



Syllabus for Soc 2

Course Information

Semester & Year: Spring 2023

Course ID & Section #: Soc-2-D5063

Instructor's name: Vanessa Vrtiak

Day/Time of required meetings: Distance Learning

Course units: 3.0

Required Texts:

Joel Best *Social Problems* 3rd Edition

Additional Readings listed below will be mailed through correspondence

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, women's, LGBTQ and disability rights are explored with consideration of solutions for social change. This course requires critical reading and analysis.

Course Student Learning Outcomes (*from course outline of record*)

- Explain how two or more social problems are related.
- 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.
- Employ a sociological perspective to evaluate a major social problem.

Accessibility

College of the Redwoods is 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 Tory Eagles or [Disability Services and Programs for Students](#) (DSPS).

Student Support

Correspondence is not easy, and I'm aware that things happen. There can be delays in the mail system, you may get ill, overwhelmed, etc. **Please communicate with me.** I want each of you to be successful in this course. It's incredible that you have embarked on this educational journey, and I'm honored to be your instructor. I do not take this position lightly. I will do my best to provide you with timely, honest feedback.

If you are concerned with the time frame you are receiving your assignments, or something does not 'feel right', please send me a BQ (if appropriate). The "Ask CR" Form is the official document used for student inquiries and should be submitted to the Program Coordinator through the mail. Once received, the Program Coordinator will respond or forward the request to the proper designee.

There is a law library at Pelican Bay, but access to materials is limited. Students may have some reference books in their personal possessions and/or may have limited access to TV news reports.

Because of copyright restrictions, the library can't provide enough copies of each article for all your students to have every article at the same time, but they should be able to provide several copies of each so that more than one student can use a given article at the same time. Once students decide which of your core articles are

Evaluation & Grading Policy

Your final grade in the course is based on the following percentage breakdown:

Percentage Letter

90-100% A

80-89.99% B

70-79.99% C

60-69.99% D

<60% F

It is my expectation that “A” work is outstanding. In general, work in the “B” range is above average and “C” work demonstrates a “passing” mastery of the material and concepts. It is never a good idea to approach a discussion of your grade by asking me why I “took points off.” You start with ZERO points and EARN points according to demonstrated competencies.

Assignments for the semester:

Reflection Journal Assignments: 25%

Creativity Assignments: 20%

Interview Assignment: 30%

Final Paper 25%

Journal Assignments:

Students are expected to turn in 5 reflective journals this semester. These will be different each week depending on the material.

Each assignment must be at least 3 FULL pages in length, no more and no less. The journal entry will cover that week’s *assigned (Required) readings*. So, if you are submitting a journal entry on Friday of Week 3, the readings to be covered are the ones assigned for Week 3.

There are multiple purposes of the journal assignments. Primarily, these assignments are designed to help you think about the assigned course material in a more concrete way. Writing these assignments will help you to organize your thoughts, prepare you to be an active, engaged participant, and show me that you are taking responsibility for doing the readings. I encourage you to dig deep once again. Pull out pieces from the week's readings, and you must include your life experience.

Please include the main points from the readings, and the evidence the author uses to support their claims. How are the readings for the week connected? What are their common themes? Do you agree with the author's views? What was missing? What was a gut punch? Please provide evidence to support your claims. Your paper should state the social issue and include all the readings for the week. I'm not asking for a summary of the readings, so please do not do that. I already know what you read. :) I am asking for you to dig deep and reflect on what you read.

Interview Assignment:

You will interview someone in your life regarding a Social Problem. You will select the problem, but it must be one related to the topics in the schedule. The goal of this interview is to find out what your participant knows about the topic, and then to teach them what you have learned about the topic in this class. Your interview participant will grade you on how well they think you did, and this will be a portion of your grade for this assignment.

You will need to select your topic and develop your first round of interview questions **by March 3rd**. Yes, you can submit your questions and topic sooner!

Please submit 20 questions that you are considering asking, and I will provide you with feedback and help you develop your final set of questions. Once I return your questions with feedback you will be ready to complete your interview, and I will send you the additional sheet of paper your participant can fill out regarding how you well teach them the subject matter. This can be filled out by you if you are interviewing a loved one over the phone. Interviews will occur between **March 13-17th**, and your entire assignment will be turned in by **March 24th**. (Your grade from your participant, and the responses to your interview questions.)

Creative Assignments:

You will have three creative assignments throughout the semester. These will vary, and the instructions will be given to you two weeks before their due date. This is an opportunity for you to create art, write a song, poem, or short story about some of the content we are discussing in this course.

