

Course Information

Semester & Year: Fall 2022

Course ID & Section #: SOC 2 V3768

Instructor's Name: Philip Mancus

Day/Time: ASYNCHRONOUS, WEEKLY

Location: VIRTUAL CAMPUS (Online)

Number of Units: 3

Instructor Contact Information

Office Location: Use the "TechConnectZoom" feature on [Canvas](#)

Office Hours: Mondays, 2 to 3 p.m.

Phone Number: 707-465-2362

Email Address: Philip-Mancus@Redwoods.edu

Required Materials

Textbook Title: Social Problems

Edition: 3rd Edition (4th is okay)

Author: Joel Best

ISBN: 978-0393283419

Other requirements: No other course materials to procure. Supplemental readings posted as we go.

Catalog Description

Students learn to identify and examine social problems using a sociological perspective. Sociological concepts and theories are used to analyze social problems. Social movements such as global environmental, US civil, womens, LGBTQ and disability rights are explored with consideration of solutions for social change. This course requires critical reading and analysis.

Course Student Learning Outcomes

1. Explain how two or more social problems are related.
2. Use course tools to propose a potential solution for a social problem related to gender, self-identity, ethnicity, race, socio economic status, sexuality, world view, collective behavior and/or values.
3. Employ a sociological perspective to evaluate a major social problem.

Recommended Preparation

Students should ideally be eligible for placement in ENG 1A or its equivalent when taking this class.

How to Contact Me

Until class begins, you may contact me at Philip-Mancus@Redwoods.edu. After the start of the semester, **my preferred method of communication is the messaging feature within Canvas** (although email will still work). When you first log on, you'll see an icon that says "Inbox." Find our class and send me a message. I will usually reply within 24 hours weekdays and within 48 hours weekends. If for some reason you cannot access the Canvas website, send me an email.

Course Delivery

This course is delivered and taught 100% online using asynchronous instruction, which means there is no fixed meeting day and time during the week that you must attend class. However, you'll still have weekly deadlines to meet. All instruction will take place using the CANVAS Learning Management System.

Canvas Course Website

The course will be available on CR's Canvas system starting August 22, 2022. Starting on that date, you will be able to participate in the course.

[Login instructions for Canvas](#)

1. Open your web browser and go to <https://redwoods.instructure.com>
2. Your Username is the same as your Webadvisor User ID (e.g., flast123 - first initial + lastname + last 3 digits of your student ID number.) Your initial password is your 8-digit birthdate (mmddyyyy).
3. Once logged in, on top left-hand side of the screen there is a menu of your Courses.

Canvas Help

There are instructions on the basics of Canvas and additional help with preparation for taking an online course at College of the Redwoods on the CR-Online web page.

Attendance and Participation

You will need to get started right away on Day 1 because you'll have deadlines to meet the first week. To stay enrolled in the course, **you must confirm your presence in the online classroom by the close of Week 1.** To do this, log in to Canvas, access the course website, and follow the instructions in the orientation module.

Attendance is defined as logging in and working through the course modules on a weekly basis. Participation is defined as actively completing weekly assignments, contributing to and responding to student discussions, responding to questions from your instructor, working collaboratively when assigned to groups, taking your exams when scheduled, and meeting due dates.

Admissions Deadlines & Enrollment Policies

FALL SEMESTER 2022

| | |
|--|-----------------|
| Convocation/Flex | Aug 18 & 19 |
| Classes Begin | Aug 20 |
| Last Day to Add a Class (Late) | Aug 8 |
| Last Day to Drop w/out a "W" | Sep 2 |
| All-college Holiday (Labor Day) | Sep 5 |
| Census Day | Sep 6 |
| Flex forms for FT & Associate Faculty Due | Sep 9 |
| Census Roster Due Date | Sep 13 |
| Last Day for Student or Faculty Initiated Withdrawal | Oct 28 |
| All-College Holiday (Veteran's Day) | Nov 11 |
| No classes (Fall Break) | Nov 21 & 22 |
| All-College Holidays (Thanksgiving) | Nov 23, 24 & 25 |
| Flex activities for Associate Faculty Due | Dec 2 |
| Final Exams | Dec 10 – 15 |
| Classes End | Dec 16 |

Proctored Exams

There are no proctored exams for this class. However, I reserve the right to use web-based proctoring on exams on a case-by-case basis if needed. I will notify you with instructions well in advance of any examination dates if I decide to do this.

Accessibility and Student Accommodations

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor. College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for](#)

[Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made.

