Dec. 18	Last Day to Initiate an Incomplete Grade Contract
Dec. 19	Grades Available
May 9, 2025	Commencement

General Education Statement

Regardless of your major, [General Education Courses](#) build a foundation of broad knowledge and skills that help you in your further career and life. For additional information, visit www.slcc.edu.

This course fulfills a [Social Science](#) requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

Student Resources and Support

[General Education](#): Regardless of your major, General Education courses build a foundation of broad knowledge and skills that help you in your future career and life.

[Learning Support and Tutoring Services](#): are provided free of charge to SLCC students enrolled in any class at the College. Note that tutors and staff at these labs and centers assist students but cannot complete work for them. Ask your instructor about discipline-specific learning support and tutoring services.

[Student Writing & Reading Center \(SWRC\)](#): consultation services available to all SLCC students online and in-person. Online consultations are both live and through written feedback. Locations at Taylorsville Redwood, South City, Jordan and West Valley. To access SWRC services, create an account on our Student Writing & Reading Center site and then verify it through Bruinmail. For any technical support, please email: slccswc@gmail.com.

[Library Services](#): provides research help, print and online resources, computers and study space.

[ePortfolio](#): Your General Education ePortfolio tells your SLCC learning story. Your ePortfolio enables you to introduce yourself to your professors and classmates, showcase your best work, and reflect on how the courses connect to your life, goals, community, and learning outside of the classroom. (Need Help: Access the [ePortfolio Help Site](#))

Every general education course you take at the college includes an opportunity to share a Signature Assignment that demonstrates an important aspect of your learning for the term.

ELearning Resources:

- [Digication ePortfolio Login](#)
- [Getting Started Guide](#)
- [Library Resources](#)
- [Tutoring Resources](#)
- [Academic Advising](#)
- [Disability Resource Center](#)
- [All Access](#)
- [Office 365](#)
- [Other Student Resources](#)
- [SLCC Homepage \(slcc.edu\)](#)
- [SLCC Online](#)
- [Handshake](#)

Business Resource & Innovation Center: provides tutors and a study space for students in Business and CSIS courses. Located in BB 226 on Taylorsville-Redwood Campus.

[Center for Health & Counseling](#): The Center for Health & Counseling's purpose is to promote healthy bodies, minds, and lives for both personal and academic achievement.

[Veteran's Services](#): assists hundreds of students in using their VA education benefits each semester.

[Academic and Career Advising](#): The mission of Academic and Career Advising is to develop an interactive, informative and supportive environment where all students can plan, explore, access resources, make decisions, and evaluate their academic and career goals.

[Code of Student Rights and Responsibilities \(Link\)](#)

Emergency Evacuation Procedures: In case of an emergency, emergency evacuation procedures can be found at <https://i.slcc.edu/emergency-prepare/building-evacuation.aspx>

Disability Resource Center: SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodations to improve access to learning materials or the learning environment, please contact the Disability Resource Center: (phone) 801-957-4659; (email) drc@slcc.edu; (website) www.slcc.edu/drc

Student Conduct: Whether online or in the classroom, students are expected to follow the [SLCC Student Code of Conduct](#).

Title IX: Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Salt Lake Community College does not tolerate sex discrimination of any kind including sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the College's educational programs or activities. If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact: Kenneth Stonebrook, J.D. Title IX Coordinator Salt Lake Community College Taylorsville Redwood Campus – STC 276A (801) 957-5027 ken.stonebrook@slcc.edu Online Reporting Form: <http://www.slcc.edu/eo/title-ix/complaint.aspx> Students may also report incidents to an SLCC faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Center for Health and Counseling, (801) 957-4268. For more information about Title IX, go to: <http://www.slcc.edu/eo/title-ix/index.aspx>

Grade Breakdown

A:	93–100%
A:	90–92.9%
B+:	87–89.9%
B:	83–86.9%
B:	80–82.9%
C+:	77–79.9%
C:	73–76.9%
C-:	70–72.9%
D+:	67–69.9%
D:	63–66.9%
D-:	60–62.9%
F:	below 60%

Course Assignments

Attendance & Participation: Active engagement is important in this course. Attendance will be taken during our in-person lectures. Each week attended will earn you two points, or a total of **16** points.

Icebreaker: In the first class, students will participate in an icebreaker activity. This assignment is designed to allow students to meet each other and learn about our diverse backgrounds.

Syllabus Quiz: This is an untimed, open-book quiz. Please review the syllabus and resources provided in Canvas.

