

LSC Use Only Proposal No: _____ UWUCC Use Only Proposal No: 11-1386
 LSC Action-Date: AP-3/29/12 UWUCC Action-Date: AP-4/19/12 Senate Action Date: App-9/11/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Sociology	Phone 7-7635

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: Soc 231 Social Problems

Proposed course prefix, number and full title, if changing: _____

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

- Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>William D. Hill</i>	2-20-12
Department Chairperson(s)	<i>Ally Hecker</i>	2-20-12
College Curriculum Committee Chair	<i>Steve Chandler</i>	3/7/12
College Dean	<i>Ann</i>	3/23/12
Director of Liberal Studies (as needed)	<i>D. H. Prof</i>	4/11/12
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>Edel Reilly, DECC Chair</i>	4/24/12
UWUCC Co-Chairs	<i>Gil Schust</i>	4/30/12

Received

APR 30 2012

Liberal Studies

Received

APR 11 2012

Liberal Studies

Received

MAR 26 2012

Liberal Studies

NEW SYLLABUS OF RECORD

Soc 231 Contemporary Social Problems

I. Catalog Description

SOC 231 Contemporary Social Problems

(3c-01-3cr)

Using a sociological perspective, this course examines pressing social problems as they relate to race, class and gender in contemporary American society. Such problems may include various issues such as poverty, delinquency, substance abuse, crime, divorce, and others. These issues will be considered through multiple lenses, including historical, economic and social, with connections to current social policy.

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)

Objective 1

Demonstrate knowledge about the meaning and value of the sociological perspective.

EUSLO

Informed Learners

Rationale

Assignments will require students to demonstrate knowledge of the relationship between personal troubles and public issues as well as the social construction of social “problems” such as poverty, racism, and other challenges, both historical and contemporary.

Objective 2

Describe the historical, economic, and cultural roots of the social construction of race, class, and gender as they intersect with an issue such as poverty, delinquency, crime, divorce, etc.

EUSLO

Empowered and Responsible Learners

Rationale

Assignments will require students to exhibit understanding of the relationship between individuals, groups and social institutions by evaluating the myriad ways that race, class, and gender (among other social identities) shape personal experience and societal patterns.

Objective 3

Evaluate contemporary institutional systems and popular culture regarding their contributions to social problems in the U.S. and around the world.

EUSLO

Informed and Empowered Learners

Rationale

Assignments will require students to demonstrate knowledge of the interconnectedness of media, politics, industry, and other social institutions in creating and defining “social problems” both in the United States and in other societies.

Objectives 4 and 5

(4) Conduct critical analysis of current social issues in light of race, gender, and class at the individual, organizational, and systemic levels.

(5) Assess current U.S. social policies in terms of their impact on the individuals they are intended to help.

EUSLO

Empowered and Responsible Learners

Rationale:

Assignments will require students to deconstruct and evaluate a variety of social issues from multiple perspectives and on a variety of levels (institutional, personal, community, etc). Students will be required, either in exams or papers or both, to critique social policies designed to remediate social problems for the purpose of identifying the intended and unintended consequences of political, social, and economic policies on the people of the United States.

Objective 6

Apply knowledge from the course to identify options for supporting social change.

EUSLO

Responsible Learners

Rationale

Assignments will require students to demonstrate understanding for the ethical and behavioral consequences of maintaining the status quo. Students will be expected to exhibit knowledge of historical and contemporary approaches to acting for social change and social justice.

III. Course Outline

A. History and Theoretical Explanations of Social Problems (6 hours)

Orientation to the Field of Sociology
Introduction to the Sociological Perspective
Developing a Sociological Imagination

Exam 1 (1 hour)

B. Social Causes of Social Problems (10 hours)

Social Constructions of Race, Gender, and Social Class
Systems of Stratification and Oppression
Economics and Popular Culture

Midterm Exam (1 hour)

C. Social Consequences of Social Problems (12 hours)

Discrimination in Social Institutions (Education, Health Care, Economy)
Deviance and Crime
Family Issues
Globalization Issues

Exam 3 (1 hour)

D. Societal Responses to Social Problems (11 hours)

Social Policies
Consumerism
Non-Governmental Organizations

Social Movements and Social Change

Culminating Activity: Examination and/or Presentations (2 hours)

IV. Evaluation Methods*

The final grade will be determined as follows:

Participation	5%
Writing assignments	20%
Class presentation(s)	15%
Quizzes (may be in-class or take-home, multiple choice and/or essay)	20%
Exams (may be in-class or take-home, multiple choice or essay)	<u>40%</u>
	100%

*Percentages assigned to evaluation methods may vary by instructor.

