

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

JAN 20 15

Dean's Office

Course Number SOCI 222 - Social Problems or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Once this course has been reopened list it in the general education social science menu. SOCI 222 meets all of the requirements for a social science and has broad appeal. The course has no prerequisites or co-requisites. The description of the course is "Application of sociological concepts and methods of analysis to selected, current social problems such as overpopulation, poverty, race and ethnic relations, the family, crime and delinquency, mental disorders, drug abuse, and suicide."

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³							
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I			I	I
2.	Description (not affecting content)	A	A	A	I			I	I
3.	Content (substantive change)	A	A	A	I			A	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A			A	A
5.	Course number within the hundred	A	A	I	I			I	I
6.	Course number beyond the hundred	A	A	A	A			A	A
7.	Prerequisites	A	A	A	I			I	I
8.	Course fee(s)	A	--	A	--			A	I
9.	From U to G <i>or</i> G to U	A	A	A	A			A	A
10.	Cross list with another department: U or G level	A	A	A	A			A	A
11.	Department of record	A	A	A	A			A	A
12.	Open or close a course	A	A	A	A			A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A			A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³							President	Faculty	Provost	GRAD	UUAC	UGEC	TEC	Deans	College Academic	Dept./School	Change to a Degree Plan	Board of Trustees	
1.	University Requirements — Change in approved course content ⁶	A	A	A	A			A	--	A	--									--	
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A			A	A	A	--									--	
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	A	A	A			A	--	A	--									--	
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A			A	A	A	--									--	
5.	Major — Revision of major ^{4,5}	A	A	A	A			A	--	A	--									--	
6.	Major — Adopt or change admission requirements	A	A	A	A			A	--	A	--									--	
7.	Major — Add ^{4,5}	A	A	A	A			A	A	A	I									I	
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A			A	A	A	I									I	
9.	Major – Discontinue (proposed by the Provost)	See below.																			
10.	GPA — Revise major or cumulative requirement	A	A	A	A			A	A	A	--									--	
11.	Minor — Revise course selection	A	A	A	I			I	--	I	--									--	
12.	Minor — Add	A	A	A	A			A	--	A	--									--	
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A			A	--	A	--									--	
14.	Minor – Discontinue (proposed by the Provost)	See below.																			
15.	Degree — Add	A	A	A	A			A	A	A	I									I	
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A			A	A	A	I									I	
17.	Degree – Discontinue (proposed by the Provost)	See below.																			
18.	Any change to a graduate degree program	A	A	A	A			A	--	A	--									--	

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

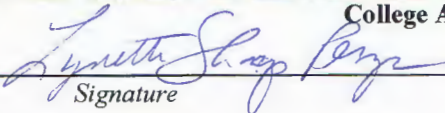
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

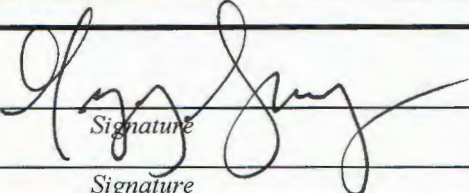
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 10-16-13

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	<u>28 January 2015</u> Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	<u>2-13-2015</u> Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	<u>2/18/15</u> Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

The criteria for inclusion in the social sciences general education menu as outlined by the UGEC are:

1. Disciplines
 - a. Courses in the menu may come from one of ten disciplines including sociology.
2. Definitions
 - a. "A course in the social sciences should involve the study of human functioning at the level of the individual, small group, institution, organization, community, or larger population."
 - b. SOCI 222 addresses human functioning at the institutional and societal level. SOCI 222 seeks to understand how societal structures create and/or exacerbate social problems. SOCI 222 involves the study of the interactions within and between various social institutions, communities, and individuals within those structures.
3. Course Content
 - a. SOCI 222 introduces students to the sociological study of social problems with an emphasis on using the scientific method to know about social problems, sociological theories as applied to social problems, and the major topics common to the discipline of sociology.

Abilene Christian University SOCI 222 “Social Problems”

Instructor: Dr. Suzie Macaluso, PhD

Office Hours: MW 1:00 – 2:30 pm, TTH 1:30 – 3:30 pm

Office: Hardin Administration Building 120

E-mail: Suzie.Macaluso@acu.edu

Phone: 325-674-6983

Mailbox: ACU Box 27890

Mission of Abilene Christian University

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a Liberal Arts education with professional and career education. The Department of Sociology and Family Studies builds upon the university goals of strengthening Christian character and education for service while addressing contemporary social issues and providing a foundation for future personal and professional growth. The focus of Family Studies is an integrative approach to the relationships among families and communities and the environments in which they function. Courses are designed to provide the knowledge and skills needed for employment in family service careers, the establishment of Christian homes, and for graduate study.

