“There can be no perfect democracy curtailed by color, race, or poverty. But with all we accomplish all, even peace.” W.E.B DuBois
Note: This text comes as a free web-based applications (apps) called Revel. Revel allows you to take “self-check” quizzes and graded quizzes. Revel also allows you to access the text through any mobile device or computer. There are numerous computer labs on campus (including in the Sociology department- 7th floor Oldfather Hall).

**Course Objectives:**
This course seeks to establish what a social problem is, how they are defined by society, and some of the solutions sought to these problems. We will attempt to understand how the proponents and opponents of these social problems define the situation and seek resolutions. We will delve further into the nature of social problems, below the external structures and arguments presented by the interested parties, through insights from sociological theories. Basic goals:

- Understand how a social problem is constructed
- Understand the basic facts behind the major social problems facing the U.S. and the world
- Understand different sociological perspectives used to explain particular problems
- Develop the ability to evaluate arguments concerning the impact of social problems and solutions to social problems

**Achievement-Centered Education (ACE) Student Learning Outcomes**

- The University of Nebraska—Lincoln seeks to provide quality education to all of its students. To that end, it has designated certain classes as ACE certified. These classes provide and assess specific learning outcomes. As an ACE class, Social Problems will facilitate Learning Outcomes #6 (using knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior) and #9 (exhibit global awareness or knowledge of human diversity through analysis of an issue). This class will:
  - Provide opportunities to increase your knowledge of contemporary social problems, sociological perspectives on social problems, and prevalent patterns of inequality that affect and are affected by social problems.
  - Examine social problems in Nebraska, the United States, and around the world.
  - Focus on the relationship between social problems and gender, race, social class, religion, and family status.
  - Facilitate these goals through lecture, readings, class discussion, in-class activities, and research on crime or drugs in the United States.

ACE learning outcomes in this class will be assessed by:
- Quizzes, three exams, and a research paper on poverty or racial residential segregation in the United States.

**Class Conduct**
Discussion and class activities will be an integral part of this class. All students should feel free to express informed opinions at any time. Everyone is expected to respect others’ opinions, whether we agree or not. All views are welcome. Personal attacks on other students will not be tolerated.
So as to create a classroom environment in which everyone may feel comfortable participating in discussions, it is expected that no audio or video recordings of class will be made without the prior knowledge and consent of the instructor. Students with disabilities for which reasonable accommodation would include making such recordings should work with the Services for Students with Disabilities office and the instructor to make arrangements.

**Class Attendance and Assignments**
Attending class is crucial to obtaining a high grade in the class. There is much material presented in class that is not contained in the assigned readings, and vice-versa. Additionally, there will be unannounced quizzes. There will be NO MAKE-UP QUIZZES. If you must miss class, make sure to get the notes from a classmate and then see me if you have further questions. My notes are not available to students who missed a class.

Students who fail to attend class regularly may have difficulty fulfilling the requirements of this course. If you need any clarification on course material(s) discussed, please see me; however, I will not provide you with notes from class. Furthermore, class attendance is not limited to merely your presence, but an active and engaged presence. Thus, any display of passive attendance (such as arriving late or leaving early, falling asleep) will be regarded as inactive participation and we will ask you to leave. You are expected to complete assigned readings and chapter quizzes prior to the class for which it is assigned. Students can bring to class and use any form of electronic/wireless device that has the ability to access the internet. Devices are available for check out: learn more at this link: [http://its.unl.edu/t3/computer-labs-equipment-checkout](http://its.unl.edu/t3/computer-labs-equipment-checkout).

**Course Requirements:**

*Exams:*
There are a total of **three (3) examinations for this course.** The format will be multiple choice. All exams are closed book/no notes. Each exam will cover specific topics taught during the semester. All exams will be administered on-line at the Testing Center in Love Library. You will have a seven (7) day window during which to take the exam. You must present your UNL Student ID to enter the testing center and take an exam.

For Spring 2019 Semester Hours (applicable to the course testing windows) go to link: [http://news.unl.edu/newsrooms/unltoday/article/digital-learning-center-opens-in-love-library/](http://news.unl.edu/newsrooms/unltoday/article/digital-learning-center-opens-in-love-library/)

**Note 1:** No new exam may be started after the posted closing time. Students with exams in progress may continue for 30 minutes after closing at which time all exams must be graded.

**Note 2:** Students have the option of retaking exams 1-4 within the scheduled timeframe given by the Instructor. **Exam 1:** 2 attempts; **Exam 2:** 1 attempt; **Exam 3:** 1 attempt. The highest score for each exam will be recorded as the final score. SCHEDULE YOUR TIME TO TAKE THE EXAMS AS MANY TIMES AS ALLOWED. SEE the instructors if you earn a lower score than you desire on your first attempt. Students who review their first score with the instructor do SUBSTANTIALLY BETTER on subsequent attempts. Each exam attempt involves a random sample of 50 questions from a larger test bank (over 100 questions).

**Make-up Exams:** Make-up exams are only allowed under extreme circumstances, and at the instructor’s discretion. Students must also provide documentation for medical emergencies.
Make-up exams may be different from the exam administered at the Testing Center (for example, essay format).

