

# UNIVERSITY OF LOUISVILLE

## Social Problem

### (Syllabus subject to updates at any time)

(The Instructor reserves the right to make changes in this syllabus in order to meet the learning objectives of this class)  
Monday to Friday 8:00- 12:00pm

Instructor: Maritza Isabel Young, Bachelors of Arts from Syracuse University, Sociology and Social Welfare; Masters of Arts from Louisiana State University, Sociology and Social Welfare

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#### **COURSE DESCRIPTION:**

The purpose of this course is to provide an introduction to the causes, treatment, and prevention of selected social problems in the United States. In order to achieve this purpose it is necessary to understand the interconnectedness between differing parts of our society and how people define their social world. This course will examine some of the more controversial sociological topics.

The study of social problems is the study of efforts to define and change aspects of society deemed unacceptable by particular social groups. In this course we will explore a wide variety of social problems confronting American society. Because this course is given in Panama, we will be including an overview of some social problems in this country and their consequences and possible solutions.

#### **LEARNING OBJECTIVES:**

1. Students will be able to demonstrate the understanding of methods of critical thought and principles of scholarly inquiry concerning issues that have shaped the development of society in the United States, including but not limited to the issues of age, ethnicity, gender, race, religion, and social class.
2. Students will be able to demonstrate an understanding of methods of critical thought and principles of scholarly inquiry concerning contemporary United States' culture and society as seen from the humanistic or scientific perspective.
3. Students will evaluate and discuss the connection between the individual and society and the U.S. culture.
4. Students will evaluate and answer the question of whether social problems can be solved.
5. Students will increase their proficiency in oral and written communications through class presentations and essay writing.

6. Students will do a 10 hour internship in a foundation or organization of their choice to have a hands-on experience and then give an oral presentation based on a case study.

**REQUIRED TEXT:**

Mooney, L.A., Knox, D. & Schacht, C. **Understanding Social Problems**, 8<sup>th</sup> Edition. Students will be required to do assigned readings from selected books in the library.

**COMPOSITION OF GRADES:**

Oral Presentation.....	20%
Ten hour work internship.....	20%
Class Participation and 3 assigned readings.....	20%
Midterm.....	20%
Final.....	20%

**University of Louisville grading system**

<b>GRADE</b>	<b>GRADE POINT PER UNIT</b>	
A+	4.0	97-100
A	4.0	94-96
A-	3.7	90-93
B+	3.3	86-89
B	3.0	83-85
B-	2.7	80-82
C+	2.3	76-79
C	2.0	73-75
C-	1.7	70-72
D+	1.2	66-69
D	1.0	63-65
D-	0.7	60-62
F	0.0	59-and lower

**READINGS:** In order to grasp the purpose of this course, reading is vitally important. Students are expected to complete required readings prior to the class for which they have been assigned. The reading for this class is fairly intense so I recommend you do not get behind.

**ATTENDANCE:** I will always take attendance and follow the University of Louisville's attendance policy which requires students to attend 80% of the scheduled classes.

**PUNCTUALITY:** All classes will start and end on time.

**DUE DATES:** All assignments must be turned in on time. If it is late, I will not receive it.

**PARTICIPATION:** Your participation will serve as the foundation for the majority of classroom interactions. Students are strongly encouraged to take an active role in classroom discussions. This Social Problem class is designed to illicit opinions, debates, etc., thus your participation is vital. Also, your level of English must be proficient both orally as well as in writing.

**CONDUCT:** The classroom is designed to be an environment where everyone feels comfortable. Students are expected to act in a professional manner. Students are required to treat myself and your peers with empathy and respect. All students should feel safe in the classroom and with liberty to express their opinions. All points of view are welcome.

**DRESS CODE:** All students must wear shoes and appropriate clothing for a university atmosphere.

**CELL PHONES:** All students must have their cell phones turned off inside the classroom. Laptops may be permitted if related to work being done in class.

The professor reserves the right to make changes in this syllabus since the pacing of the course will depend on the group's progress.

## CHRONOLOGICAL CALENDAR OF SOCIAL PROBLEMS

**Textbook:** Understanding Social Problems (L. Mooney, D. Knox, C. Schacht)

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<b>Class</b>	<b>UNIT</b>	<b>EVALUATION</b>
1 and 2	<b>Sociology and the study of Social Problems (What is a Social Problem? Elements of Social Structure and Culture, The Sociological Imagination, Theoretical perspectives, Social Problems Research</b>	<i>Class Participation on-going Internship on-going</i>
3 and 4	<b>Problems of well-being (Physical and Mental health and health Care, Alcohol and other Drugs, Family Problems)</b>	<i>Reading-Assignments Sept-20 Internship on-going</i>
5	<b>Crime and Social Control (Sociological Theories of Crime, Types of Crimes, Demographic Patterns of Crime, Strategies for Action: Crime and Social Control)</b>	<i>Internship on-going Midterm October 4</i>
6 and 7	<b>Problems of Inequality (Poverty and Economic Inequality, Work and Unemployment, problems and Education, Race, Ethnicity and Immigration)</b>	<i>Internship on-going oral presentations</i>
8 and 9	<b>Problems of Inequality (Soc Theories of Poverty and Ec Equality, Patterns of poverty in the US, Consequences of Poverty and Ec Inequality</b>	<i>Internship on-going Oral presentations</i>
10	<b>Problems of Inequality (Population growth and aging, Environmental problem)</b>	<i>Internship on-going Oral presentations Final Exam Nov 22</i>

**\*Guest speakers will be invited and you will be notified of the date in advance. Syllabus can be changed at the discretion of the professor.**

## BIBLIOGRAPHY

Reiman, Jeffrey, and Paul Leighton. 2010. *The Rich Get Richer and Poor Get Prison*, 9<sup>th</sup> ed. Boston, MA: Allyn and Bacon

Merton Robert K 1968. *Social Theory and Social Structure*. New York: Free Press

Anderson, Gerard F. and David A. Squires. 2010 (June). "Measuring the U.S. Health System: A Cross-National Comparison". *The common-wealth Fund. Publication 1412 Vol. 90*. Available at <http://www.commonwealthfund.org>

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Sanders, David, and Mickey Chopra. 2003. "Globalization and the Challenge of Health for All: A View from Sub-Saharan Africa." In *Health Impacts of Globalization*, ed. Kelley Lee, 105-19. New York: Palgrave Macmillan

Caulkins, Jonathan, Peter Reuter, Martin Y. Iguchi, and James Chiesa. 2005. "How Goes the War on Drugs? An Assessment of U.S. Drug Problems and Policy" *Rand Drugs Policy Research Center*. Available at <http://www.rand.org/pubs>

Snyder, Leslie B., Frances Fleming Miller, Michael Slater, Helen Sun, and Yuliya Strizhakova. 2016 "Effects of Alcohol Advertising Exposure on Drinking among Youth". *Archives of Pediatrics and Adolescent Medicine* 160(1): 18-24

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