Course Days and Time: 4:00-5:15 MW
Room: 233 Brackett Hall

Course Description:
In this course we will explore social problems existing in the United States and other cultures. We will identify how these problems affect and are affected by our institutions and culture. You will learn how to critically think about social problems and the ways in which social problems are discussed and presented to the public. Among other issues, we will discuss social problems corresponding to race, gender, poverty, and the environment. We will learn how to interpret social problems within the context of sociological theory and use political paradigms to understand why people hold disparate views on how social problems should be resolved.

CLEMSON THINKS 2:
This course is part of the Clemson University’s Clemson Thinks2 seminar series. This course is designed to actively engage you in thinking critically about the issues discussed in this course. To assess your growth in critical thinking skills you will take the California Achievement Test (CAT) in the beginning and again at the end of this course. You will be given credit for taking the test, although your score will not be a component of your final grade. Your classroom activities and out of course assignments will focus on developing your critical thinking skills.

In class we will:
- Evaluate the accuracy of statistics used in the readings and identify deceptive or manipulative statements
- Analyze the logic behind competing arguments and recognize inconsistencies or flaws
- Determine whether arguments are backed up by evidence
- Evaluate the appropriateness of methods being used to back up arguments
- Synthesize the arguments from multiple perspectives and draw appropriate conclusions
- Communicate complex ideas effectively

Strategies that we will use to help incorporate critical thinking:
We will use videos, readings, class discussions examples, and lecture to explore social issues from multiple perspectives
- Analyze and discuss the arguments in your text and class lectures
- Group discussion/debate about the rationale of the authors
- Group discussions of flaws in arguments
- Discussion of possible solutions to problems

Course Objectives:
Through your active participation in this course you will:

Academic Objectives
- Be able to articulate the basic structure and dynamics of society.
- Be conversant with the basics of the sociological method.
- Develop greater awareness of the influence of society on individual lives.

Intellectual Objectives
- Improve your critical reasoning skills.
• Enhance your ability to evaluate social scientific research.

General Education Competency addressed in this course:
Demonstrate an understanding of social science methodologies in order to explain the consequences of human actions

Statement of Academic Integrity

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.” “When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge.”

Students with Disabilities

“Students with disabilities who need accommodations should make an appointment with Arlene Stewart, Director of Student Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disabilities Services when they meet with instructors. Student Disability Services is located in G-20 Redfern (telephone number: 656-6848; e-mail: sds-l@clemson.edu). Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester. In order to comply with the Americans with Disabilities Act (ADA), faculty must follow instructions contained in letters issued by the office of Student Disability Services. All questions should be directed to Dr. Arlene Stewart (656-6848).

Taking Sides: Clashing Views on Social Issues (18th Edition)

Requirements and Grading:

Participation and attendance: 13%
Although I will lecture, much of this course involves classroom discussion and activities. You are expected to have completed the course readings before class and to be able to engage in active classroom discourse. This class is designed to increase your ability to articulate social problems and discuss multiple sides of each issue. To receive an A for participation, you need to 1) be in class 2) be an active participant in class discussions and activities.

Please do your readings and be prepared to discuss the readings BEFORE you come to class. If you do not participate on a regular basis or do not read the assigned material before class you will lose participation points. YOU WILL LOSE PARTICIPATION POINTS FOR BEING LATE AND/OR USING TECHNOLOGY IN THE CLASSROOM AS WELL.

You are given 2 “free class misses.” If you have more than 2 unexcused absences you will lose 50% of your participation points. If you have more than 4 unexcused absences you will lose all of your participation points.
California Achievement Test (2%)
Although you will not be graded on your score on the California Achievement Test, each test is worth 1% of your grade. If a test is turned in that shows obvious signs that it was not completed with effort, you will lose these points (I.E. The test was completed but no questions were answered correctly).

Finsterbusch Reading Assignments (25%)
You are to turn in 5 written assignments over the course of the semester. The assignments will be in response to 5 of the Finsterbusch readings. The Finsterbusch readings are designed for you to think critically about each topic from multiple perspectives. Critically thinking about an issue requires to not only understand the topic, but to be able to think about each issue from multiple perspectives and be able to apply the information to the “real world” outside of the classroom.

The rubric for the assignment is posted in the CONTENT folder on BLACKBOARD

************I WILL NOT ACCEPT EMAILED ASSIGNMENTS********

ONE SHOULD BE TURNED IN BEFORE THE FIRST EXAM (Before the class in which we discuss the issue)

ONE WILL BE TURNED IN BETWEEN THE FIRST AND SECOND EXAM (Before the class in which we discuss the issue)

ONE WILL BE TURNED IN BETWEEN THE SECOND AND LAST EXAM (Before the class in which we discuss the issue)

You may complete the assignments on any of the Finsterbusch readings, but a hard copy must be given to me and stapled on the day that the reading is due.

You will have the opportunity to revise ONE essay to improve your grade. If you are turning in an essay to improve your grade A HARD COPY MUST BE GIVEN TO ME IN CLASS WITHIN A WEEK OF RECEIVING YOUR GRADE

-------On the hard copy, please state the date of your original grade and what you did to improve your paper------

Exams: 60% I will provide scantrons for exams
There will be three in class exams. The last exam will be given during the final exam session. The format will be a combination of short answer and multiple choice questions. The exams are designed to show that you have read the material and understand the basic concepts discussed in class. All of the information on the exams will be discussed in class before the exam. If you must miss class on the day of the exam you will need to let me know BEFORE the exam. No makeup exams will be given if I do not know ahead of time. All exams must be made up within one week of the exam date.

