



  
*Carmen Shurtleff*  
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Preferred Communication: Microsoft Teams

**Office Hours**

|            |                         |
|------------|-------------------------|
| Monday:    | By appointment          |
| Tuesday:   | 9:30-12:30<br>3:00-4:00 |
| Wednesday: | 9:00-12:30<br>1:30-4:00 |
| Thursday:  | 9:30-12:30<br>3:00-4:00 |
| Friday:    | By appointment          |

***This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.***

*Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.*

**Course Description:** Application of sociological principles and theoretical perspectives to major social problems in contemporary society such as inequality, crime and violence, substance abuse, environmental issues, deviance, or family problems. Three credit hours.

**Prerequisite(s):** None

**Student Learning Outcomes:**

1. Describe how the sociological imagination can be used to explain the emergence and implications of contemporary social problems.
2. Explain the nature of social problems from at least one sociological perspective, e.g., critical, functional, interpretive, etc.
3. Identify multidimensional aspects of social problems, including the global, political, economic, and cultural dimensions of social problems.
4. Discuss how “solutions” to social problems are often contentious due to diverse values in society.
5. Describe how the proposed “solutions” to a social problem, including social policies, may bring rise to other social problems.

**Evaluation/Grading Policy:**

|                                       |                   |
|---------------------------------------|-------------------|
| Social Problems Project               | 200 points        |
| <i>Statement of Problem</i>           | 50 points         |
| <i>Survey</i>                         | 50 points         |
| <i>Presentation of Social Problem</i> | 100 points        |
| Discussions/Workshops                 | 100 points        |
| Mid-term                              | 100 points        |
| Final                                 | 100 points        |
| <b>Total Possible</b>                 | <b>500 points</b> |

Grading and evaluation--In general, a course grade of a "C" represents an acceptable level of work. A course grade of "B" represents a substantial effort and achievement. It is clearly a grade for the better than average product and effort. An "A" is awarded only in the case of both outstanding efforts and quality in the required products. The grades will be awarded on the following basis:

- A = 90% to 100% of possible points
- B = 80% to 89% of possible points
- C = 70% to 79% of possible points
- D = 60% to 69% of possible points
- F = 59% and below of possible points

Tests/Exams: There will be two tests (100 points each). Everyone must take the final exam. Exams will consist of multiple choice, matching or definitions, and short essay questions. As a rule, make-up examinations will not be permitted unless the student's absence is excused in advance. A grade of incomplete ("X") will not be given unless the student contacts the instructor to make special arrangements for making up the required work. Only emergency situation that prohibits the student from completing the course as planned will warrant consideration of the grade of "X". Mid-term: October 8th Final: December 10<sup>th</sup>

**Required Textbook(s):**

Social Problems a Down-To-Earth Approach 17th ebook, Henslin, Pearson  
**ISBN Number:** 978-013-52568-5

**Recommended Reading(s):** None

**Minimum Technology Requirements:**

Below are some technical requirements for using Blackboard that will help your experience in this course.

You will see the NTCC Tech Support email address and phone number below. Please contact them if you run into any technical problems during the semester. Please let your instructor know you are having difficulties as well.

If you need further NTCC technical support services please contact IT at [IT@ntcc.edu](mailto:IT@ntcc.edu) or 903.434.8140.

Blackboard will work on both a Mac and a PC. (Chrome Books are known to have issues with Blackboard.) It is best to access Blackboard through Fire-Fox or Chrome as your web browser. If you have trouble with any of the activities working improperly, you might change your web browser as your first solution. The Default Browser in Windows 10 is Edge. This browser does not do well with

Blackboard! If you will go to Windows Accessories you will find Internet Explorer still on your computer, but is not your default browser. If you have any difficulties navigating with Edge, close it and go to Internet Explorer. You can download Blackboard Student for your smart phone from the Play store or the App store. More information is available for Technology Requirements and Support under the Student Resources – Technical Support Tab in Blackboard.

### **Required Computer Literacy Skills:**

1. Communicate via email including sending attachments 2. Navigate the World Wide Web using a Web browser such as Internet Explorer 3. Use office applications such as Microsoft Office (or similar) to create documents 4. Be willing to learn how to communicate using a discussion board and upload assignments to a classroom Web site 5. Be comfortable uploading and downloading saved files 6. Have easy access to the Internet 7. Navigate Blackboard, including using the email component within Blackboard. Instructions and tutorials for this are provided in your course.

For more information or technical assistance on using the Learning Management System, please refer to the Home Page, Orientation Module, in the important technical requirement, information and support folder in Blackboard.