Being Prepared for Online Classes

Are you ready for online classes? Please take about 15 minutes to review what it means to take an online class by watching [Introduction to Online Learning](#). In addition, here are some other resources to help you.

- What to expect when taking an online course at College of the Redwoods: [CR Online Course Information](#).
- Learn more about the Canvas Course Management System including help and tutorials: [Canvas Overview](#).
- Here's a guide for taking online classes: [Student Online Hand Book](#).
- Library resources (including online databases) can be found at: [CR Library](#).
- See what other community college students have to say about what it takes to be a successful online student: [Student Advice on Taking an Online Class](#).

Please see the accompanying [Class Orientation Letter](#) for more detail on computing requirements for this class.

Time Commitment

Good time management is a key to success in college, especially in your online classes. Your commitment will require at least as much time as you dedicate to a traditional class. Students are often surprised by how much time it takes to complete the work in an online course. With that said, expect to spend 9 to 12 hours per week working on this class.

Needed skills include:

1. Carefully read online lectures and textbook chapters
2. Participate in online activities and watch online videos
3. Participate in online discussions, and
4. Complete online assignments, quizzes and exams.

Computer Skills

Online courses require adequate computer skills. You must be able to:

- Navigate the course Learning Management System (Canvas)
- Receive and respond to your CR email
- Download and upload files to the Canvas website
- Use a word processor
- Download and open PowerPoint files (.ppt) and Word documents (.doc)
- Use Adobe Reader to read PDF documents (.pdf) and convert files to PDF
- Download and listen to mp3 digital audio files
- View video files.

Computer Requirements

You should have high-speed internet (such as broadband) service from cable, DSL, or satellite providers as there are videos that require this speed. You need to have reliable access to the internet for the duration of the course.

Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. *It is your responsibility to meet the technological demands of the course. **Technical problems typically do not count as an excuse for missed deadlines and assignments unless they affect many students in a large service area.***

Portable Devices vs. Computers

Although you can use late-model mobile devices (such as Android or iOS phones & tablets) for some things, you should plan on doing the majority of your work (especially exams and assignments) from a reasonably late-model notebook or desktop computer (Mac or PC). I do not advise trying to participate in this class solely from a mobile device such as a smartphone. If you do decide to use your mobile device for some of your class work, use the free Canvas app (called "Canvas by Instructure") available in iTunes (for iOS) and the Google Play Store (for Android). Connecting to Canvas using a web browser on a mobile device can also be a problem. Your experience with Canvas will be a lot better using the app.

Course Policies & Procedures

Evaluation & Grading

Your final grade in this class is the result of your performance in the following categories:

Discussion (40%)

Participation in discussion is an important part of the course. You'll have an online discussion every week.

Midterm Exam (20%)

An untimed, open book, open notes, on-line test covering the first half of class and made up of a combination of objective questions and short answers – due Wednesday of Week 8

Writing Project (20%)

This assignment involves utilizing a sociological perspective to define and propose solutions for a social problem.

Final Exam (20%)

An untimed, open book, open notes, untimed, comprehensive exam made up of a combination of objective questions and short answers. Due Wednesday of Week 16.

Grades

The course website will show your current score in the class as a percentage. I use the following scale in determining your final letter grade:

| | | |
|--------------------------|--------------------|--------------------------|
| A = 93% and above | A- = 90-92% | B+ = 87-89% |
| B = 83-86% | B- = 80-82 | C+ = 77-79% |
| C = 70-76% | D = 50-69% | F = 49% and below |

An Incomplete (I) is given at your instructor's discretion and will only be granted to those students who continue to participate in class, have completed all prior work, and who have made arrangements with me by the end of the 15th week. This is a rare privilege and is not granted lightly.

Academic Integrity

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Instructor Specific Policy on Academic Dishonesty

In this class, all work done for credit must be your own, completed by you without assistance from anyone other than basic editing, unless otherwise directed. Students new to college are sometimes unfamiliar and uncertain of what is

acceptable and what isn't. This section establishes my policy for academic dishonesty and its consequences. One of the biggest problems in an online environment is plagiarism, which is trying to pass off someone else's ideas, data, or text as if they were your own. I treat plagiarism as a form of academic dishonesty. This means it will benefit you to know what it is and how to avoid it. For a quick guide on plagiarism, the [Online Writing Lab](#) at Purdue University is a great resource.

