

**SOC 206 Social Problems**  
**Fall 2006**  
**Instructor: Kim Smith, Ph.D.**

**Portland Community College--Sylvania**  
12000 SW 49<sup>th</sup> Ave, Portland, OR 97219  
P.O. Box 19000, Portland, OR 97280-0990

SOC 206 (41479), 4 credits  
Class: TTh 1:00-2:50  
Classroom: TCB 213  
Soc Dept: 503-977-4289  
Fax: 503-977-4959

Office: SS215, space H70  
Office hours: TTh 12-1,  
W 5-6 and by appt  
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**Course Description and Objectives:**

This is a very important course in sociology, as it allows students to apply sociological perspectives to the study of specific social problems such as poverty, discrimination, crime, and the environment, in order to identify their varying causes and consequences. Students will also participate in a service-learning project, which will give them an opportunity to apply course material to real world efforts to solve social problems. Hopefully, this course will increase students' awareness and their ability to critically examine different social problems in the world around them, as well as gain an appreciation for how they can evaluate possible solutions and make a real difference in their communities.

**Required Reading:**

- 1) Eitzen, D.S. and M. Baca Zinn. 2006. Social Problems, Boston, MA: Pearson Education, Inc.
- 2) Loeb, P.R. 2004. The Impossible Will Take a Little While, New York, NY: Basic Books.
- 3) National Issues Forum. 2001. Crime and Punishment: Is Justice Being Served?, Dubuque, IA: Kendall/Hunt Publishing Company.
- 4) Occasional readings in handouts (to be announced).
- 5) Please read the newspaper or on-line news sources, such as <http://news.yahoo.com> and keep up on current events in order to participate in class discussions and integrate current issues into assignments.

**Course Requirements:**

- 1) **1 Mid-Term Exam and 1 Final Exam** (100 points each, 25% each of grade). The exams will cover readings, lectures, handouts, and videos. Make sure you do all the readings, have all course material, and complete quizzes and homework assignments to prepare for exams. You are responsible for getting the material, if you miss a class. Make-up exams will be available only for emergencies. You **MUST** contact me to set up a make-up exam.

- 2) **1 Service-Learning Project and Paper** (100 points, 30% of grade). Students will participate in a minimum of 10 hours of volunteer service and will write a reflection paper connecting their service experience to course material. The paper should be 3 to 5 pages, typed, and double-spaced, without separate title or bibliography pages. Put these at the beginning and end of your paper, to save paper. Use a college-quality writing style with an introduction, well-organized supporting arguments, using the course books to analyze the social problem, a conclusion, no typos, and no slang, with sources cited. The paper must be turned in or you will receive a 0. Late papers will receive lower grades.
- 3) **4 Quizzes** (10 points each) and **6 Homework Assignments** (10 points each) (Total- 100 points= 15% of grade). You will have occasional take-home quizzes and homework to help prepare you for exams and assess your understanding of course material. A homework list will be provided. Make sure to have your reading done before class and reference in assignments, complete all assignments and turn them in on time. Late assignments are accepted but will receive lower grades.
- 4) **Attendance and Participation** (5% of grade). I encourage regular attendance because students who come to class learn more and perform better. Outlines will guide our discussions of course material. The exams will cover some material in lectures (outlines, concepts, and theories) and supplements (films and overheads) not included in the readings and I want to reward students who come to class and contribute to class discussions. I do understand that life happens though, so contact me for excused absences. Please be punctual and stay the full length of class, if possible.

### **Grading:**

Assignments will receive letter grades based on a numerical scale (100-90=A; 89-80=B; 79-68=C; 67-56=D; and <55=F) and will be worth a percentage of your final grade. Keep track of the total of your quiz and homework grades and compare it to the above scale. You may also choose to take this course on a Pass/No Pass basis but you must tell me early in the quarter. If you choose to withdraw from the class, please formally withdraw on-line and let me know so you receive the correct notation on the grade sheet. It is your responsibility to withdraw and you must withdraw before the eighth week of class or you will receive the grade earned up to that point.