### **Course Structure and Overview:**

Meetings will be reserved for lectures, speaking activities/drills, and speaker presentations in class. Students are expected to complete all the readings of the required e-book chapters, watch the instructional videos and complete the online chapter activities. You will see that the course is divided into 16 weeks in the Blackboard portion. Pay close attention to deadlines for all assignments. Assignments will only be accepted on time! Technical difficulties are no excuse for late assignments. In-class participation is an essential element of this course. Each student will be expected to participate in speaking drills/activities during class. These activities will allow students to sharpen their presentations and enhance their delivery skills.

### **Tests/Exams:**

**Mid-term: March 7<sup>th</sup>**

**Final: May 2<sup>nd</sup>**

There will be two tests (100 points each). Everyone must take the final exam. Exams will include multiple choice, matching or definitions, and short essay questions. Make-up examinations, as a rule, will not be permitted unless the student's absence is excused in advance. An incomplete grade("X") will not be given unless the student contacts the instructor to make special arrangements for making up the required work. Only emergencies that prohibit the student from completing the course as planned warrant consideration of the grade of "X".

### **Discussions/Workshops (SLO1)(SLO2)**

**100 POINTS**

**Due Date: SEE COURSE SCHEDULE**

Discussions/Activities is where we will assess your participation, whether you are an online or face-to-face learner. You are expected to be an active and engaged class member throughout the semester.

Discussions/Activities are a way to exchange ideas and learn from your peers. Each student is expected to participate in the discussions/activities fully. It could involve summarizing articles, responding to questions from the text, or viewing and commenting on streaming videos. This engagement in this course is viewed as the foundation for professional development and personal growth. Points are assigned as

extra participation points that could lead to replacing a lower grade. There will be a minimum of 5 discussions worth 20 points each.

### **ONLINE LEARNERS:**

To receive credit, you must post your response to the posted discussion board questions by Thursday at midnight. In addition, you must post a response to another peer's post by Sunday at midnight. Your grade on the discussion board is based on participation. Each discussion board assignment is worth 10 points. However, to receive full credit for these posts, you must fulfill some basic requirements: - After posting your answer to the question, you are expected to respond to at least one other peer in the class. Initial posts should be at least 75 words, and a response at least 50 words. All posts should be relevant to the topic being discussed but should also attempt to introduce a new point of view or piece of information or otherwise further the discussion. Posts should use correct grammar, punctuation, and vocabulary appropriate for a college-level course. Misuse of the discussion boards will not be accepted.

### **ASSIGNMENTS:**

#### **SOCIAL ISSUE PROJECT: 200 POINTS**

#### **FINAL PROJECT IS DUE APRIL 18<sup>TH</sup>**

This is the major project for this course; it is broken into three grades due on separate dates throughout the semester. The student will identify a social problem or issue you are passionate about, which may even affect you as a student. Every day, we experience a social issue. These issues affect the way we interact with others and how we interact with the world around us. Social issues can affect our everyday life and influence the decisions we make. It is essential to understand social issues so we can address them affecting us.

A social issue is any situation that adversely affects the social or political status of a group or individual group or individual's social or political status. For example, bullying is a social issue that can seriously impact a person's life. The quality of life of a person can be significantly affected by social issues. We must learn about social issues because they can significantly impact our quality of life in many ways and those of others.

Let me help you with some identified social issues or concerns affecting large groups, communities, societies, countries, etc. Examples of social issues include:

#### Examples of social problems

- Abortion
- Addiction
- Affordable housing
- Bullying
- Childhood obesity
- Civil rights
- Divorce
- Education
- Gender

Gender equality  
Government  
Gun control  
Health care  
Homeless  
Immigration  
Income inequality  
Marriage  
Moral Decline  
Overpopulation  
Police Brutality  
Pollution  
Poverty  
Prison  
Privacy  
Racism  
Religion  
Same-sex marriage  
Sexual assault  
Terrorism  
Transgender issue  
Unemployment

After identifying the social issue, you want to focus on; you will start your research and write a 3 to 4-page statement of the problem essay.

**STATEMENT OF PROBLEM PAPER:**

**DUE: MARCH 21<sup>ST</sup>**

The next step will be to develop, create, and launch a survey to explore understanding the social problem. To create a survey on social media, you must have a solid knowledge of your social issue and commitment to the topic. Brainstorm some ideas for questions surrounding your identified social issues. Next, explore and narrow it down to 20 questions, including five demographic questions. Finally, create a survey using Google Forms. Make sure it user-friendly, and it is error-free. Launch your survey and gain a minimum of 50 respondents. Then, analyze your results. What patterns do you see? Are there any recurring themes or similarities that stand out to you? Use the results of your survey in your final presentation.