V. Grading Scale

Grading Scale: A: 90% + B: 80-89% C: 70-79% D: 60-69% F: < 60%

VI. Attendance Policy

IUP expects students to attend class. Individual faculty members may specify their own attendance policy in accordance with the IUP attendance policy articulated in the Undergraduate Catalog.

VII. Required textbooks, supplemental books and readings

Eitzen, S., Baca Zinn, M., & Eitzen Smith, K. (2011). *Social Problems: Census Update, 12th edition*. New York: Prentice-Hall.

Rothenberg, P. (2010). *Race, Class and Gender in the United States, 8th Edition*. New York: Worth Publishers.

Supplemental Non-text Reading

Seccombe, K. (2011). *"So You Think I Drive a Cadillac?" Welfare Recipients' Perspectives on the System and Its Reform, 3rd Ed.* Boston, MA: Allyn and Bacon.

VIII. Special Resource Requirements

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format

- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

IX. Bibliography

- Alesina, A. & Glaeser, E.L. (2004). *Fighting poverty in the US and Europe*. Oxford, UK: Oxford University Press.
- Babcock, L. & Laschever, S. (2003). *Women don't ask: Negotiation and the gender divide*. Princeton, NJ: Princeton University Press.
- Canada, G., & Nicholas, J. (2010). *Fist, stick, knife, gun: A personal history of violence in America*. Boston, MA: Beacon Press.
- Du Bois, W.E.B. (2003/1903). *Souls of black folk*. New York, NY: Barnes & Noble Classics.
- Flyvbjerg, B. (2001). *Making social science matter: Why social inquiry fails, and how it can succeed again*. Cambridge, UK: Cambridge University Press.
- Iceland, J. (2006). *Poverty in America: A handbook*. Berkley, CA: University of California Press.
- hooks, b.j. (2000). *Where we stand: Class matters*. New York, NY: Routledge.
- Kozol, J. (1992). *Savage inequalities: Children in America's schools*. New York: Harper Perennial
- Michel, S. & Muncy, R. (1999). *Engendering America: A documentary history*. New York, NY: McGraw Hill College.
- McIntyre, L. (2011). *The practical skeptic, 5th Ed.* Boston, MA: McGraw Hill.

Rothenberg, P. (2010). *Race, class and gender in the United States, 8th Edition*. New York, NY: Worth Publishers.

Rothenberg, P. (2011). *White privilege: Essential readings on the other side of racism*. New York, NY: Worth Publishers.

Secombe, K. (2011). *"So you think I drive a Cadillac?" Welfare recipients' perspectives on the system and its reform, 2nd Ed.* Boston, MA: Allyn and Bacon.

Shipler, D. (2005). *The working poor: Invisible in America*. New York, NY: Vintage Books.

Stoecker, R. (2012). *Research methods for community change: A project-based approach*. Thousand Oaks, CA: Sage Publications.

West, C. (2001) *Race matters*. New York, NY: Vintage Books.

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	5 individuals, Groups, & Institutions	(1)-(6)	Exams Papers Presentations Quizzes

Part II.

Summary of the proposed revisions

1. Catalog Description change

Current:

An exploration of some pressing problems currently endemic to western society. Problems are defined and solutions explored in light of historical, political, economic and anthropological data.

Proposed:

Using a sociological perspective, this course examines pressing social problems as they relate to race, class and gender in contemporary American society. Such problems may include various issues such as poverty, delinquency, substance abuse, crime, divorce, and others. These issues will be considered through multiple lenses, including historical, economic and social, with connections to current social policy.

2. Revision of course objectives

3. Addition of other items on the syllabus including supplemental books and a sample assignment.

Rationale for proposed revisions

- 1. The new description reflects a more sociological focus and better specifies course content to ensure consistency across instructors and to better comply with revised liberal studies criteria for course objectives and outcomes.**
- 2. The course objectives were revised to align with the Expected Undergraduate Student Learning Outcomes (EUSLO) and Common Learning Objectives found in the criteria for a Social Science course.**
- 3. These revisions reflect changes in the expectation for a syllabus of record.**

Liberal Studies Course Approval General Information

1. This is a multiple-section, multiple instructor course. The department chair or his/her designee(s) will ensure basic equivalency among the various sections with regards to such things as course content, outcomes and assessments. Periodic discussion will take place during regular department and/or undergraduate education committee meetings to exchange ideas about resources and teaching strategies.
2. All sections offered will include the perspectives, experiences and contributions of women as well as racial and ethnic minorities. This is a primary objective of the course (see course outcome #2) and, more generally, the discipline of sociology.
3. The reading and use by students of at least one non-text book (in addition to the text) is a requirement of the course.
4. This is an introductory course in sociology intended for a general audience with little or no formal knowledge of sociology. Given the minimal instruction in public schools about sociology, this course does not assume that students have any sociological background. While this course is an elective for majors, its primary audience is the non-major who wishes to broaden his/her knowledge of sociology and the sociological perspective.

