

# ***SOCIAL PROBLEMS***

**SYG 2010** (class # 26679)

**Fall 2022**

*Class: MWF, Period 8 (3:00-3:50 pm)*

*Location: Little Hall, Room 0109*

**Instructor:**

***Dr. Ravi Ghadge***

**Department of Sociology and Criminology & Law**

Office: 3111 Turlington Hall

Office hours: Mon & Wed 10:45-11:45 am in-person or by appointment

E-mail: **ravighadge@ufl.edu**

(E-mail is the preferred way to contact me. Please include your full name and the course title in your subject line)

**Teaching Assistant:** ***Chia-Hang Hsu***

Office: 3309 Turlington Hall

Office hours: Monday 1:00-2:00 pm on Zoom

E-mail: **hsuchiahang@ufl.edu**

**COVID-19 guidance:**

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.uf for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.

**Course Description**

This 3-credit-hour course, delivered 100% traditionally (face-to-face), satisfies three credits of Gen Ed: Social Science. In this course, students will learn about various theoretical and conceptual frameworks used by sociologists to examine social problems in the United States and other parts of the world. What we consider social problems and issues has varied over time and will continue to do so. Therefore, we will examine the contexts in which we define specific processes and social behaviors/practices as “problematic” and the strategies to address social problems available to policymakers. This course will examine diverse social issues (e.g., crime, racial and ethnic inequality, gender inequality, educational, environmental, and healthcare crises, etc.) within a sociological framework.

**Course Objectives**

- 1) To introduce students to the sociological approach to understanding social problems through applying “sociological imagination” to various social problems.

- 2) To understand the contexts that shape and define social problems.
- 3) To familiarize students with the nature of diverse social problems in the United States and other countries.

## **Student Learning Objectives**

- 1) Students will utilize sociological imagination in understanding society's social problems.
- 2) Students will analyze several social problems utilizing different theoretical frameworks.
- 3) Students will examine and critique proposed solutions and offer alternatives to core social problems.

## **Course Format**

This course is entirely in-person. I will use a combination of several methods of instruction. Class meetings will comprise PowerPoint lectures, in-class activities, discussions, and films. Class participation is an essential component of the learning process for this course. Students are expected to read all the assigned reading materials before each class and be prepared to participate in class discussions. To perform well in this course, it is crucial that you read the assigned readings carefully, take copious notes in class, and review the material regularly.

We will also make use of Canvas/e-learning. The instructor will post lecture presentations and other class materials in the course's Canvas shell. You are responsible for regularly checking e-Learning for updates, discussions, instructions, posted lecture notes, and many other resources. Students can learn more about Canvas and other technologies by visiting [UF's e-learning website](#). The [UF Computing Help Desk](#) is available to help troubleshoot technical issues.

**\*\*Masks are expected but not mandatory for all students attending in-person classes.**

## **Required Text:**

Eitzen, D. Stanley, Maxine Baca Zinn, and Kelly Eitzen Smith. 2018. *Social Problems*. 14th ed. New York: Pearson (ISBN: 9780134631905).

## **Course Policies**

Class Protocol: Please be mindful of the following

- Please do not crosstalk during lectures, when someone is speaking or asking a question, or when we are watching a film or a video.
- Avoid walking in late or leaving early as it disrupts the class.
- **Switch off your cell phones and other electronic devices** before coming to the class.
- **I do not allow computers** in the class since this often provides an opportunity for students to become distracted and disengaged. If you require a laptop to take notes, you must provide me with a letter from the Disability Resource Center.
- Please come to class prepared to complete in-class writing assignments.

Classroom Environment—People learn best when they are encouraged to ask questions and express their diverse opinions on course content, including images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, where students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. Students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas in response to challenging material. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the University of Florida's mission, which includes exploring intellectual boundaries, creating new knowledge, and pursuing new ideas.

The material in this course does not represent the instructor's personal views and opinions but represents a sociological perspective. The material may challenge some of your common-sense understanding of social inequalities and may lead you to reflect on your own (or your family's) experiences within the stratification system. For some students, this may be the first time they recognize the depth of their own disadvantage or the extent of their privilege, which may cause discomfort. Sometimes, your personal experiences may not fit the sociological insights presented in class or in the readings. Although this is an opportunity to learn and explore, some students may find this personally challenging and even threatening.

