

Bridgewater College
SOCIAL PROBLEMS
SOCIOLOGY 203
Interterm 2016

Instructor: Dr. Mwizenge S. Tembo

January 4, 2016

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Door and by Appointment

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Class Schedule: Every Week Day 9:00AM – 12:00PM
But Flexible Due to Experiential Trips.

All Cell Phones, Beepers, and Wrist Watch Beepers should be turned off before class. Cell Phones and Beepers should be put away and will not be used during class.

You are expected to read the attached document at the end of the syllabus titled: “Ethics in Academic Work”. The document is also on the BC web page: <http://www.bridgewater.edu/WritingCenter/BCplagiarism.htm>.

"Bridgewater College educates the whole person by providing a challenging and supportive learning community that fosters the growth of its students and empowers and motivates them to live educated, intelligent, healthy, purposeful and ethical lives in a global society. The college embraces the core values of integrity, equality, service and community, which have been inspired by its history with the Church of the Brethren. The College is a welcoming, diverse and vibrant community, committed to understanding and respecting individual differences and actively engaging all of its members".

- Bridgewater College Catalog

Disability

Bridgewater College is committed to providing all students equal access to the college's academic programs and activities. Students who have or think they may have a condition (attention, learning, visual, hearing, physical, psychological or chronic medical) that impacts learning and for which an accommodation may be desired, are encouraged to contact the Director of Academic Support, Dr. Chip Studwell, 540, 828-5370 or cstudwel@bridgewater.edu. A letter is required from the Academic Support Office, each semester, in order to receive accommodations at Bridgewater.

Sexual Misconduct

Bridgewater College prohibits sexual harassment, including sexual violence. Under our school policies and procedures, I am a “responsible employee”. That means that I am someone who is required to pass on to the school's Title IX Coordinator any instances of sexual misconduct that I see or hear about, including things that you may tell me.

We do this to ensure that we provide a safe environment for everyone and to make sure that we help people who have been subjected to these behaviors. I am a resource for you but I want to know that if you tell me about something that happened to you or someone else, I will keep the information private, but I can't keep it confidential because I have to tell the Title IX Coordinator. If you want to talk with someone who can keep it confidential, these are the people you can contact:

Counseling Services (540) 828-5402

Randy Hook

Amy Ghaemmaghami

Health Services (540) 828-5384

Paige French

Linda Bowers

Chaplain (540) 828-5383

Robbie Miller

For more information on the sexual misconduct policy at Bridgewater College, please refer to <http://bridgewater.edu/about-bc/sexual-misconduct-title-ix> or The Eagle Student Handbook.

COURSE OBJECTIVES

1. Using **Course Content** to introduce students to and explore the nature of social problems in the historical and contemporary context in America and the world in all its complexity.
2. To Critically Explore and Discuss social problems of unemployment, social inequality, disability, poverty, crime and violence, homelessness, hunger and food security, drug addiction, alcoholism, problems of population growth, sustainability, national and international human trafficking, environment and resources depletion, and several others.
3. To Critically Explore and Discuss theoretical approaches and the role and impact of public awareness, social movements, power struggles, interest groups, and value conflicts in the proposed solutions to social problems.
4. To describe, explore, and analyze the nature of and the reality these social problems through **Public Discourse** and a number of class **Experiential learning** trips to public social institutions whose objectives are to solve or mitigate some of these social problems.
5. All of these social problems will be explained, discussed, critically analyzed, and synthesized in the context of social change and the problems of **Sustainability** in the American and global context.