It is your responsibility to know what plagiarism is and to refrain from it entirely. Copying and pasting someone else's text (even if you modify it slightly) without the use of quotation marks is one example of plagiarism. Referring to information and ideas from someone or somewhere else without properly citing the source is another example. In addition to plagiarism, academic dishonesty includes but is not limited to cheating, collusion, complicity, abuse of resources, computer misuse, fabrication or falsification, unpermitted multiple submissions, and bearing false witness. Students who are caught committing academic dishonesty on an assignment immediately forfeit all credit for that assignment. For repeat offenses, I will file notify Student Services and you may be dropped from the course and may receive a failing grade.

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Classroom Etiquette in the Online Environment ([Netiquette](#))

Interaction in the virtual classroom requires as much if not more attention to the way we can potentially affect others. Peaceful, logical, evidence-based, constructive, critical thinking and inquiry is encouraged. Aggressive, destructive criticism is not. Just like you wouldn't shout in someone's face in class, avoid communication of a similar manner while online. Review the core rules of netiquette (see the link above) to get a better idea, especially if you are new to the online educational environment.

Policy on Hate-Based Communication

In this class I have a zero-tolerance policy when it comes to individuals, groups, or organizations professing ideologies that target, intimidate, and/or dehumanize individuals or groups based on their perceived race, color, ethnicity, nationality, national origin, citizenship, language, religion, age, sex, sexual orientation, gender identity, body size, marital status, genetic status, veteran status, assault and trauma survivor status, and/or physical ability. Such expression is antithetical to the spirit of the academy and to the mission of the college. Individual actions that express hatred, contempt, or degradation of others will not be tolerated. Any and all speech, gestures, adornment, emblems, codes, insignias, signs, symbols, slogans, flags, propaganda, paraphernalia, or other memes that express or represent hate-based ideology, or discrimination against protected classes, or otherwise signifies identification with, sympathy for, affiliation with, or membership in a hate group are strictly prohibited from this virtual classroom. Any violation of this policy will result in the student(s) having classroom privileges suspended until compliance is assured.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful. Please let me and other students know if you have preferences for how you are addressed.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

Student Services

Online Resources

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

Health and Wellness

- Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).
- [Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.
- [Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling. Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Learning Resource Center

The LRC includes the following resources for students:

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special Programs

Programs available for eligible students include:

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Emergency Procedures

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order

to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
 - a. Dial 911, to notify local agency support such as law enforcement or fire services.
 - b. If safe to do so, notify key administrators, departments, and personnel.
 - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
 - d. Contact Jolene Gates 530-625-4821 to notify of situation.
 - e. Contact Hoopa Tribal Education Administration office 530-625-4413
 - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:

- a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
- b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
- c. Close all window curtains.
- d. Get all inside to safe location. Kitchen area is best internal location.
- e. If a police officer or higher official arrives, they will assume command.
- f. Wait until notice of all is clear before unlocking doors.
- g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
- h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

Course Syllabus Subject to Change

As your instructor, I reserve the right to make changes to this syllabus and the course content. While I make every effort to follow the policies and schedule laid out herein, there may be times when changes are necessary. I will inform the class of any changes using the Canvas Announcements tool.

Please go to the next page.

Semester Plan

All readings are in the course textbook by Joel Best, Social Problems (3e) or are supplemental readings, which can be found on the Canvas course website. Textbook readings are highlighted in green, supplemental readings highlighted in yellow.

Week 1. Introduction: The Sociology of Social Problems

Themes

- The sociological approach to studying social problems
- The power logic model: thinking upstream
- Role conflict? Researcher and Activist

Reading

Boal, A. "What is Justice?"

Bell and Ashwood, "What is Justice?"

Week 2. The Social Problems Process

Themes

- Subjectivist and objectivist approaches to the study of social problems
- The social problems process model
- Case study: Homelessness

Reading

Best, Chapter 1: "The Social Problems Process"

Knapp & Spector, "Theories of Freedom"

Greene and Centrone, "Ending the Persistence of Homelessness"

Week 3. Social Movements and Fields of Action

Themes

- Shallow and Deep Culture
- Ethnocentrism and Cultural Relativism
- Social Movements and Social Movement Organizations

Reading

University of Minnesota Press, "Social Movements"

Ott and Mack, "Cultural Analysis – Cultural Theory: An Overview"

Wolfe, A. "Culture and Moral Freedom"

Week 4. Claims and Frames: The Politics of Social Problems

Themes

- Claims, Frames, and Moral Appeals
- The Politics of Language
- Case Study: Universal Health Care in the United States

Reading

Best, Chapter 2 "Claims" (36)

Kummerow, L. "Making Claims: The Role of Language in the Construction of Social Problems"
Bulanda and Pittman. "In Pursuit of U.S. Healthcare Coverage: Pathways to Universal Coverage"
McClure et al. "Universal Health Coverage? Why?"