Catalog Description

Application of sociological concepts and methods of analysis to selected, current social problems such as overpopulation, poverty, race and ethnic relations, the family, crime and delinquency, mental disorders, drug abuse, and suicide.

Additional Course Description

This course will introduce you to the study of sociology with a special emphasis on contemporary social issues. We will explore social problems through the use of sociological theory, including the structural functionalist, conflict, and symbolic interactionist perspectives. Throughout this course I will challenge you to think critically about what social problems are through writing assignments and tests.

This class centers on learning to think critically which includes: (1) learning to shift in and out of multiple perspectives and gain knowledge from each perspective; (2) being able to apply knowledge taken from each perspective; (3) welcoming and embracing diverse viewpoints; (4) the ability to gather and work with information without judgment, and (5) the ability to avoid engaging in distracting, non-scholarly activities in the classroom.

Course Goals and Expected Student Competencies

Student Learner Outcome & Competencies	Measurement Instrument	Performance Indicator
Demonstrate an ability to synthesize ideas from the sociological literature in posing questions and solving problems relative to individual and society needs.	1. Test 1-4 2. Discussion	1. Minimum score of 80% 2. Correctly use sociological terminology
Demonstrate knowledge of basic theoretical perspectives and how they differ in their approach to social problems (functionalism, conflict, interaction).	1. Test 1-4 2. Discussion	1. Minimum score of 80% 2. Correctly use sociological terminology
Demonstrate an understanding of how sociology uses the tools of the scientific method to explore and understand social problems.	1. Test 1-4 2. Discussion	1. Minimum score of 80% 2. Correctly use sociological terminology
Explain how social conditions may be identified as social problems.	1. Test 1-4 2. Discussion	1. Minimum score of 80% 2. Correctly use sociological terminology
Discuss how ideologies or values in conflict frequently block a society from solving a social problem.	1. Test 1-4 2. Discussion	1. Minimum score of 80% 2. Correctly use sociological terminology
Discuss basic concepts employed by sociology in the study of social problems.	1. Test 1-4 2. Discussion	1. Minimum score of 80% 2. Correctly use sociological terminology
Give an overview of the special problems on which the course focuses -- their development, incidence, magnitude, and proposed solutions.	1. Test 1-4 2. Discussion 3. Privilege Diary	1. Minimum score of 80% 2. Correctly use sociological terminology 3. Minimum score of 80%

Required Texts

DeParle, Jason. 2004. *American Dream: Three Women, Ten Kids, and a Nation's Drive to End Welfare*. Penguin Press.

Liebow, Elliot. 1993. *Tell Them Who I am: The Lives of Homeless Women*. Penguin Press.

Graves Jr., Joseph L. 2004. *The Race Myth: Why We Pretend Race Exists in America*. Penguin Press.

Humes, Edward. 1997. *No Matter How Loud I Shout: A Year in the Life of Juvenile Court*. Simon & Schuster.

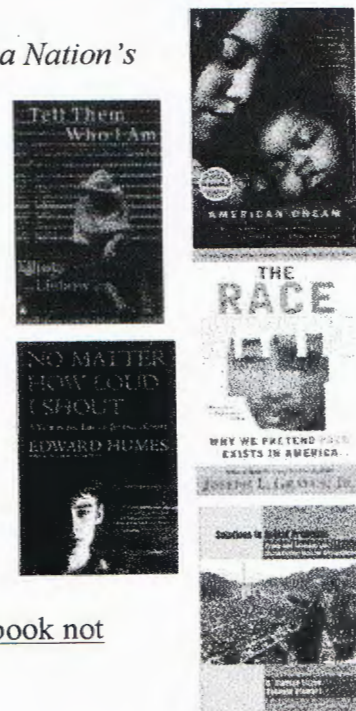
Eitzen, Stanley D. & Kenneth Stewart. 2007. *Solutions to Social Problems From the Bottom Up: Successful Social Movements*

The books are available in a bundle at the campus book store or you can purchase them individually online as they are assigned. Your textbook not arriving is not an excuse for not doing the reading.

Prerequisites

None, although the completion of SOCI 111 is strongly encouraged.

Course Format



The course will be conducted in a lecture/discussion format.

Course Requirements

Course requirements consist of weekly readings, attendance and participation, a privilege diary & exams. Please read the descriptions below.

I. Weekly Reading

The course schedule at the end of the syllabus provides an overview of the required reading for this course. It is very important that you read the chapters prior to class. By reading the book, hearing the course material during lecture and taking notes you will set yourself up for success in this course.

II. Class Participation

Class participation is comprised of two components: attendance and discussion. It is imperative that you arrive to class on time each day prepared to work and discuss. Read the course material prior to coming to class so that you can participate fully in discussions. You will receive a grade based on your participation in class, at times this will mean posting to the online discussion board while other times it will mean asking questions in class or even doing a written assignment during class time.