### **Instructional Statements:**

- 1) The course schedule is flexible with assignment and exam dates subject to change in response to institutional, class, and weather problems. For announcements on school closures, call PCC at 244-6111.
- 2) In accordance with the ADA, academic support services for students with disabilities are provided by PCC depending on the nature of the disability and availability of services. If you require specific instructional accommodations, please notify me as soon as possible and contact the Office for Students with Disabilities at 977-4341 or visit their office in ST 229.
- 3) This is an equal opportunity institution. It is against the college's policies for anyone to engage in harassment or discrimination of any member of the college community based on his/her race, color,

religion, ethnicity, use of native language, national origin, age, sex, marital status, height/weight ratio, disability, or sexual orientation. Any discrimination will receive disciplinary action.

- 4) Given the sensitive nature of some of the topics we will discuss in this class, you are requested to respect the dignity of your fellow classmates and the instructor at all times. No swearing, disparaging remarks (sexist, racist, etc.), or fighting will be tolerated. While a variety of perspectives and beliefs are welcome, please be courteous and understand that other students may not agree with you.
- 5) Cheating and plagiarism will not be tolerated in this class. Any evidence of this behavior will result in the receipt of an F on the assignment and possible notification of campus authorities. For more information on the college's policy, go to [www.pcc.edu/integrity](http://www.pcc.edu/integrity).
- 6) Please refer to the Student Rights and Responsibilities handbook for further college support and guidelines.

### **Tentative Course Schedule:**

\*\*\*Make sure to have all readings and homework assignments completed before class\*\*\*

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
T 9/26	Introduction	Handouts
Th 9/28	Construction of Social Problems	Eitzen: Ch. 1 Loeb: Part 1
T 10/3	Wealth and Power	Eitzen: Ch. 2 HW #1
Th 10/5	Poverty	Eitzen: Ch. 7: 181-198 Loeb: Part 2 Service-Learning choice due
Sat 10/7	Hands on Portland Cares Day—Group Project option	
T 10/10	Poverty- Causes and Solutions	Eitzen: Ch. 7: 198-214 HW #2
Th 10/12	Crime	Eitzen: Ch. 12: 338-359 Loeb: Part 3
T 10/17	Criminal Justice System	Eitzen: Ch. 12: 359-376 HW #3
Th 10/19	Drugs	Eitzen: Ch. 13 Loeb: Part 4
T 10/24	SAC Inservice Day—No classes	

Th 10/26	NIF Forum- Crime and Punishment	NIF Booklet
T 10/31	MID-TERM EXAM	STUDY
<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Th 11/2	Racial and Ethnic Inequality	Eitzen: Ch. 8: 215-239 Loeb: Part 5
T 11/7	Racism and Hate Crimes	Eitzen: Ch. 8: 239-245 HW #4
Th 11/9	Families	Eitzen: Ch. 15: 444-468 Loeb: Part 6
F 11/10	Veteran's Day—College Closed	
T 11/14	Domestic Violence	Eitzen: Ch. 15: 468-477
Th 11/16	Threats to the Environment	Eitzen: Ch. 4: 80-97 Loeb: Part 7
T 11/21	Environmental Problems- Sources and Solutions	Eitzen: Ch. 4: 97-111 HW #5
Th 11/23	Thanksgiving – College Closed	Be thankful!
T 11/28	National Security and Global Conflict	Eitzen: Ch. 18 Loeb: Part 8 Term Paper due
Th 11/30	Progressive Solutions	Eitzen: Ch. 19 Loeb: Part 9 HW #6
T 12/5	Service-Learning Project Presentations/ Review	
Th 12/7	Service-Learning Project Presentations/ Review	Last day to turn in late assignments
T 12/12	FINAL EXAM: 1:00p-3:00p	STUDY

