

Professor: David Manning
Class Meeting Time: MW @ 11-11:50 a.m. (Hybrid)
Class Location: A-224
Office: A-230
Office Hours: M W 9:45 – 10:45 a.m., 12 – 1:45 p.m., & M only 3:30 – 5 p.m.
 T H 12:30 – 1:45 p.m.
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Course Description: This course will acquaint students with the sociological study of social problems. Criteria for defining, perspectives for viewing, methods for researching, frameworks for analyzing and strategies for solving social problems will be presented. A variety of social problems will be examined in terms of prevalence, cause, effect, and prevention. Social problems will be explored 1) in Western and non-Western cultures, 2) among historically marginalized cultures within the U.S. and 3) on a global, national and regional scale. Topics may include, but are not limited to poverty, gender stratification, racism, crime, drug and alcohol abuse, and health care access. The goals of this course are for students to develop the ability to identify, analyze, and evaluate various social problems on a global, national and regional scale while exploring and discovering possible solutions. Class activities will include lectures, discussions, group exercises, video viewing, and analyses.

Hybrid Class: there will be weekly assignments that must be completed online through Canvas. You should follow the course schedule below to know when assignments are due and check into canvas at least twice per week to be aware of upcoming events and make sure you are completing assignments.

The Learning Outcome for this course is Global Socio-Cultural Responsibility. Meaning, students will demonstrate an understanding of pluralism/diversity in the world community and an awareness of civic and social participation and ethical and informed decision making. Assessment of the outcome will occur through evaluating successful completion of the following:

- Analyzing data/information/substantive content relevant to diversity/pluralism in the world;
- Synthesizing data/information/substantive content relevant to diversity/pluralism in the world; and
- Using data/information/substantive content related to diversity/pluralism in order to
 - Draw conclusion, propose solutions, and/or make decisions

Students in this course will be given an essay quiz toward the end of the semester that will determine whether or not they have successfully completed the above Global Socio-Cultural learning outcome. If they pass this essay quiz, it will count as one of their in-class projects for the semester.

Required Textbook: Mooney, Linda, David Knox, & /Caroline Schacht. (2015). Understanding Social Problems (9th Edition), Belmont, CA Thomson/Wadsworth

Course Schedule: Assigned Readings and Due Dates

Week	Date	Topic	Required Readings
1	1/6	Syllabus, & Theory Introduction Log into Canvas a few times and learn to navigate your way through the modules.	Chapter 1
2	1/11-1/13	Thinking About Social Problems	Chapter 1
	1/17	CT 1: Short essay response due by Sunday 11:59 p.m. on canvas.	
3	1/20	Physical and Mental Health and Health Care	Chapter 2
	1/18	Martin Luther King Jr., Day—No Classes	
	1/24	CT 2: Short essay response due by Sunday 11:59 p.m. on canvas.	
4	1/25-1/27	Alcohol and Other Drugs	Chapter 3
	1/31	Due: Essay Quiz 1 (complete on Canvas by Sunday 11:59 p.m.)	
5	2/1-2/3	Crime and Social Control	Chapter 4
	2/7	CT 3: Short essay response due by Sunday 11:59 p.m. on canvas.	
6	2/8-2/10	Lecture catch up and review	
	2/14	Test #1 (complete on Canvas by Sunday 11:59 p.m.)	
7	2/15-2/17	Family Problems	Chapter 5
	2/21	CT 4: Short essay response due by Sunday 11:59 p.m. on canvas.	
8	2/22-2/24	Poverty & Economic Inequality	Chapter 6
	2/28	CT 5: Short essay response due by Sunday 11:59 p.m. on canvas.	
	2/29-3/04	SPRING BREAK WEEK	
9	3/7-3/9	Problems in Education	Chapter 8
	3/13	Due: Essay Quiz 2 (complete on Canvas by Sunday 11:59 p.m.)	
10	3/14-3/16	Gender Inequality	Chapter 10
	3/20	CT 6: Short essay response due by Sunday 11:59 p.m. on canvas.	
11	3/21-3/23	Lecture catch up and review	
	3/27	Test #2 (complete on Canvas by Sunday 11:59 p.m.)	
12	3/28-3/30	Population Growth and Aging	Chapter 12
	4/3	CT 7: Short essay response due by Sunday 11:59 p.m. on canvas.	
13	4/4-4/6	Environmental Problems	Chapter 13
	4/10	CT 8: Short essay response due by Sunday 11:59 p.m. on canvas.	
14	4/11-4/13	Science and Technology	Chapter 14
	4/17	CT 9: Short essay response due by Sunday 11:59 p.m. on canvas.	
15	4/18-4/20	Conflict, War, and Terrorism	Chapter 15
	4/24	CT 10: Short essay response due by Sunday 11:59 p.m. on canvas.	
16	4/27/16	Final Test #3 must be completed by Wednesday (11:59 p.m.) on Canvas.	

Other Important Dates:

Last day to drop with no record and receive a fee refund:	Monday, January 11, 2016
Martin Luther King Jr., Day, No Classes	Monday, January 18, 2016
Spring Break Week, No Classes	February 29 th through March 4 th , 2016
Last day to withdraw and receive a “W”:	Wednesday, March 23, 2016
Last Day of Classes:	Friday, April 22, 2016
Final Exam Week:	April 25 th through April 28 th , 2016

Course Requirements and Evaluation Procedures: There will be 3 tests worth 100 points each. The tests will consist of some combination of multiple choice, true or false, and/or short answer questions. Questions for the tests may be drawn from your textbook, lectures, videos, and/or class room discussions. Students are expected to take ALL tests on Canvas by the scheduled due dates. You will be given at least two days to complete each test—therefore there will be no makeup tests allowed. There is no accumulative final in this class. Students will be given one hour to complete all tests, any

answer giving after the 60 minute time limit will not count toward your score. Once you begin a test you must complete the test at that time. Be sure to give yourself enough time to complete the test before you begin. Final tests are to be taken during the courses scheduled date of finals week.