Chapter Quizzes:
For each assigned chapter students are required to complete a chapter quiz. The quizzes are part of the Pearson Revel interactive media application for the textbook via Canvas. You will learn about Revel. DO quizzes early and look up answers – these are open book quizzes. All quizzes must be done before the due date to earn any credit.

Describe a Social Problem Paper: Choose One Option:
This is a short paper, about 3-4 double-spaced pages (plus bibliography), (12 font), 1 inch around all margins. The assignment will be submitted through Canvas. Your paper should be uploaded to Canvas at time it is due. See instructor before the day the paper is due if this method of submitting your paper is a problem. While this is not an English class, your paper must be readable. Make sure to proofread your paper several times. Excessive misspellings, typos, or unclear sentences will result in a lower grade. Your paper must have SECTION HEADINGS/TITLES demarking the separate sections (see paper requirements below).

Regardless of which paper option you choose, you are expected to provide supporting citations for the factual information in your paper. This includes both citing source material in the text of the paper and a reference or bibliography section at the end of the paper. All sources must be from books (preferably non-partisan), academic journal articles, or government websites (must end in .gov). There should be a minimum of five (5) sources.

• In the text of the paper, put the name and date of the source in parentheses at the end of any relevant sentences. For example: Poverty use has been shown to increase the likelihood of ...
  (Author 2005).

• If you quote someone, add the page numbers of the quote. For example, According to Author (2005:160), “Marijuana increases the likelihood of…”

• At the end of the paper, have the full reference including author(s) name, date, title, where it was published, etc. Use either APA or MLA formats. The following are example citations for a journal article, a book, and a website with no author (if no date is available for website, substitute “n.d.” for the date):


Plagiarism. Using someone else’s words without citing them and/or using quotations marks is the most basic form of plagiarism (excessive paraphrasing can also be considered plagiarism). Using the SafeAssign system, we will compare papers to published work, websites, online papers, other UNL students’ papers, and other relevant documents. Excessive quoting will result in a lower grade. Plagiarism will result in failing the assignment and notification to the University of a violation of the Student Code of Conduct. The University of Nebraska-Lincoln. 2014. Student

**Paper Option #1: Poverty in the United States**  
*Due 4/19 (upload to Canvas by 11:59pm)*  
This paper addresses the trends in poverty in the United States, the social impact of poverty, and variations in poverty across social groups. Your paper must include the following sections:

2. Impact. What are the problems associated with poverty?
3. Variations. Does poverty vary across relevant social groups in the United States?  
4. Policies. What were the policy or policies that were designed to address poverty? Were they successful/ unsuccessful?
5. Reference/Bibliography section.

**Paper Option #2: Racial Residential Segregation in the United States**  
*Due 4/26 (upload to Canvas by 11:59pm)*  
This paper addresses prevalence, impact, and variation in racial residential segregation in the United States. Your paper must include the following sections:

1. What is racial residential segregation? How is racial segregation measured? How did cities become racially segregated?
2. Prevalence. How prevalent is racial residential segregation in the U.S.? How has this changed (or remained stable) over time? What are some of the proposed reasons for stability and/or change?
3. Impact. What are the consequences of racial residential segregation on individuals?
4. Variations. Are some social groups more segregated than others? Why?
5. Reference/Bibliography section.

**Late Quizzes and Assignments:**  
All assignments are submitted electronically and therefore have day and time stamps. Be sure to submit assignments on time for credit.

**Students who have conflict due to representing the university (e.g., Band, Athletics, Theatre):**  
If you will have university related class conflicts, you need to submit official written documentation from the organization leader (e.g. director, coach) (highlighting your schedule) during the first two weeks of class. If your schedule conflicts with an assignment due date or an exam window, you must inform the Instructor via email about this conflict at least 2 weeks in advance, in order for a new assignment or exam date to be scheduled. Please note that make-up assignments or exams may vary from those originally given.

**Assessments and Associated Points:**
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<th>Percent of Grade</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Exams 1-3 @ (100 points) each</td>
<td>65</td>
<td>300</td>
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<tr>
<td>Chapter Quizzes 1-14 (@75 points each)(^)</td>
<td>20</td>
<td>1,050</td>
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<tr>
<td>Describe a Social Problem Paper</td>
<td>15</td>
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<td><strong>Total</strong></td>
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\(^\)Quizzes are in Revel at the end of each chapter; points will be adjusted to match the points in this syllabus.

The following grading scale shows the letter grade associated with percentages students earn:

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>F</td>
<td>&lt;=59%</td>
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<tr>
<td>A</td>
<td>93-96</td>
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<td>B</td>
<td>83-86</td>
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<td>C</td>
<td>73-76</td>
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<td>D</td>
<td>63-66</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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Note: Passing this course requires getting a C (73%) or higher.

**Grade Check Request:**
Grade checks/reports for student athletes, scholarships, Greek society membership, etc. are handled in person by appointment.