**\*\*\*Have a wonderful vacation!!!\*\*\***

# **SERVICE-LEARNING PROJECT AND REFLECTION PAPER**

SOC 206 Social Problems

Dr. Kim Smith

One of the best ways to learn about social problems is to do field work. This course is also about learning how to solve problems. So, in order to apply some of the knowledge you will gain in this class to the real world, you will have an opportunity to participate in a service-learning project. You will need to choose a social problem that interests you (preferably from the list of topics in the syllabus and/or textbook), participate in a service project for a minimum of 10 hours with a non-profit organization in your community, and then write a reflection paper about your experience, using course concepts and theories to analyze the problem and solution. Hopefully, this project will give you the opportunity to better understand the causes and consequences of the social problem itself and its sociological significance and help you not only evaluate possible solutions but also become part of the solution yourself.

Students have an option of working together on a group project or doing an individual project with a service organization of their choice, from the links provided below. If you already are involved with a service agency or would like to work with an organization that is not included on the lists, then please let me know as soon as possible. You must turn in your choice on the sheet provided by the end of the second week of class so you will have enough time to coordinate your placement, participate in your action, and complete the reflection paper by the end of the quarter. Whatever your choice, you are expected to act professionally and carry through with your commitment, because others are depending on you. You also will need to sign the contract with the volunteer coordinator at your site and turn that back in to me as soon as possible. Thank you for doing the proper paperwork for your own information and safety, as well as for the agency and college.

## **Project Options:**

### **1) Group Project**

#### Hands on Portland Cares Day with the PCC Action Team

Saturday, October 7, from 9-2 (including a great lunch at the Rose Quarter).

We will paint and do landscaping at Fowler Middle School, 10865 SW Walnut St. Tigard, 97223

Let me know if you are interested so I can get you registered.

More information on Cares Day and Hands on Portland is available at [www.handsonportland.com](http://www.handsonportland.com).

Note that this is the annual fundraiser for Hands on Portland as well, so there is a suggested \$10 donation for registration.

and one or two of the following (to be determined soon)

#### After-School Program at Fowler Middle School

Students will participate in after-school activities at Fowler Middle School (10865 SW Walnut St. Tigard, 97223) Mike Wienandy, 503-431-5061

#### Schoolhouse Supplies

2735 NE 82nd Avenue, Portland, OR 97220

(503) 249-9933 Courtney Berry, [www.schoolhousesupplies.org](http://www.schoolhousesupplies.org)

Schoolhouse Supplies serves classrooms in need by operating a volunteer-run free store for teachers, which is stocked with supplies donated by the community. Volunteers help sort donated supplies, stock shelves, and assist teachers with their shopping.

## 2) Individual projects

Individual options for serving your community are truly endless, but here are some places to start.

PCC's Service-Learning webpage: [www.pcc.edu/resources/service-learning](http://www.pcc.edu/resources/service-learning).

The college has developed partnerships with the groups listed under the "volunteer sites" link. This site also offers a lot of information about service-learning itself, including the Service-Learning Program Award.

Hands on Portland has a great interactive webpage at [www.handsonportland.org](http://www.handsonportland.org), which includes a calendar with posts of many different available projects in the area. This is an easy way to find an organization and get linked into some projects that are already organized.

To complete the 10 hours of service, you should continue at the same site or at least find a similar project related to the social problem you are studying, to facilitate your analysis in your reflection paper.

Here are just a few other recommendations:

- Transition Projects focuses on poverty and homelessness (Jodi Dubose, variety of sites, 503-823-4926 x4)
- Neighborhood House is a great local community partner in Multnomah Village that has a food bank and offers some services to children (Andy Matinog, 7780 SW Capital Hwy 503-246-1663)
- Pesticide Free Parks has a variety of regular habitat restoration projects (Megan Kemple, 503-423-7549)
- Oregon Food Bank helps students learn about food issues, at the state-wide distribution warehouse (Q Gonzalez, 7900 NE 33<sup>rd</sup> 503-282-0555 x259)
- With the upcoming elections, political campaigns are always looking for volunteers.
- Friends of Trees coordinates frequent tree plantings (Volunteer Coordinator, 503-282-8846 x12)
- Rose Haven Women's Shelter, female students only (Michelle Fuchs, 116 NW 3<sup>rd</sup> Ave 503-248-6364, x14)
- SMART (Start Making A Reader Today) (503-230-2944, x28) or other projects with schools (PCC web page)
- On-campus activities, such as tutoring at the Student Success Center (Laurel Spillum, SY CC204, 977-4563) or volunteering with the Women's Resource Center (977-8101) or Multicultural Center (977-4112)