Sample Assignment for Liberal Studies Course

SOC 231 CONTEMPORARY SOCIAL PROBLEMS

DISCUSSION FORUMS

This course involves a substantial amount of participation in discussion forums. For most course weeks, you will be asked to write a post in a discussion forum set up for that topic. I will provide a question, and your post may either respond to my question **OR** may expand on the comments from one of your peers. Your posts should **summarize your thoughtful reflection on the readings, and must include at least one reference to each author read as directed for that particular module.** I encourage you to reference other students' comments in your posts, and will give you a point for doing so. I also encourage you to reference related material on the Internet, and will give you a point for that as well. For this reason, part of the grade includes points for referencing another student's work, and points for referencing content you find on the Internet. (10 forums at 8 points each, for a total of 80 points.)

Please cite references in text using APA style. This means that if you reference an idea from an author, for example, McIntyre, you need to follow your sentence with an in-text citation that looks like this (McIntyre, 2011). If you make an exact quote, you need to also add the page number for that quote, for example, (McIntyre, 2011, p. 13). You do not need to add a full reference at the end of your posting.

Your posts should not be solely opinion. Please demonstrate your rationale for your position through logic and/or an example. I will be grading for critical thinking about the reading, relating it to other readings, class discussion, observations or experience. Your postings will be graded collectively for each module, in terms of quality, as follows:

Content: 5 points - Thoughtful response to questions or comments posed, accurately references key points in readings 3 points – Brief or superficial restatement of content with limited reflection, reasonably accurate with perhaps minor errors. Failure to cite references accurately. 1 point – Incomplete or significantly inaccurate 0 points – Little to no response, or plagiarized response.	Maximum 5 points possible
Referencing a peer's comments	Maximum 1 point possible
Referencing and include a link to other related content on the internet.	Maximum 2 points possible
	Total: 8 possible points

Discussion Questions:

Forum 1

Select a challenging situation you face as a student. Describe it briefly, and then discuss: In what ways might this personal situation also be thought about as a **public or social issue**? Who else might be affected or involved, and in what ways? What do you think might be the manifest function of this situation? The latent function?

Forum 2

Please post your thoughts regarding one of the questions I posted below.

1.) The readings in Rothenberg are all related to the notion that social constructs about categories of people **are real**, in that they have real effects on the lives of real people. However they are not natural or inevitable. They are created by people, about people. Yet, real differences among people do exist. When does sorting people by differences, creating categories of people, become a problem? How does it happen? Why? Use examples from your readings to explain and support your position.

2.) While reading Lorber's article, pay close attention to her discussion of sports. Explore some sites on the internet related to sports, and discuss: What these mass-media outlets portray in their constructions of femininity and masculinity? In their construction of race?

3.) In *The Ethics of Living Jim Crow*, Wright describes his life growing up black in rural Arkansas. How does Wright's experience illustrate what Omi and Winant are talking about in their essay on racial formations?

Forum 3

Please post your thoughts regarding one of the questions below.

1.) Frye uses the image of the birdcage to describe oppression. In what ways is this a useful image? What kinds of human situations does this bring to mind for you? Are there ways in which this image could describe other issues such as racism or class discrimination?

2.) Locate sites on the internet that discuss a public issue being debated at the present time. Topics include health care legislation, welfare, gay marriage, among others. Possible sites include advocacy groups statement of position, blogs, news reports, e-zines. Identify evidence of the use of *legitimizing rationale*, as defined in your readings (McIntyre, 2006), and in your post briefly describe the topic and how the author(s) is using legitimizing rationale.

Forum 4

Please select one of the following questions for your post:

1.) In addition to the readings noted on the syllabus, please also select any 5 readings or items you wish from Michel & Muncy *Engendering America*, Parts A & B. (Michel & Muncy is a collection of primary sources from various periods in US history, and includes items like letters, newspaper articles and ads, cartoons, etc. The book is on reserve at Stapleton Library.) In your forum post for this week, please identify key themes or patterns you see in your review of these 5 selections in Michel & Muncy. Describe what you find in these selections, and connect this to at least two of the readings in Rothenburg (they can include the pieces of legislation, or Supreme Court decisions.)