Occasionally, we will engage in a frank discussion of controversial and sensitive topics in this class, including (but not limited to) race, sexuality, political, and religious views. Given the diversity of our experiences, there may be occasions when conflicting viewpoints are expressed, but we must learn to disagree respectfully and with reason.

Therefore, to ensure that we have an effective classroom that is conducive to learning, we need to establish specific **ground rules**:

- We will create a safe atmosphere in the classroom that is conducive to learning.
- We will respect others and their ideas even when we disagree with someone during class or online discussions. We will respond to *ideas* rather than personally attacking or labeling the *person* expressing them.
- Our questions should show some consideration for your audience, and our answers should show some knowledge and context for the topic being discussed.
- We will not dominate class discussions.
- We will not discriminate, harass, or intimidate another student(s).
- We will respect the instructor's role as the class moderator and facilitator.
- We will observe other common-sense courteous behavior in class and during online discussions.

I reserve the right to act against consistently disruptive students according to legal and university guidelines.

Office Hours—If you need clarification or do not understand what we discussed in class, I am available to discuss anything with you during my office hours or over Zoom by appointment. I am happy to explain anything you do not understand or are having trouble with, so please come prepared with specific questions.

E-mail Policy: Students can contact me via email on my university account ([ravighadge@ufl.edu](mailto:ravighadge@ufl.edu)) or through Canvas. However, I prefer that you contact me via my e-mail. In every email, please write your full name and the course title in the subject line. This helps me quickly identify you. I will do my best to reply to emails in a timely fashion. There is one exception: any email sent in the afternoon on a Friday or other non-business day will be responded to on the following business day.

Class participation and Excused Absences: Class participation is an essential component of the learning process for this course. Students must complete the assigned readings **prior to** class. Keeping up with the readings and attending classes regularly is critical in performing well on assignments and achieving a good grade in the course.

Students who miss classes for excused absences must email the instructor to arrange any make-up work as soon as their condition permits. To be excused, medical situations must be documented (such as a signed physician’s form). Consistent with university policies, make-up work will be allowed for excused absences, as defined by UF policy, which includes illness, religious holidays, university activities, and military obligations.

Classes will be conducted in a mixed format (lecture-discussion). The instructor will provide a context-setting lecture, and students should come prepared with questions from readings – the two will form the basis of structured discussions.

## Grading

**Your grade will be based on your scores in three assessment categories: Online Quizzes, In-class Tests, and In-class exercises.**

### Assessment Breakdown

Assessment	Description	Due Date	Percentage of Final Grade
Online Quizzes (11/13)	Online Quizzes will evaluate students' comprehension of class material related to each topic.	Weekly	24%
Tests (3 total)	Tests will evaluate student knowledge about the subject matter discussed in the textbook and lectures.	Test 1: 9/26 Test 2: 10/31 Test 3: 12/7	66%

In-class exercises (12)	In-class exercises will evaluate students' ability to interpret and apply information from the textbook and lectures.	Assigned unannounced throughout the semester	10%
Total Grade			100%

Online Quizzes (24%): Students must complete a 20-question multiple choice quiz via Canvas at the end of each module (due by 11:59 pm on the due date at the end of that week: see Course Schedule for due dates). The quizzes will contain multiple-choice and T/F questions that cover the material discussed in the textbook. You can access each quiz by clicking on the “Quizzes” tab in your Canvas shell. You have 40 minutes to complete the quiz. PLEASE take the quiz after you have completed all the readings and activities. I recommend that you study for the quiz. If you try to look up the answer for each question (in the text and lecture slides), you will run out of time. Since it is timed, make sure that you will not have any interruptions (i.e., friends, kids, work, etc.). There will no make-up quizzes; however, I will drop your two lowest quiz grades when calculating your quiz average. Students may only take each quiz once. Quizzes are auto-graded on Canvas; in general, the quiz associated with a particular topic will open on the first day of the week when we discuss that topic, and it will close at the end of the last day of the week after we complete the topic. Please note that collaboration on tests is a form of academic dishonesty and, if noted, will be pursued per the university’s honesty policy regarding cheating and plagiarism as discussed in the [University’s Conduct Code](#).