Make sure to check with me, if you are already involved in projects in the community, to run them by me. We can also talk about the specific social problem that you can focus on for your paper.

Whether you decide on the group project or the individual service opportunity, you need to start checking out the options as soon as possible, as you will need to make a choice by the **end of the second week** of classes.

## PAPER GUIDELINES

### For your Term Paper, please include:

- 1) Your evaluation by your supervisor with all the relevant data filled in;
- 2) A title for your paper at the top of the first page (no separate title page, to save paper)
- 3) An introduction identifying the sociological topic and relevance of your report;
- 4) Supporting paragraphs with a summary of the significance of the social problem to which your activity most directly relates, using material (be sure to cite!) from course readings to identify and analyze the causes and consequences of this problem. No outside research is required, but is welcome, if you deem appropriate;
- 5) A brief description of your volunteer activity;
- 6) An analysis of your social problem and your service activity from a sociological perspective, noting whether this type of service is an effective solution to the problem. If so, why? Otherwise, suggest a few alternatives. Your paper should focus more on this theoretical analysis, than on the description of your activity;
- 7) Concluding paragraph(s), including important sociological insights you gained from this project; your thoughts on community service and whether you would want to volunteer again, with this agency or with another, and why or why not; and any interesting questions or issues raised by your experience which you wish you could have pursued further. Conclude with overall insights, rather than simply a summary of the paper.
- 8) Your evaluation of the site, using the form provided.
- 9) And, if applicable, include any materials that represent the organization you worked with.
- 10) The structural guidelines for this paper are:
  - a. Write a maximum of 5 pages;
  - b. Type in 12-point font (Times Roman), with double-spacing and one-inch margins;
  - c. Do not have separate title or bibliography pages (just put the title on your first page and the bibliography at the end of your report to save paper);
  - d. Use an academic writing style (no slang, typos, or conversational phrases) with an introduction, arguments supported by course material (be sure to cite!), in well-organized paragraphs, and a conclusion;
  - e. Cite sources using the proper sociological ASA format (Not APA or MLA) at the end of quotes in your paper (Last name Publication date, p. #; Example: Eitzen and Baca Zinn 2006, p. 50) and at the end in a bibliography (Last name, first name. Date. "Article Name." Book or Journal Name, City where published, State abbreviation: Publisher, and pp. #s, if an article; Example: Loeb, P.R. 2004. The Impossible Will Take a Little While, New York, NY: Basic Books.). Give full citations for websites as well. Include as much detail as you would for a book, with the website link at the end.

Please, contact me if you have any questions: 977-4097 (office/voicemail).

**Your reports are due on Tues., 11/28, for the TTh class, and Wed, 11/29, for the Wed night class.**

## COMMUNITY SERVICE PROJECT CHOICE

NAME: \_\_\_\_\_

COURSE/TERM: SOC 206 Social Problems, Fall 2006

Social Problem: \_\_\_\_\_

Volunteer Activity: \_\_\_\_\_

Volunteer Organization: \_\_\_\_\_

Organization Address: \_\_\_\_\_

Phone number: \_\_\_\_\_ Contact person: \_\_\_\_\_

Please describe your volunteer activity. Include any questions you need answered to complete this project.

Have you ever participated in community service before? \_\_\_\_\_

If so, where, when, and for how long?

**\*\*Please turn this form into me by the end of the second week of class so I can approve the project, give you comments, and allow you to have enough time to complete the project. \*\***