2.) **Please identify one or more *key themes or patterns* you see in your review of the selected events in US legal history. How does this theme or pattern relate to any of the concepts we discussed in Weeks 1-4? (Possible concepts include prejudice and stereotypes, individual or institutional discrimination, the presence of legitimizing rationale, use of language**

to oversimplify, etc.) Illustrate your point(s) with examples from a couple of the readings.

3.) We watched the video *Color of Fear* in class this week. Please describe your reactions to some of the things you heard in the video. Please relate three things you heard in the video to concepts that we discussed in class or read about. Be sure to cite the author(s) who describe these concepts.

Forum 5.

Please select one of the following questions for this week's forum post:

1.) After reviewing "Indian Tribes: A Continuing Quest for Survival" and *Elk v. Wilkins*, select some aspect of the history of Native American relations in the US and explore this further on the web. Possible topics include the early Indian wars, the establishment of the reservations system, boarding schools, the American Indian Movement (AIM), Indian gaming, or something you select. Analyze this particular topic in light of the readings, being sure to reference the internet website you use and also at least one of the readings.

2.) Ettelbrick's essay depicts the struggle that lesbians and gay men have experienced in obtaining equal access to basic civil liberties, a struggle that continues today. Select one of aspect related to this struggle and research it further on the web. Potential topics include the Stonewall riot, Defense of Marriage Act, *Lawrence v Texas* and *Bowers v. Hardwick*, Don't Ask - Don't Tell, partner benefits, adoption laws, or something else of your choice. Analyze this topic in light of our readings this semester on discrimination and oppression. How do these events mirror the institutional discrimination we've discussed related to race and gender?

Forum 6

Please choose one of the following activities for your post this week:

1.) Using at least 2 of the essays from the week's readings, in your post please describe the American Dream. What is it? Who has access to it? Is it a positive, useful myth? Or is it detrimental to people? What purpose does it serve in the United States?

2.) Rent and watch either *Capitalism: A Love Story* or *Roger and Me*, both Michael Moore films critiquing social stratification in the U.S. In what ways does the film illustrate the main concepts you read about in these modules? Do the facts and data provided in this module support or refute Moore's claims?

Forum 7

In your post this week, please locate an article in a newspaper or other substantive news source (network news, CNN, BBC, or news magazines like *Time*, *Newsweek*, *USA Today*) that relates to some kind of shift in economic status for some group, and relate it to one of the readings assigned for this week. Possible topics include the health care reform, the politics surrounding health care reform, taxes, the recession, housing, shifts in higher education or public primary or secondary education, etc.

Forum 8

McIntyre (2010) describes the various means by which people are socialized to follow certain rules, or mores, in society. All the other various authors in the readings describe some specific area in which people are currently socialized by family, schools, or through popular culture. Please locate some example of popular culture on the internet. It could be music, a blog, YouTube, a video, a movie or TV program, a website, etc. Then relate this to your reading for this module. How does this website illustrate what the author is talking about? Who is the target audience for the website? Include a link or the URL.

Forum 9

Please respond to one of the questions below:

1.) Merton (1938) argued that *anomie is build into modern, industrialized societies*. He disagreed with Durkheim, claiming that anomie does not come from inadequate social norms. Rather, he felt it results when *social norms do not match the social structures*. Thus individuals may deviate from social norms because they perceive that the norms don't match the social realities they experience, and may either retreat or rebel. How does Merton's perspective help us to understand Geoff Canada's experience growing up? Do you see evidence of how the young men in his neighborhood created their own norms?

2.) Goffman (1963) said that "stigma" is an attribute that discredits an individual and keeps them from full social acceptance. Do you see evidence of the presence of stigma for the women in Seccombe's study? What do you see as the cause of the problems they face?

Forum 10

Each of the chapters in *Savage Inequalities* (Kozol, 1991) provides an example of structural discrimination in action. Please select one problem within one of these cities, and describe how it connects to other problems in that region in such a way that it further increases inequality for the residents of that city. Examples you could discuss include the funding structure of the schools, the prevalence of public health problems, the poverty and lack of education in the adult population residing there, etc.

Syllabus of Record

SOC 231, Contemporary Social Problems

I. Catalog Description

Using a sociological perspective, this course examines pressing social problems as they relate to race, class and gender in contemporary American society. Such problems may include various issues such as poverty, delinquency, substance abuse, crime, divorce, and others. These issues will be considered through multiple lenses, including historical, economic and social, with connections to current social policy.