Important dates for Quizzes (all are due before 11:59 PM on the specified due date):

Quiz #	1	2	3	4	5	6	7	8	9	10	11	12	13
Available:	Aug 29	Sep 5	Sep 12	Sep 19	Sep 26	Oct 3	Oct 10	Oct 17	Oct 24	Oct 31	Nov 7	Nov 14	Nov 28
Final Due Date:	Sep 4	Sep 11	Sep 18	Sep 25	Oct 2	Oct 9	Oct 16	Oct 23	Oct 30	Nov 6	Nov 13	Nov 20	Dec 4

**Very important:** Quizzes must be *completed* before the due date/time. If you begin the quiz before it is due but do not submit it in time, Canvas will record your grade as a zero. This score will remain and count toward your final grade. Be aware of the time and complete quizzes in a timely fashion.

In-class Tests (3x22% each = 66% total): There are **three required tests** for this course that are aimed at testing your knowledge of information from the textbook and lectures. Each in-class test is paper-based and will cover material from specific chapters (non-cumulative). All tests will be closed-book and consist of multiple-choice and true/false questions. Students will have the entire class time to complete the test. Each test is worth 22% of the final grade. Please note that collaboration on tests is a form of academic dishonesty and, if noted, will be pursued per the university’s honesty policy regarding cheating and plagiarism as discussed in the [University’s Conduct Code](#).

Test	DUE (In class)	Material Covered
Test 1	Monday, Sep 26	Chapters 1-5
Test 2	Monday, Oct 31	Chapters 6-9; 11
Test 3	Wednesday, Dec 7	Chapters 12, 13, 15, 16, 18

*In-class Assignments (12 = 10% total):* Over the semester, we will have 12 short in-class assignments (unannounced) intended to encourage students to come to class and keep up with the readings. Each in-class assignment will be graded based on 5 point-scale with 3 possible grades: ‘Absent’ (0 points), ‘Adequate’ (3 points), and ‘First Class’ (5 points).

### Grading Scale

A	94.0–100	C	73.0–76.9
A-	90.0–93.9	C-	70.0–72.9
B+	87.0–89.9	D+	67.0–69.9
B	83.0–86.9	D	63.0–66.9
B-	80.0–82.9	D-	60.0–62.9
C+	77.0–79.9	E	≤ 59.9

Please be aware of your grade trajectory throughout the semester, and if you are concerned about your grade at any point, you should speak to me about it during office hours as soon as possible. **I will not round up final grades.** Also, be aware that Canvas is only a medium for me to display your individual assignment and test scores. Even though Canvas calculates your overall grade, you should always calculate your grade to verify that it is correct.

### UF Policies

#### Academic Misconduct

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code.](#) If you have any questions or concerns, please consult with the instructor or TAs in this class.

## **In-class Recording**

Per UF policies, students are permitted to record video or audio of class lectures, although the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## **Online Evaluation Policy**

Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at the [GatorEvals page](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Results page](#).

## **Classroom Accommodations for Students with Disabilities**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important that you share your accommodation letter with me and discuss your access needs as early as possible in the semester.

## Student Complaints Policy

If students have concerns about classroom issues, disagreements, or grades, their first point of contact is the classroom instructor, whose contact information appears on the syllabus. If the problem cannot be resolved, the student should email the next departmental contact: in classes with TAs, this is the instructor of record; in classes without TAs, this may be the departmental course coordinator or the department chair. Their contact information can be found on the syllabus or on the program's website at **[include relevant link]**. Email to the departmental contact should include a clear description of the student's concern, and any supporting documents **[can add more details here about what kind of documentation the unit requires]**. Most concerns are resolved at this level. If a resolution cannot be reached at the departmental level, the student will be referred to the [Office of the UF Ombuds](#).

## Helpful Campus Resources

### *Health and Wellness*

- Visit the [Counseling and Wellness Center website](#) or call (352) 392-1575 for information on crisis services as well as non-crisis services.
- Call (352) 392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- Visit the [UF Police Department website](#) or call (352) 392-1111 (or 911 for emergencies).
- For immediate medical care call (352) 733-0111 or go to the emergency room at 1515 SW Archer Road; Visit the [UF Health Emergency Room and Trauma Center website](#) for more information.