The Instructor will use some of the following methods of teaching to achieve these objectives:

- Lectures, Books, Readings, Video Clips
- Essays, Tests, Class Presentations
- Public Discourse Class Participation and Group Reviews
- Experiential Trips, PowerPoint Presentations.
- The Internet, Newspaper Articles , Journal Articles
- Guest Speakers

COURSE GOALS

At the end of the course the student should be able to:

1. Explore Homelessness, Crime, Hunger, Food Technology and Security, Poverty and Social Welfare, Mental and Physical Disabilities, Education, Sustainability and Global Fragmentation of Social Life as significant social problems.
2. Identify major patterns and social structural factors (economic, political, and social) that shape these specific social problems in the US and other societies of the world in history as well as in contemporary times.
3. Identify and use effectively major sociological theoretical perspectives, concepts, and paradigms to Explore, Describe, Explain and Analyze these social problems.
4. Identify and Explain paradoxes, major arguments, fallacies, myths, perspectives and debunk some of the themes that are used in **Public Discourse** about these social problems.
5. Be aware of the brief history and the common patterns of development of social problems and conflict in the US and the world.
6. Participate in all **Experiential** trips that will Observe, Explore or Investigate, Analyze, and Synthesize some significant aspects of these social problems.

READINGS FOR CLASS JOURNAL-REPORT PAPERS

Leon-Guerrero, Anna and Zentgraf, Kristine (eds) Contemporary Readings in Social Problems, Los Angeles: Pine Forge Press, 2009.

Perspective on Social Problems:

- C. Wright Mills, Ch. 1, “The promise”, pp. 2- 5
- William Ryan, Ch. 2, “The Art of Savage Discovery: How to Blame the Victim”, pp. 6 – 15.

The Fragmentation of Social Life:

- D. Stanley Eitzen, Ch. 4, Concerns for the New Millennium, pp. 26-31
- Allan G. Johnson, Ch. 5, Capitalism, Class, and the Matrix of Domination, pp. 32-37

Criminal Justice and Crime:

- Michael Tonry, Ch. 24, “Crime”, pp. 244-253
- Natasha Williams, Ch. 25, “Prison Health and the Health of the Public”, pp. 254-263

The Global Fragmentation of Social Life:

- Michael Yates, Ch. 8, “Poverty and Inequality in the Global Economy,” pp. 62-68
- Saskia Sassen, Ch. 9, The Making of International Migrants, pp. 69-76

Poverty and Social Welfare Policy:

- Mimi Abramowitz, Ch. 21, “Welfare Reform in the United States: Gender, Race, and Class Matter, pp. 198-211
- Stephanie Baker Collins, Ch. 22, “An Understanding of Poverty From Those Who Are Poor”, pp. 212-223

Health Care:

- Joan Busfield, “Pills, Power, People: Sociological Understanding of the Pharmaceutical Industry”, pp. 172-182.

Education:

- Cynthia I. Gerstl-Pepin, Ch. 17, “The Paradox of Poverty Narratives: Educators Struggling With Children Left Behind”, pp. 151-161
- Michael W. Apple, Ch. 18, “Ideological Success, Educational Failure?: On the Politics of No Child Left Behind,” pp. 162-169

RECOMMENDED:

Johnson, William. , Retting, Richard., Scott, Gregory., and Garrison, Stephen., The Sociology Student Writer’s Manual, 6th Edition, New Jersey: Pearson Education, Inc., publishing as Prentice Hall, 2010, 2006, 2004.

READINGS

Week. 1:

Day One - Jan 4: Read on Monday for Tuesday Jan 5; Read in readiness for Experiential Trip # 1

Definition of Concepts, Sociological Approach to Social problems, how to Describe, analyze, and synthesize for the journal-papers.

Homelessness in America: The Fragmentation of Social Life Introduction and Understanding of Social Problems.

- C. Wright Mills, Ch. 1, “The Promise”, pp. 2- 5*
- William Ryan, Ch. 2, “The Art of Savage Discovery: How to Blame the Victim”, pp. 6 – 15.*
- Charles E. Hurst, “The Impact of Inequality on Personal Life Chances”, Ch. 10, in Social Inequality, Forms, Causes, and Consequences, 6th Edition, New York, Pearson, 2007. Pp. 243-263. (*focus on pages 258-263*)
- D. Stanley Eitzen, Ch. 4, The Fragmentation of Social Life: Some Critical Concerns for the New Millennium, pp. 26-31
- Allan G. Johnson, Ch. 5, Capitalism, Class, and the Matrix of Domination, pp. 32-37