Prerequisites: None (3c-3cr)

II. Course Outcomes:

1. Demonstrate knowledge about the meaning and value of the sociological perspective.
2. Describe the historical, economic, and cultural roots of the social construction of race, class, and gender as they intersect with issue such as poverty, delinquency, crime, divorce, etc.
3. Evaluate contemporary institutional systems and popular culture regarding their contributions to social problems in the U.S. and around the world.
4. Conduct critical analysis of current social issues in light of race, gender, and class at the individual, organizational, and systemic levels.
5. Assess current U.S. social policies in terms of their impact on the individuals they are intended to help.
6. Apply knowledge from the course to identify options for supporting social change.

III. Course Outline

- A. History and Theoretical Explanations of Social Problems (6 hours)
 - Orientation to the Field of Sociology
 - Introduction to the Sociological Perspective
 - Developing a Sociological Imagination
- B. Social Causes of Social Problems (9 hours)
 - Social Constructions of Race, Gender, and Social Class
 - Systems of Stratification and Oppression
 - Economics and Popular Culture
- C. Social Consequences of Social Problems (12 hours)
 - Discrimination in Social Institutions (Education, Health Care, Economy)
 - Deviance and Crime
 - Family Issues
 - Globalization Issues
- D. Societal Responses to Social Problems (12 hours)
 - Social Policies
 - Consumerism
 - Non-Governmental Organizations

Social Movements and Social Change

Quizzes and Exams (3 hours)

Culminating Activity: Examination and/or Presentations (exam week)

[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home, multiple choice and/or essay)	0 to 40%
Exams (may be in-class or take-home, multiple choice or essay)	25 to 75%
Other forms of evaluation	<u>0 to 50%</u>
	Must total 100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.

[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. Required textbooks, supplemental books and readings

[One or more texts, such as the sample texts below, supplemented by other readings and videos.]

1. Best, Joel. (2007). *Social Problems*. New York: W.W. Norton & Co.
2. Kozol, J. (1992). *Savage Inequalities: Children in America's Schools*. New York: Harper Perennial.
3. Leon-Guerrero, Anna. (2009). *Social Problems: Community, Policy, and Social Action*. Thousand Oaks, CA: Pine Forge Press.
4. Macionis, John J. (2009). *Social Problems*. Upper Saddle River, N.J.: Prentice Hall.
5. McIntyre, L. (2006). *The Practical Skeptic, 3rd Ed.* Boston, MA: McGraw Hill.
6. Michel, S. & Muncy, R. (1999). *Engendering America: A Documentary History*. McGraw Hill College.

7. Rothenberg, P. (2010). *Race, Class and Gender in the United States, 8th Edition*. NY: Worth Publishers.
8. Seccombe, K. (2007). *"So You Think I Drive a Cadillac?" Welfare Recipients' Perspectives on the System and Its Reform, 2nd Ed*. Boston, MA: Allyn and Bacon.

VIII. Special resource requirements

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
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Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the

author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

1. Bordt, Rebecca L. 2005. "Using a Research Article to Facilitate a Deep Structure Understanding of Discrimination." *Teaching Sociology* 33(4):403-10.
2. Carroll, Walter and Lutz Kaelber. 2007. *Instructor's Resource Manual on Social Problems*, 4th ed. Washington, DC: American Sociological Association.
3. Coghlan, Catherine L. and Denise W. Huggins. 2004. "'That's Not Fair!': A Simulation Exercise in Social Stratification and Structural Inequality." *Teaching Sociology* 32(2):177-87.
4. Desmond, Scott A. "Prioritizing Social Problems: An Exercise for Exploring Students' Attitudes about Social Problems." *Teaching Sociology* 33(1):59-65.
5. Eitzen, D. Stanley and Kenneth Stewart. 2006. *Solutions to Social Problems from the Bottom Up: Successful Social Movements*. NY: Allyn and Bacon.
6. Johnson, Brett. 2005. "Overcoming 'Doom and Gloom': Empowering Students in Courses on Social Problems, Injustice, and Inequality." *Teaching Sociology* 33(1):44-58.
7. Lewis, Tammy L. 2004. "Service Learning for Social Change? Lessons from a Liberal Arts College." *Teaching Sociology* 32(1):94-108.
8. Ross, Susan M. and Janet McNeil Hurlbert. 2004. "Problem-Based Learning: An Exercise on Vermont's Legalization of Civil Unions." *Teaching Sociology* 32(1):79-93.
9. Society for the Study of Social Problems. *Teaching Social Problems Newsletter*. Teaching Social Problems Division.
10. Spector, Malcolm and John I. Kitsuse. 2000. *Constructing Social Problems*. New York: Transaction.

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	5 individuals, Groups, & Institutions	To examine social causes and consequences of contemporary social problems. To identify societal responses to social problems and ways that social change occurs.	Midterm Evaluation Final Evaluation