**SURVEY:**

**DUE: APRIL 4<sup>TH</sup>**

Your presentation you be will research a social issue or problem in society. You will discuss at least three reasons why this issue is an actual problem rather than a minor inconvenience. Your presentation with ten to fifteen slides discussing what features contribute to your current social issue. You should also include the impact of the issue on the population you focused on in your report and possible solutions to the problems you have outlined.

**Communications:**

Emails will be responded to within 24 hours. The email was not received if you do not receive a response within 24 hours. The instructor will monitor posts in the Discussion Forum “Questions, Comments, and Concerns?”. Responses by the instructor will be within 72 hours of the post. The college’s official means of communication is via your campus email address. I will use your campus email address and Blackboard to communicate with you outside class. Ensure you keep your campus email cleaned out and below the limit so you can receive important messages.

## **Institutional/Course Policy:**

Late work will only be accepted with prior approval by the instructor. Students are always expected to be respectful toward classmates and professors! Review Student Conduct in the Student Handbook. It is the student's responsibility to check Blackboard for important information/announcements regarding the course. Students should be working on course material via Blackboard every week. Do not wait until the last minute to complete and submit assignments in case of technical issues.

## **Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements**

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

## **NTCC Academic Honesty/Ethics Statement:**

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

## **Artificial Intelligence Statement:**

Individual instructors may allow or disallow any use of AI software for coursework. It is the student's responsibility to follow any AI classroom policy and the course's guidelines set forth by the instructor. Integrating AI into the course can undoubtedly bring numerous benefits and advancements. However, any use of AI software must be cited, or it could constitute academic dishonesty (plagiarism). Recognizing the potential risks and ensuring that AI technologies are implemented responsibly and ethically is crucial. Students are fully accountable and responsible for any content, AI or non-AI, used in an assignment that is submitted. If any student has any questions surrounding the use of AI, please reach out to the instructor.

## **ADA Statement:**

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford the equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

## **Family Educational Rights and Privacy Act (FERPA):**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's

educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered “eligible students.” In essence, a parent has no legal right to obtain information concerning the child’s college records without the written consent of the student. In compliance with FERPA, information classified as “directory information” may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as the student’s name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, and other information including major, the field of study, degrees, awards received, and participation in officially recognized activities/sports.

**Student Social Support Resources:**

At Northeast Texas Community College, we understand that students often have concerns that could lead to barriers to success. If you are a student who needs support and/or guidance, NTCC offers EagleAssist. EagleAssist is a comprehensive hub for students to access resources beyond the classroom. Some of those services include but are not limited to classroom accommodations, mental health counseling, tutoring, CARE Center, Financial Literacy, and Emergency Assistance. NTCC supports alleviating barriers, enabling student value and success, regardless of lived experience. To access services, please email [eagleassist@ntcc.edu](mailto:eagleassist@ntcc.edu). In addition, if you need additional community resources, please [www.ntcc.edu/carecenter](http://www.ntcc.edu/carecenter).