Grading Scale:
(90-100%) A
(80-89%) B
(70-79%) C
(60-69%) D
Below 60% F

Grade Disputes:
ANY QUESTIONS ABOUT YOUR GRADE ON ASSIGNMENTS MUST BE ASKED WITHIN ONE WEEK OF RECEIVING YOUR GRADE. I will not take any grade disputes under consideration after you have taken your final exam.

Power points:
Power points for slides I use in class will be posted on blackboard. You are welcome to print them out and use them in class, but please do not rely on power points for exams. The power points are meant to be an outline and information from your text and class discussion are very important components of your exams. Please check power points right before class as I sometimes make changes to what is posted online.

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Title IX
Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at http://www.clemson.edu/campuslife/campus-services/access/title-ix/. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 111 Holtzendorf Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).

If I Am Delayed:
If I am delayed or unable to attend class, I will make every effort to notify you in advance. If I am unable to do so, you are excused at 15 minutes after the start of class.

E-Mail Access
I often use email to correspond with students. It is your responsibility to check your email regularly. If I must miss a class, I will let you know via email and a course announcement as early as I am able to.
Announcements:
I often will post changes/updates on the Announcement page in Blackboard. Please check this page regularly

**LAPTOPS**
Laptops are not allowed in class unless you receive permission from me. If you do receive permission, laptops will be allowed to TAKE NOTES ONLY. Any other use of laptops during class time is prohibited unless I specifically tell you to bring your laptop to class for group exercises.

**CELL PHONES:** Cell Phones must be turned off and put away before class begins. If I see you on your cell phone I will give you a warning. If you are on your cell phone again at any time during the semester, I will ask you to leave class.

### Class Schedule (SUBJECT TO CHANGE)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday August 19</td>
<td>Introduction to class, review syllabus</td>
<td></td>
</tr>
<tr>
<td>Monday August 24</td>
<td>Studying Social Problems</td>
<td>MACIONIS: CHAPTER 1</td>
</tr>
<tr>
<td>Wednesday August 26</td>
<td>Studying Social Problems</td>
<td>BRING CALIFORNIA ACHIEVEMENT TEST PRINTOUT TO CLASS</td>
</tr>
<tr>
<td>Monday August 31</td>
<td>Studying Social Problems/Poverty and Wealth</td>
<td>MACIONIS: CHAPTER 2</td>
</tr>
<tr>
<td>Wednesday September 2</td>
<td>Poverty and Wealth</td>
<td>FINSTERBUSCH: ISSUE 3. 3.1</td>
</tr>
<tr>
<td>Monday September 7</td>
<td>Poverty and Wealth</td>
<td></td>
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<tr>
<td>Wednesday September 9</td>
<td>Race and Ethnic Inequality</td>
<td>MACIONIS CHAPTER 3</td>
</tr>
<tr>
<td>Monday September 14</td>
<td>Race and Ethnic Inequality</td>
<td>FINSTERBUSCH ISSUE 3.2</td>
</tr>
<tr>
<td>Wednesday September 16</td>
<td>Race and Ethnic Inequality</td>
<td></td>
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<tr>
<td>Monday September 21</td>
<td>Gender</td>
<td>MACIONIS: CHAPTER 4,</td>
</tr>
<tr>
<td>Wednesday September 23</td>
<td>Gender</td>
<td>FINSTERBUSCH ISSUE 3.3</td>
</tr>
<tr>
<td>Monday September 28</td>
<td>EXAM 1----ONE FINSTERBUSCH RESPONSES SHOULD BE TURNED IN BY THIS TIME</td>
<td></td>
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</tbody>
</table>
Wednesday September 30  
Crime, violence and Criminal Justice  
READING: MACIONIS: CHAPTER 6

Monday October 5  
Crime, Violence and Criminal Justice  
READING: FINSTERBUSCH ISSUE 5, 5.1

Wednesday October 7  
Drugs and Alcohol  
READING: MACIONIS: CHAPTER 8

Monday October 12  
FALL BREAK

Wednesday October 14  
Drugs and Alcohol  
READINGS: FINSTERBUSCH ISSUE 5.2

Monday October 19  
Physical and Mental Health  
READING: MACIONIS: CHAPTER 9

Wednesday October 21  
Physical and Mental Health

Monday October 26  
EXAM 2 ----ONE MORE FINSTERBUSCH RESPONSES SHOULD BE TURNED IN BY THIS TIME

Wednesday, October 28  
The Economy and Politics  
READING: MACIONIS: CHAPTER 10

Monday, November 2  
The Economy and Politics  
READING: FINSTERBUSH: ISSUES 4, 4.1

Wednesday November 4  
Education  
READING: MACIONIS: CHAPTER 13

Monday November 9  
Education  
READING: FINSTERBUSCH: ISSUE 4.5

Wednesday, November 11  
Education

Monday, November 16  
Urban Life  
READING: MACIONIS CHAPTER 14

Wednesday, November 18  
Population and Global Inequality  
READING: MACIONIS: CHAPTER 15

Monday, November 23  
Populations and Global Inequality  
READING  FINSTERBUSCH ISSUE 6, 6.3

Wednesday, November 25  
THANKSGIVING HOLIDAY

Monday, November 30  
Population and Global Inequality
Wednesday, December 2
Populations and Global Inequality
CALIFORNIA ACHIEVEMENT TEST DUE

FINAL EXAM: Tuesday, December 8 7:00 PM IN this room