**Requisition for Re-evaluation of Assignments & Exams:**
If a student believes an error was made in the assignment of his/her grade on a particular assignment they may address the situation in a type-written memo. For assignments and examinations, if a student believes there was more than one correct answer for a question or points were deducted in error they may submit, via email, a report detailing the error within 48 hours of assignment or exam date. For a request to be considered the student must provide relevant evidence from the assigned readings and/or lecture notes in support of the claim. Please note that re-grading means that the grade on the assignment or examination may increase, not change at all, or decrease. The score on the re-graded assignment or examination will then be considered the student’s final score. Requests for re-evaluation of re-graded assignment or examination will not be accepted.

If a student is not satisfied with the response to a request for re-evaluation of an assignment or examination grade, the student may contact the chair of the Undergraduate Program in Sociology, in writing, to detail the complaint. Please note, however, that the chair of the Undergraduate Program should be contacted only after a student has submitted a request for re-evaluation, as explained in the above paragraph, and only in the case that the student is unsatisfied with the Instructor’s response to the initial request.

**Students with Disabilities:**
In accordance with the University policy, if a student has a documented disability and requires accommodations to obtain equal access in this course, he/she should contact the Instructor via email as soon as possible and make this need known. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, you must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787
voice or TTY. Please contact the Service for Students with Disabilities (SSD) office as soon as possible to have them advance the paperwork to the instructor in a timely manner.

**Course Conduct:**
I place a high value on respectful conduct in the classroom, representing diversity and acknowledging different opinions and experiences. As a student, classroom conduct respectful to both the instructor and your classmates covers range of areas that most of you are familiar with. Here are some examples of expectations to support the best learning environment for everyone:

- ✓ arrive in class on-time - late arrivals make it hard to hear the instructor
- ✓ use electronic devises for class tasks only
- ✓ stay until the end of class time
- ✓ wait until the instructor is finished to pack up possessions.
- ✓ Only students who have a medical necessity and who are registered with the Services for Students with Disabilities (SSD) office can do any recording of the class
- ✓ Direct attention to the lesson and participate in all classroom activities
- ✓ Conversations should only occur when the instructor asks the class to have a discussion.
- ✓ Contribute to class by raising your hand and being called on. Students will be acknowledged and asked to speak in turn.
- ✓ Minimize distractions to classmates (e.g. keep eating during lecture at a minimum).
- ✓ Engage in productive dialogue, even on controversial issues; for example focus on ideas, theories, and evidence using respectful language about people we disagree with.

**Email Etiquette:**
Electronic communication with your professors, instructors, recitation instructors and other UNL personnel constitute formal, rather than conversational, correspondence – similar to business-style email correspondence. As such, your email should be structured professionally beginning with the appropriate salutation (e.g., Good Morning/Day/Afternoon Professor, Dr., Director, Dean, Provost, Chancellor, Mr., Ms., and Mrs. ______ (Last Name). Unless otherwise instructed, UNL personnel should not be addressed as Hey/Hi/Hello/Yo/what’s up _______ (First Name).

Likewise, if you prefer to be addressed by a different name other than what is listed on the official class roster, please inform me and your Recitation Instructor as soon as possible, so that I may address you appropriately.

When emailing please identify the course name (i.e. SOCI 101) and end the correspondence by signing your name. I generally respond to emails between 9:00 am-5:00 pm, Monday-Friday.
However, if you have not received a response within 24 business hours, please send a follow-up email.

**Academic Integrity:**
The University of Nebraska-Lincoln has set education objectives that aim to maintain academic integrity. Violations of academic integrity include, but are not limited to, *plagiarism, cheating, submitting unoriginal work in whole or part, fabrication or falsification, abuse of academic materials, complicity in academic dishonesty, and falsifying grade reports.* At minimum, any student found guilty of committing an act of academic dishonesty will receive a failing grade on the assignment, will be reported to the Chair of the Department of Sociology and the University Judicial Officer. Further academic and disciplinary sanctions may also be applied, however, including dismissal from the university. **Students have been dismissed from the University for Violations of academic integrity.** We therefore strongly urge you to maintain academic integrity.

If you are unaware of what constitutes academic dishonesty, please see an academic advisor, talk to your professor/instructor, and become familiar with the University’s Academic Integrity Policy (See [http://stuafs.unl.edu/ja/code/three.shtml](http://stuafs.unl.edu/ja/code/three.shtml)).

**Personal Identities & Class:**
The university Canvas system allows students to change personal information although the system resets every night. Not all students go by their legal name or find that the set information in Canvas does not accurately portray who they are. Please send an email and let me know what your preferred name and pronouns are.

For example, I prefer to be called Professor Williams or Dr. Williams and my preferred pronouns are him & he.

Gender is central to the lives of many students and sex specific bathrooms are ubiquitous on campus. Gender neutral bathrooms can be harder to find; here is a link to their locations: [http://involved.unl.edu/unl-gender-neutral-bathrooms](http://involved.unl.edu/unl-gender-neutral-bathrooms)

The university was not originally designed for parents or new mothers. There are lactation spaces and refrigerators around campus to support lactating mothers (e.g. in the Sociology Department on the 7th floor of Oldfather Hall). If student parents encounter other barriers to success in class, please communicate with the class professor to find a way to overcome the barriers.
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<td>4/12 - 4/20</td>
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