Spent Activity Reflection: Each student will participate in an online simulation/game about surviving poverty and homelessness (SPENT: <http://playspent.org/>). After participating in this online simulation, students will answer the following questions in a 2-3-page paper: What did you learn from this simulation and this week's readings? What can you do now, for your future to reduce your chances of living paycheck to paycheck, in poverty, or becoming the working poor?

Voting Suppression Fact Check Assignment: Each student will identify three posts on social media that have made false or misleading claims alleging voter suppression and voting fraud across the United States. Students, using scholarly peer-reviewed sources/credible sources, will analyze the credibility of these claims and dispel any false or misleading claims. For each claim, students are expected to also describe the impact of these false or misleading claims on our society.

Discussion Forum | My Family: Most of us Utahns are not native to these lands. In this discussion forum, students will explore their family's immigration story. Each student will interview their family (or a peer or colleague) about their immigration story and begin their initial post with a summary of their story. Students should also ask: What were your (or your parents) hopes or expectations for your new life here? Why did you choose to come to this country/community? In a response post, students should identify similarities and differences between their posts and their peer's post.

Educational Inequality Quiz: This untimed, open-book quiz will assess your understanding of the module's readings, media, and lecture content. This quiz is worth **10** points.

Crime and Criminal Justice Infographic:

Systemic Discrimination Journal Reflection: Students are expected to cite and incorporate the course readings and scholarly sources (APA) of their choice when summarizing **and** reflecting on the course readings, media, lecture materials, and one of the listed course objectives. Please make connections between the course content and the course outcome.

Social Problems Paper: Each student will identify a social problem they would like to explore in greater detail throughout the term. Each student will be responsible for critically analyzing a social problem using a sociological perspective and is responsible for discussing possible policy responses to address their social problem according to the research. Students will receive feedback on their topic, and outline before submitting their final paper. During finals week, each student will review and build upon at least two of their peer’s papers (i.e., peer review).

Grade Breakdown

Assignment	Points	Grade Percentage
Attendance & Participation	16	16%
Icebreaker Activity	5	5%
Syllabus Quiz	5	5%
Spent Activity Reflection	10	10%
Voting Suppression Fact Check Assignment	5	5%
Discussion Forum: My Family	5	5%
Educational Inequality Quiz	10	10%
Crime and Criminal Justice Infographic	10	10%
Systemic Discrimination Journal Reflection	10	10%
Social Problems Paper		
Topic	4	4%
Outline	5	5%
Paper	10	10%
Peer Review	5	5%
Total		100%

Course Schedule

Please check Canvas for due dates. Due dates are subject to change. Subscribe to course “Announcements” for updates to due dates. Additional readings and media assigned will be posted in Canvas.

Date	Week	Theme	Reading/Media Due	Assignment Due
Tuesday 10/15	1	Syllabus & Course Overview	Syllabus	Icebreaker Activity Due 10/15
Thursday 10/17				Syllabus Quiz Due 10/18
Tuesday 10/22	2	Social Problems	I. Chapter 1: Understanding Social Problems	

Thursday 10/24			Issues and the 2024 election (Pew Research Center)	Social Problems Paper Topic Due 10/25
Tuesday 10/29	3	Economy	II. Chapter 2: Poverty	Spent Activity Reflection Due 11/1
Thursday 10/31			XII. Chapter 12: Work and the Economy	
Tuesday 11/5	4	Voting Rights	Voting Rights (Library of Congress)	Voting Suppression Fact Check Assignment Due 11/8
Thursday 11/7			Voting Rights (ACLU)	
Tuesday 11/12	5	Immigration	A Brief History of U.S. Immigration Policy from the Colonial Period to the Present Day (Cato Institute)	Discussion Forum: My Family Due 11/14 & 11/17
Thursday 11/14			What the data says about immigrants in the U.S. (Pew Research Center)	
Tuesday 11/19	6	Educational Inequality	XI. Chapter 11: Schools and Education	Educational Inequality Quiz Due 11/15
Thursday 11/21			Report on the Condition of Education 2024 (NCES)	
Tuesday 11/26	7	Violent Crime	VIII. Chapter 8: Crime and Criminal Justice	Crime and Criminal Justice Infographic Due 11/29
Thursday 11/28	<i>Gobble Gobble</i>			
Tuesday 12/3	8	Racial and Ethnic Inequality	III. Chapter 3: Racial and Ethnic Inequality	Systemic Discrimination Journal Reflection Due 12/6
Thursday 12/5	9	Sex, Sexual Orientation, and Gender Discrimination	IV. Chapter 4: Gender Inequality	
			National Women’s Hall of Fame: Virtual Screening of Killing Us Softly 4	
			Chapter 5: Sexual Orientation and Inequality	
December 7-12th	10	Finals Week	N/A	Social Problems Paper & Peer Review Due 12/8