**SOCIAL PROBLEMS**  
**TENTATIVE FALL SCHEDULE**

| <b>Week #</b> | <b>Lecture Topic</b>                                   | <b>Chapter</b> | <b>Student Responsibility</b>   |
|---------------|--|----------------|---|
| 1             | Module I<br><br>How Sociologists View Social Problems  | Read Ch1       | <ul style="list-style-type: none"> <li>• Read Start Here Folder</li> <li>• Syllabus Acknowledgement</li> <li>• Self-Introduction Discussion</li> <li>• Complete Ch 1 Blackboard Content</li> </ul>        |
| 2             | Module I<br><br>Interpreting Social Problems           | Read Ch 2      | <ul style="list-style-type: none"> <li>• Complete Ch 2 Blackboard Content</li> <li>• <b>Discussion #1 – Sociological Imagination, 20 points (SLO1)</b></li> </ul>   |
| 3             | Module I<br>Social Problems Related to Sexual Behavior | Read Ch 3      | <ul style="list-style-type: none"> <li>• Complete Ch 3 Blackboard Content</li> </ul>  |
| 4             | Module I<br>Alcohol and Other Drugs                    | Read Ch 4      | <ul style="list-style-type: none"> <li>• Complete Ch 4 Blackboard Content</li> <li>• <b>Discussion #2 – Marijuana Usage, 20 points (SLO2)</b></li> </ul>  |
| 5             | Module II<br>Violence in Society                       | Read Ch 5      | <ul style="list-style-type: none"> <li>• Complete Ch 5 Blackboard Content</li> </ul>  |
| 6             | Module II<br>Crime and the Criminal Justice System     | Read Ch 6      | <ul style="list-style-type: none"> <li>• Complete Ch 6 Blackboard Content</li> </ul>  |
| 7             | Module II<br>Economy Problems                          | Read Ch 7      | <ul style="list-style-type: none"> <li>• Complete Ch 7 Blackboard Content</li> <li>• Review for mid-term</li> </ul>   |
| 8             | EXAM WEEK  | Ch 1-8         | <ul style="list-style-type: none"> <li>• <b>MID-TERM 100 points DUE MARCH 7<sup>TH</sup></b></li> </ul>   |
|               | <b>SPRING BREAK</b>                                    |                | <b>MARCH 11-15</b>  |
| 9             | Module III<br>Race-Ethnic Relations                    | Read Ch 8      | <ul style="list-style-type: none"> <li>• Complete Ch 8 Blackboard Content</li> <li>• <b>Discussion #3- Immigration, 20 points</b></li> <li>• <b>Statement of Problem Paper Due, 50 points,</b></li> </ul> |



|    |   |            |   |
|----|---|------------|---|
|    |   |            | <b>MARCH 21<sup>ST</sup></b><br><b>(SLO 3)</b>  |
| 10 | Module III<br>Inequalities of Gender and Sexual Orientation | Read Ch 9  | <ul style="list-style-type: none"> <li>• Complete Ch 9 Blackboard Content</li> <li>• Take Political Typology Quiz</li> <li>• Prepare to submit the Social Issue paper next week!</li> </ul> |
| 11 | Module III<br>Medical Care: Physical and Mental Illness     | Read Ch 10 | <ul style="list-style-type: none"> <li>• Complete Ch 10 Blackboard Content</li> <li>• <b>Survey Due, 50 points</b><br/><b>APRIL 4<sup>TH</sup></b></li> </ul> <b>(SLO4)</b>                 |
| 12 | Module III<br>The Changing Family                           | Read Ch 11 | <ul style="list-style-type: none"> <li>• Complete Ch 11 Blackboard Content</li> <li>• <b>Discussion #4 It's Complicated, 20 points</b></li> </ul>   |
| 13 | Module IV<br>Urbanization and Population                    | Read Ch 12 | <ul style="list-style-type: none"> <li>• Complete Ch 12 Blackboard Content</li> <li>• <b>SOCIAL PROJECT PRESENTATION DUE, APRIL 18<sup>TH</sup></b><br/><b>(SLO5)</b></li> </ul>            |
| 14 | Module IV<br>The Environmental Crisis                       | Read Ch 13 | <ul style="list-style-type: none"> <li>• Complete Ch 13 Blackboard Content</li> <li>• <b>Discussion #5 Food Labeling, 20 points</b></li> </ul>  |
| 15 | Module V<br>War, Terrorism, and the Balance of Power        | Read Ch 14 | <ul style="list-style-type: none"> <li>• Complete Ch 14 Blackboard Content</li> <li>• Prepare for Final</li> </ul>  |
| 16 | EXAM WEEK   | Study      | <ul style="list-style-type: none"> <li>• <b>FINAL EXAM – 100 points</b><br/><b>MAY 2<sup>nd</sup></b></li> </ul>  |

## **Additional Information:**

### **Appendix**

Snapshot of Statement Problem – should be at least one to two pages in length

According to the Heritage Foundation, over 10 million undocumented individuals live in the United States with an estimated growth rate of 700,000 each year. Some societal problems that come along with undocumented individuals are a negative impact on US employment, national security, and the legal system. Many undocumented individuals imbed themselves into society by falsifying documents to gain legal work status, which is a profound security problem displaced onto the legal system. Undocumented individuals are often pushed underground to access documents that would allow them to gain employment. Often, fake social security numbers are used that lead to an increase in social security fraud and identity theft. In addition, the current US unemployment rate is at the highest at 10.3% as reported at the Bureau of Labor Statistics. Unemployment is a national crisis that should be addressed with Americans' first employment. Adding additional members outside the US society would put an unnecessary burden on the American people (NBLs, 2020).