*Throughout the course of the semester there will be 10 Critical Thinking assignments where you will be asked to give a short written response to a topic provided on Canvas. Each written response will have a point value of 10 points each for a total of 100 points for the semester. You will receive a score value between 1-10 points based on the content of your short answer essay response. These assignments must be completed by the provided due dates in your course outline in order for you to receive any credit for that particular short answer essay for the week.

There will be two take essay quizzes given throughout the course of the semester. The essays should integrate knowledge learned from course text, class lectures, and discussions (terms, data, statistics and theory) when appropriate into a cohesive whole. Students must turn in essay quizzes on or before due dates (found under Course Schedule). These assignments must be completed by the assigned due dates in order to receive any credit for them. In addition to a satisfactory evaluation of these essay quizzes based on content, the student is expected to demonstrate competence in English composition and grammar.

The weights of tests, assignments, and research analysis papers are as follows:

3 Tests @ 100 points each (300) completed on Canvas.	300 points
10 Critical thinking short essay responses to be completed on Canvas (*see above)	100 points
2 <u>Essay Quizzes @ (25) completed on Canvas</u>	<u>50 points</u>
Total Points Possible on which your grade is based =	450 points

Grading Scale:

A	=	90-100%	403-450 points
B+	=	87-89	390-402
B	=	80-86	358-389
C+	=	77-79	345-357
C	=	70-76	313-344
D+	=	67-69	300-312
D	=	60-66	268-299
F	=	0-59	0-267

Class Attendance: Attendance will be taken during each class period using roll call or pass around sheet. Often there will be educational value in class that is not measured on exams. To give credit for such learning, each student will start with 10 bonus points. For each absence the student will lose 10 bonus points for a class that meets once per week, 5 points per absence in a class that meets twice a week, and 3.33 (3 misses equal 10) points for courses meeting three times per week. Student only receives attendance credit if present during roll call, or sign in sheet is passed around, is contributing to the learning environment (not sleeping, being disruptive, playing with cell phone, computer, patterns of frequent bathroom breaks, or working on another classes assignments), and remains the entire class period. **Cell phones** are to be turned off or set to vibrate and are to be used for emergencies only. If there is a situation, the student must step outside the classroom to take a call. Texting and updating your facebook are not emergencies. Calculation for absences and technology abuse will be calculated as stated above for a maximum loss of 20 points (the 10 bonus points and 10 points from student accumulated points) accessed at the end of the semester. No one is permitted to record (audio or video) any portion of our classes throughout the course of the semester. Patterns of frequent bathroom breaks without medical documentation will also result in loss of attendance points for the day. Side Note: I will not lecture exclusively on the material covered in the textbook. You must be in-class and engaged in

your learning environment to receive credit for any in-class assignments. If you stop attending class, you will receive a F grade, unless you complete a withdrawal form before the last day to withdraw.

Two specific situations that will not be tolerated are:

1. Academic dishonesty, plagiarism, and cheating.
2. Aggressive, hostile, disrespectful, and/or disruptive behavior directed toward any college faculty, student, or college guest.

Any student demonstrating aggressive, hostile, disrespectful or disruptive behavior will receive one warning (per semester). If the problem persists the student will be asked to 1) leave the class for the day and the student must see the professor during office hours before returning to the classroom. And 2) the student will receive a Ten percent deduction from his/her final total accumulative points at the end of the semester per each incidence. If the problem persists the student will then be removed from the course.

College Academic Integrity

Recommended wording: The very nature of higher education requires that students adhere to accepted standards of academic integrity. Therefore, SF has adopted a Code of Student Conduct that outlines general guidelines. Students are encouraged to discuss issues related to academic integrity with instructors. For more information go to http://dept.sfcollege.edu/rules/content/media/PDF/Rule_7/7_23.pdf

Americans with Disabilities Act (ADA)

Required statement: If you are a student with a disability: In compliance with Santa Fe College policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Requests for academic accommodations need to be made during the first week of the semester (except for unusual circumstances) so arrangements can be made. You must be registered with Disabilities Resource Center (DRC) in S-229 for disability verification and determination of reasonable academic accommodations. For more information, see http://www.sfcollege.edu/student/drc/index.php?section=faculty_resources/rights_responsibilities

Discrimination/Harassment Policy

SF prohibits any form of discrimination or sexual harassment among students, faculty and staff. For further information, refer to College Rule 2.8 at http://dept.sfcollege.edu/rules/content/media/PDF/Rule_2/2_8.pdf

Student Rights & Responsibilities

The purpose of this document is to provide students with a general overview of both their rights and responsibilities as members of the Santa Fe College community. For a complete list of students' rights and responsibilities go to http://www.sfcollege.edu/studentaffairs/index.php?section=policies/student_rights

General Information: It is important that you read all assigned materials prior to class. It allows you to develop deeper insight of the material, address questions you may have over the material and participate in class discussions.

If you have any problems or concerns, please do not hesitate to talk to me. If you have questions or concerns and do not discuss them with me—all I can do is assume that you understand the material.