### *Academic Resources*

- Contact the [UF Computing Help Desk](#) at (352) 392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu) for E-learning technical support.
- For career assistance and counseling services, visit the [Career Connections Center](#): Reitz Union Suite 1300, (352) 392-1601.
- [Library Support](#): Various ways to receive assistance with using the libraries or finding resources.
- For general study skills and tutoring, visit the [Teaching Center](#): Broward Hall, (352) 392-2010 or (352) 392-6420 to make an appointment.
- For help brainstorming, formatting, and writing papers, visit the [Writing Studio](#): 2215 Turlington Hall, 352-846-1138.
- [Student Complaint Campus](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).



## Course Calendar

I plan to follow the course syllabus presented in this document will be followed as closely as possible. However, it is subject to change in the event of extenuating circumstances, including the tentative calendar presented below.

<b>Week</b>	<b>Topic and Reading (Complete prior to class)</b>	<b>Course Work (Quizzes due on Canvas on Sunday @ 11:59 pm)</b>
<u>Week 1</u> Wednesday, Aug 24 Friday, Aug 26	Introduction—No Readings <b>Ch. 1 The Sociological Approach to Social Problems</b>	
<u>Week 2</u> Monday, Aug 29 Wednesday, Aug 31 Friday, Sep 2	<b>Ch.2 Wealth and Power</b>	<b>Quiz#1 DUE: Sep 4</b>
<u>Week 3</u> <b>Monday, Sep 5</b> Wednesday, Sep 7 Friday, Sep 9	<b>University Holiday—No Class</b> <b>Ch.3 World Population and Global Inequality</b>	<b>Quiz#2 DUE: Sep 11</b>
<u>Week 4</u> Monday, Sep 12 Wednesday, Sep 14 Friday, Sep 16	<b>Ch. 4 Demographic Changes</b>	<b>Quiz#3 DUE: Sep 18</b>
<u>Week 5</u> Monday, Sep 19 Wednesday, Sep 21 Friday, Sep 23	<b>Ch. 5 Problems of Place: Urban, Suburban, and Rural</b>	<b>Quiz#4 DUE: Sep 25</b>
<u>Week 6</u> Monday, Sep 26 Wednesday, Sep 28 Friday, Sep 30	<b>Ch. 6 Threats to the Environment</b> <b>Test #1</b>	<b>Quiz#5 DUE: Oct 2</b>
<u>Week 7</u> Monday, Oct 3 Wednesday, Oct 5 <b>Friday, Oct 7</b>	<b>Ch. 7 Poverty</b> <b>University Holiday—No Class</b>	<b>Quiz#6 DUE: Oct 9</b>
<u>Week 8</u> Monday, Oct 10 Wednesday, Oct 12 Friday, Oct 14	<b>Ch. 8 Racial and Ethnic Inequality</b>	<b>Quiz#7 DUE: Oct 16</b>
<u>Week 9</u> Monday, Oct 17 Wednesday, Oct 19 Friday, Oct 21	<b>Ch. 9 Gender Inequality</b>	<b>Quiz#8 DUE: Oct 23</b>
<u>Week 10</u> Monday, Oct 24 Wednesday, Oct 26	<b>Ch. 11 Crime and Justice</b>	

Friday, Oct 28		<b>Quiz#9 DUE: Oct 30</b>
<u>Week 11</u> Monday, Oct 31 Wednesday, Nov 2 Friday, Nov 4	<b>Ch. 12 Drugs</b> <b>Test #2</b>	<b>Quiz# 10 DUE: Nov 6</b>
<u>Week 12</u> Monday, Nov 7 Wednesday, Nov 9 <b>Friday, Nov 11</b>	<b>Ch. 13 The Economy and Work</b>  <b>University Holiday—No Class</b>	<b>Quiz#11 DUE: Nov 13</b>
<u>Week 13</u> Monday, Nov 14 Wednesday, Nov 16 Friday, Nov 18	<b>Ch. 15 Education</b>	<b>Quiz#12 DUE Nov 20</b>
<u>Week 14</u> Monday, Nov 21 <b>Wednesday, Nov 23</b> <b>Friday, Nov 25</b>	<b>Ch. 16 The Health Care System</b> <b>University Holiday—No Class</b> <b>University Holiday—No Class</b>	
<u>Week 15</u> Monday, Nov 28 Wednesday, Nov 30 Friday, Dec 2	The Health Care System (contd.)	<b>Quiz#13 DUE: Dec 4</b>
<u>Week 16</u> Monday, Dec 5  Wednesday, Dec 7	<b>Ch. 18 Progressive Plan to Solve Social Problems</b>  <b>Test#3</b>	