## Example Survey

### Attitudes toward immigration

1. What is your gender?

Male          Female          Other

2. What is your age?

18-29          30-42          43-52          53-62          63-72          over 72

3. What is your religion?

Christian          Islam          Atheist          Mormon          Other

4. What is your political association?

Democrat          Republican          Independent          No association

5. Are you an American citizen?

Yes          No

6. Do you think we need immigration reform?

Yes          No

7. Do you think that immigrants commit more crime than non-immigrants?

Yes          No

8. Do you believe that immigration strengthens American?

Yes          No

9. Children of immigrants have caused undue burden to our social welfare system?

Yes          No

10. Overall, immigration negatively affects the United States economy?

Yes          No

11. Immigrants do not share American values?

Agree          Disagree

12. Immigrants should speak English?

Agree          Disagree

13. The United States should create a work program to accommodate illegal immigrants?

Yes            No

14. Immigrants take jobs that most Americans want?

Yes            No

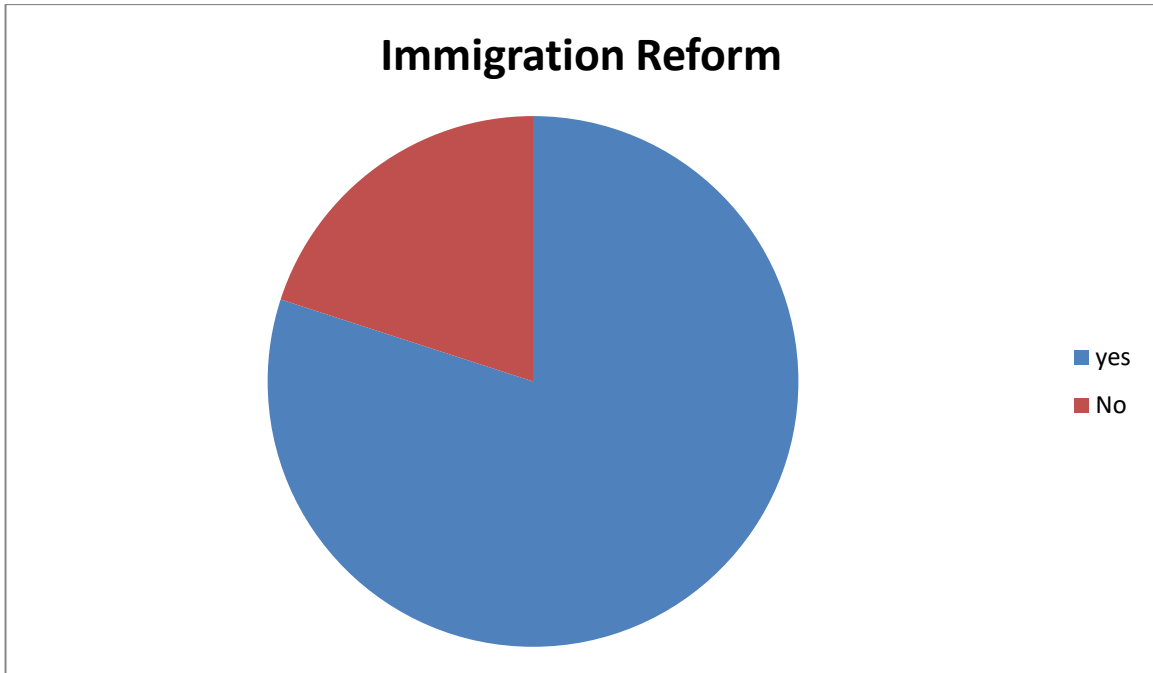
15. Do you feel proud to be an American?

Yes            No

Example chart

Question #6

Do you think we need immigration reform?



## Example Conclusion

Most of the people surveyed were young to middle age male Christians and who hold a republican political association. Student determined that most individuals in this survey want immigration reform. They believe that immigration is a drain to the United States and is bad for the economy. Most immigrants are taking jobs that Americans want and are a burden to our social welfare system. It is believed that they do not want to assimilate to our culture and learn the language. They do not share our values and it does not strengthen the United States.

Student concluded that the individuals surveyed were not open minded and their belief system was not consistent with recent data. According to the Economic Policy Institute, there are an estimated 12 million unauthorized immigrants living in the US. They make up about 5.2% of the labor force and produces 15% of our output. They are not filling jobs that Americans want and are working in lower paid jobs.

This project was very interesting and I learned a lot. Prior to my survey I had a negative view on immigration. After conducting my survey and researching the data, I concluded that my belief system is not consistent with the facts regarding immigration and the economy.