Day Two - Jan. 5: Tuesday, Lecture and Public Discourse focused on Assigned readings.
Experiential Trip # 1: Harrisonburg Homeless Shelter & Salvation Army Food Pantry - Volunteering

- (Material for Test # 1 Review Handed Out)

Day Three - January 6: Wednesday; Journal-Report Paper # 1 Due
Review for Test # 1

Criminal Justice and Crime: In readiness for Experiential Trip 2

- Michael Tonry, Ch. 24, “Crime”, pp. 244-253
 - Natasha Williams, Ch. 25, “Prison Health and the Health of the Public”, pp. 254-263
- Poverty and Social Welfare Policy*
- Mimi Abramowitz, Ch. 21, “Welfare Reform in the United States: Gender, Race, and Class Matter, pp. 198-211
 - Stephanie Baker Collins, Ch. 22, “An Understanding of Poverty From Those Who Are Poor”, pp. 212-223

Day Four -Jan. 7: Thursday - Discuss Experiential Trip # 1 and Review readings for Experiential Trip # 2

Test # 1

- **Public Discourse**
 Discuss readings:
 - Mimi Abramowitz, Ch. 21, “Welfare Reform in the United States: Gender, Race, and Class Matter, pp. 198-211
 - Stephanie Baker Collins, Ch. 22, “An Understanding of Poverty From Those Who Are Poor”, pp. 212-223
 - Michael Yates, Ch. 8, “Poverty and Inequality in the Global Economy,” pp. 62-68

- Saskia Sassen, Ch. 9, The Making of International Migrants, pp. 69-76

• **Day Five - January 8:** Friday - **Experiential Trip # 2: Middle River Regional Jail.**

Read for Monday Jan. 11 : Education and Disability

- Powell and Welch, Klein, and Smith, “Should Children Receive Medication for Symptoms of Attention Deficit Hyperactivity Disorder?” in Peabody Journal of Education, 78(3), 107-115.
- Cynthia I. Gerstl-Pepin, Ch. 17, “The Paradox of Poverty Narratives: Educators Struggling With Children Left Behind”, pp. 151-161
- Michael W. Apple, Ch. 18, “Ideological Success, Educational Failure?: On the Politics of No Child Left Behind,” pp. 162-169

Week 2

Day Six - Monday Jan. 11: Monday - Middle River Regional Jail Due: Journal-Report Paper # 2

Lecture and Discussion on Disabilities

Mental and Physical Disabilities: Health Care

- Powell and Welch, Klein, and Smith, “Should Children Receive Medication for Symptoms of Attention Deficit Hyperactivity Disorder?” in Peabody Journal of Education, 78(3), 107-115.

Day Seven - Jan. 12 Tuesday : **Experiential Trip # 3: The Arch and Woodrow Wilson Rehab Experiential Trip # 3**

- *Mental and Physical Disabilities: Health Care*

Day Eight - Jan. 13: Wednesday.

Due: Journal-Report Paper 3

Documentary: **Food Inc.**

Lectures and Class Discussions

- *Test Essay Question and Review Material for Test # 2 Handed Out*

Day Eight - Jan. 14: Thursday Cargill Poultry Processing Plant Experiential Trip # 4

- Visit to poultry raising farms (Both of these experiential trips un confirmed)

Day Nine - Jan. 15: Friday Test # 2

Readings for Monday Jan. 19

- Ian Scoones, “Sustainability” in Development in Practice, Volume 17, Numbers 4-5, August 2007