Final Paper:

TBA

Schedule:

Week 1 Introduction (Read the Syllabus)

Write up to a one page introduction and please get it to me by 2/10. This is how I will take census for this course. Please work hard to get this in the deadline, so you will not be dropped from the course.

Introduction Due 2/10

Week 2-4 Sociology & the Study of Social Problems: Theories, Methods, Approaches

Read:

Sociology & The Study of Social Problems by Leon Gurrero

Best Ch-1 & 2

Reflection Journal #1 Due: 2/17

Week 4 & 5 Gender, Theories of Gender Inequality; Sexism, Glass Ceiling, Pay Gap, Rape Culture, Structural Oppression; Feminism/Women's Liberation; Possible Solutions

Read:

Henslin on "Becoming Male"

Audre Lorde "The Transformation of Silence into Action"

Mia McKenzie "On Rape, Cages, and the Steunbenbille Verdict."

Reflection Journal #2 Due: 3/3

Interview Draft Questions Due: 3/3 (See above for instructions)

Week 6 & 7

Socio-Economic Stratification, Inequality, Poverty, Welfare, Homelessness, Unemployment & Crime. Possible Solutions

Read:

Barbara Ehrenreich, Nickel & Dimed on the working poor

Best Ch 3

Million Dollar Murray by Malcom Gladwell

Reflection Journal #3 Due: 3/17

Creative Assignment #1 Due: 3/10

Conduct your Interview: March 13-17th (Nothing to turn in)

Week 8 & 9

Race vs. Ethnicity, Patterns of Ethnic Oppression, Prejudice; Institutional Discrimination; the Racial Glass Ceiling. Possible Solutions.

Read:

Allan Johnson "Becoming Part of the Solution."

"How I Discovered I was White."

A selection from Kendi's "How to be an anti-racist"

Interview Due: 3/24

Reflection Questions #4 Due: 3/31

Week 10 & 11

Crime & Violence: The Juvenile Justice System, what works, and what does not.

Read:

Best Ch. 4 & 5

Dispatches from Juvenile Hall (Pg. 123-173)

Reflection Questions #5 Due: 4/14

Creative Assignment #2 Due: 4/21

Week 12 & 13

Substance Abuse, Downsides of Various Drugs; Theories of Substance Abuse; History of the “War Against Drugs”; Race & Drug Laws; Possible Solutions.

Read:

The New Jim Crow Intro and Chapter 1

Best Ch. 6

Fact Sheet for the War on Drugs

Interview Assignment Due: 4/28

Week 14 & 15

Human Population & Environmental Change: Theories & Models of Human Population; the values & socio-economic arrangements causing climate change. Solutions.

Read:

Best Ch. 7 & 8

The Environment as a Social Problem

Creative Assignment #3: 5/5

Final Paper Due 5/12

I reserve the right to change the syllabus at any time. :)

Admissions deadlines & enrollment policies

Spring 2023 Dates

- *Classes begin: 01/14/23*
- *Martin Luther King's Birthday (all campuses closed): 01/16/23*
- *Last day to add a class: 01/20/23*
- *Last day to drop without a W and receive a refund: 01/27/23*
- *Census date: 01/30/23 or 20% into class duration*
- *Last day to petition to file P/NP option: 02/10/23*
- *Lincoln's Birthday (all campuses closed): 02/17/23*
- *President's Day (all campuses closed): 02/20/23*
- *Last day to petition to graduate or apply for certificate: 03/02/23*
- *Spring Break (no classes): 03/13/23 – 03/18/23*
- *Last day for student-initiated W (no refund): 03/31/23*
- *Last day for faculty-initiated W (no refund): 03/31/23*
- *Final examinations: 05/06/23 – 05/12/23*
- *Commencement: 05/15/23*
- *Semester ends: 05/12/23*
- *Grades available for transcript release: approximately 05/26/23*

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, the grade and the student's status in the course is left mainly to the faculty member's discretion. 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. More information about the rights and responsibilities of students, Board policies, and administrative procedures is in the College Catalog and the College of the Redwoods website.

I realize that you do not have this, so here is a section that applies to us, specifically:

Do not plagiarize. Plagiarism includes, but is not limited to:

- a) Using, by paraphrase or direct quotation, of the published or unpublished work of another person without full, clear, and accurate acknowledgement.
- b) The unacknowledged use of another writer's ideas without proper citation.

Borrowing all or part of another individual's work or using someone else's outline to write your own work.

c) Copying another individual's computer printout and/or computer files and using it as one's own.

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include 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. Since you do not have the ability to access the above online resources, send a request to Ms. Eagles if you would like a physical copy of the CR Student Code of Conduct.

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.

Del Norte Campus Emergency Procedures

Please review Pelican Bay State Prison for Emergency Procedures.