Week 5. The American Landscape: Media, Polarization and the Culture War

Themes

- The "Culture War" in America
- Theoretical Explanations for Polarization

Reading

Best, Chapter 3: "Activists as Claims Makers"

Tesene, M.M. "Political Polarization in Contemporary American Society"

Kapuscinski, R. "Understanding the Politics of Resentment."

Ott and Mack. "The Functions of Ideology" & "Ideological Processes"

Week 6. Poverty, Social Class, and the Economy

Themes

- Poverty and Social Class
- Structural Features of the Economy

Reading

Best, Chapter 4: "Experts as Claims Makers"

Rodgers, H.R. "Why Are People Poor in America?"

Lewis, O. "The Culture of Poverty"

Piven, F.F. "Poverty, Inequality, and the Shredded Safety Net"

Week 7. Racism, Ethnic Conflict, and Citizenship

Themes

- Racism: Overt and Color-Blind
- Case Study: Black Lives Matter

Reading

Best, Chapter 5: "The Media and Social Claims"

Oluo, I. "What is Racism?"

Dubois, W.E.B., "Black Reconstruction and the Racial Wage"

Myers, E. "Beyond the Wages of Whiteness"

Childers and Garcia, "The Racial Implications of Immigration Policy"

Week 8. Midterms

TAKE YOUR MIDTERM EXAM

Week 9. Violence, Social Control, and the Criminal Justice System

Themes

- The Roots of Violence
- Marginalized Communities and Formal Social Control

Reading

Best, Chapter 6: "Public Reaction"

Lynch et al., "Gun Violence in the U.S."

Gundy, "American Prisons: Consequences of Mass Incarceration"

Reiman, J. "The Implicit Ideology of Criminal Justice"

Atwell, "For Profit Justice"

Week 10. Gender Inequality and Sexual Oppression

Themes

- Freedom and Sexuality
- Inequalities of Sex, Gender, and Sexual Identity

Reading

Best, Chapter 7: "Policymaking" (28 pages)

Bruni, F. "Tackling the Roots of Rape"

Erdelye, S.R. "One Town's War on Gay Teens"

Jesudason, S.A. "Reproductive Rights"

Week 11: Health, Substance Abuse, and (Dis-)Ability

Themes

- The social structure of physical ability and full participation in society
- Drug abuse, mental health, and stigmatization

Reading

Davis, L. "Disability: The Missing Term in the Race, Class, Gender Triad"

Beiser, V. "First, Reduce Harm"

Maestriperi, L. "The Covid-19 Pandemics: Why Intersectionality Matters"

Week 12. Family Disruption, Interpersonal Violence, Childhood Trauma, Neglect and Maltreatment

Themes

- Intimate Partner Violence
- Child Maltreatment
- Historical Trauma

Reading

Best, Chapter 8: Social Problems Work

Coontz, S. "The Way We Wish We Were: Defining the Family Crisis."

Felitti, V. et al. "Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study."

Week 13. Education and Civil Society

Themes

- Education as a Socializing Force
- Public Education and the Reproduction of Inequality
- Education as a Force for Social Change

Reading

Best, Chapter 9: "Policy Outcomes"

Schofer, E. et al. "The Societal Consequences of Higher Education"

Staples, W. "The Culture of Surveillance"

Week 14: Politics and the State

Themes

- Democracy and Authoritarianism
- Legitimation Crisis
- "The Tyranny of the Majority"

Reading

Best, Chapter 10: "Claims Across Space and Time"

Wright, E.O. "Democracy: How it Works"

Schwalbe, M. "Rigging the Game"

Paxton, R. "What is Fascism?"

Week 15: Global Extremes: Climate Change, War, Terrorism, Refugees

WRITING PROJECT DUE

Themes

- Global Environmental Crisis
- Ecological Justice
- Mitigation and Adaptation

Reading

Best, Chapter 11: The Uses of a Constructionist Stance

Pellow, D. "Environmental Justice"

Etzioni, A. "The Surprising Link Between Sustainability and Social Justice"

Thunberg, G. "Unpopular," "Our House is On Fire," and "Prove Me Wrong"

Naes, A. and Sessions, B., "Basic Principles of Deep Ecology"

Finals Week

TAKE YOUR FINAL EXAM