Week 3

Day Ten - Jan 18: Monday: New Community Project – Experiential Trip # 5

Due: Journal-Report Paper # 4

Day Eleven - Jan. 19: Tuesday Public Discourse about Experiential Trip # 5

Day Twelve - Jan. 20: Wednesday *In-Class Preparation, Review for PowerPoint*

Presentations and Final Exam Essay

Day Thirteen – Jan. 21: Thursday PowerPoint Presentations

Day Fourteen – January 22: Friday – **FINAL EXAM ESSAY**

DUE DATE	ASSIGNMENTS	POINTS	% GRADE
To be Announced	Test 1	60	10.16%
To be Announced	Test 2	60	10.16%
To be Announced	Public Discourse (3 sessions x30)	90	15.26%
To be Announced	5 Field Trips (5) Journal Report-Papers (4 pages)	250	42.38%
Jan. 22	PowerPoint Presentations (What I Learnt from Social Problems) (10 minutes)	100	16.95%
Compulsory	FINAL EXAM	30	5.09%
TOTAL		590	100.00

GRADING:

90 - 100%	A
80 - 89%	B
70 - 79%	C
60 - 69%	D
59% and below	F

JOURNAL-REPORT PAPERS

All academic papers must always be well organized with a good title, introduction, well defined objectives, well written, with proper punctuation, good spelling, proper length, proper citing of sources in the text of your paper, and a reference list at the end of the paper. Monosource never make for good research papers. Always use several sources which are a mix of types of sources; books, journals, and the internet.

45-50 points (A): Paper has all of the above very well done with a good conclusion with a clear demonstration of **your** point of view based on the alternative hypotheses, arguments, perspectives and discussions clearly demonstrated in the journal-paper report. The student has described, explored, analyzed and synthesized the significant aspects of the topic.

40-44 points (B/B+): Paper has some or all of the above done in an average to satisfactory manner. The student has described, explored in a satisfactory way but the analysis and synthesis the significant aspects of the topic is average.

35-39 points (C/C+): Paper has some of the above done but in a below average manner with the paper being rather short. The student has described, explored in an average way but the analysis and synthesis the significant aspects of the topic is below average.

30-35 points (D/D+): Paper is poorly written with very few of the above done. Paper might be poorly organized and rather short.

Below 29 points (F): Bad paper with most of the above missing

POWERPOINT PRESENTATIONS

All PowerPoint presentations must always be well organized with a good title, well explained introduction, well defined objectives, well planned, with proper pauses, poise, good spelling, proper length, proper citing of sources at the end of the presentation. Always use several sources which are a mix of types of sources; books, journals, and the internet.

PowerPoint presentation details must be well organized and clearly articulated. Presenter must have good eye contact, voice projection, poise, composure, abiding to the time limit and must have possible provocative questions raised for class discussion at the end of the presentation. Presenters must remove hats, dark glasses, discard chewing gum, be reasonably dressed and groomed.

GRADING:

45-50 points (A): PowerPoint presentation has all of the above very well done: good title, well explained

introduction, well defined objectives, well planned, with proper pauses and poise, good clear graphics, good spelling, good font, proper length, proper citing of sources at the end of the presentation. Presenter has good eye contact, voice projection, poise, composure, abiding to the time limit and must have possible provocative questions raised for class discussion at the end of the presentation. Presenter must remove hats, dark glasses, discard chewing gum, be reasonably dressed and groomed. Good to Excellent Presentation.

40-44 points (B/B+): PowerPoint has most of all of the above done in an above average to satisfactory manner.

35-39 points (C/C+): PowerPoint has some of the above done but in a below average manner with the PowerPoint being rather short with poor use of graphics and small font with thick text.

30-35 points (D/D+): PowerPoint is poorly planned with very few of the above done. PowerPoint might be poorly organized, poor composure, inarticulate and too short.

Below 29 points (F): PowerPoint presentation has all or most of the above missing

Students will be expected to attend all classes, participate in class discussions, do all the required reading taking notes before the class, use the Internet, do assignments, and take their own lecture notes. Whenever necessary, readings will be put on reserve in the library. DO NOT plan on missing any class. The **STUDENT** has the responsibility to contact the instructor for assignments missed for any reason.

ALL ASSIGNMENTS MUST BE TURNED IN TO THE INSTRUCTOR ON THEIR DUE DATE. ASSIGNMENTS TURNED IN LATE WILL BE PENALIZED (3 points deducted) FOR EACH DAY OVERDUE.