Participation is worth 40 points of your total grade for the course. You will receive three excused absences for the semester. For each absence over your three excused 5 points will be deducted from your participation grade. If you have perfect attendance for the entire semester you will be rewarded with a 5 point bonus on your participation grade.

PowerPoint slides will be posted on the course website prior to the start of each class. While having the slides is not a substitute for taking notes or attending class they will help you focus on what I say in class rather than worrying about copying down the notes on the screen.

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person.

III. Discussion Leader

You will form discussion groups on the first day of classes and each group will be responsible for leading the discussion of a portion of one of the books that we will read this semester. Each group will be responsible for preparing discussion questions and facilitating discussion on their assigned day. This is NOT a presentation! You will not use PowerPoint or any visual aids. You will submit your discussion questions on the discussion board on OpenClass 24 hours prior to your discussion day so that all class members can take a look at the questions. Each group will also submit 15 multiple choice or true/false questions to be used on the exam.

V. Privilege Diary

Over the course of a two week period you will keep a diary in which you record one unearned privilege each day. You will find complete instructions posted on OpenClass.

V. Exams

There will be four exams over the course of the semester that will be multiple choice and T/F. You will need to bring a green scantron on each exam day.

General Classroom Policies and Guidelines

Course Management Software

For this course we will be piloting the new course management system from Pearson and Google. The course can be accessed by going to www.pearsonopenclass.com and logging in with your ACU e-mail. Once you have accessed the course from that website you can access it from the menu within your ACU g-mail account or through the link typed above. OpenClass is similar to Blackboard but incorporates all of the benefits of Google.

Grade Book

Your grades will be posted on OpenClass. Be sure to check your grades often and note any errors that may occur immediately.

Grading

The grading breakdown is as follows:

Participation: attendance/total class meetings x 40 = 40 points

Discussion Leader: 25 points

Privilege Diary: 35 points

Exams: 4 exams x 50 points each = 200 points

Total: 300 points

90.00% and higher = 270 to 300 points = A

80.00 - 89.99% = 240 to 269 points = B

70 - 79.99% = 210 to 239 points = C

60 - 69.99% = 180 to 209 points = D

0 - 59.99% = 0 to 179 points = F

What Grades Mean

The Grade of A: A grade of A indicates exceptional scholastic performance. The essence of A-level work is overall excellence with no major weaknesses. It meets the stated requirements but goes beyond them in terms of thoroughness and creativity. A-level work represents real achievement in grasping the nature of social scientific thinking and ability. In such work, terms and distinctions are used effectively, accurately, and precisely; skills are displayed masterfully. The A-level student consistently analyzes issues clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, identifies relevant competing points of view, and shows noticeable sensitivity to important implications, and consequences. Overall, A-level work demonstrates creativity, imagination, sound judgment, and intellectual curiosity in relating the course materials to other areas of intellectual investigation. An A student's work is consistently at a high level of intellectual excellence.

The Grade of B: A grade of B indicates good scholastic performance. The essence of B-level work is that it demonstrates more strengths than weaknesses and is more consistent in high level

performance than C-level work. It meets the stated requirements and occasionally goes beyond them in terms of thoroughness and creativity. It has some distinctive weaknesses though no major ones. B-level work represents demonstrable achievement in grasping the nature of social scientific thinking and skills. On the whole, terms and distinctions are used effectively and accurately and research skills are competently demonstrated. The B-level student often analyzes issues clearly and precisely, often formulates information clearly, usually distinguishes the relevant from the irrelevant, often recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language in keeping with educated usage, frequently identifies relevant competing points of view, and shows noticeable sensitivity to important implications and consequences. Overall, B-level work represents sustained interest in the coursework and the ability to communicate the thinking and concepts and to demonstrate the skills of social science research.

The Grade of C: A grade of C indicates average scholastic performance. The essence of C-level work is that it demonstrates more than a minimal level of skill, but it is also highly inconsistent, with as many weaknesses as strengths. It meets the stated requirements but rarely goes beyond them in terms of thoroughness and creativity. C-level work represents inconsistent achievement in grasping the nature of the thinking and skills of a social scientist. Though some assignments are reasonably well done, others are poorly done or at best are mediocre. The work sometimes represents the ability to use concepts and research skills effectively; sometimes the use is ineffective. The C-level student only occasionally analyzes issues clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, identifies relevant competing points of view, or recognizes important implications and consequences. Sometimes the C-level student seems to be simply going through the motions of the assignment, carrying out the form without getting into the spirit of it. The C student exhibits interest in the coursework and the capacity to understand the thinking and concepts of social science research.

The Grade of D: A grade of D indicates poor scholastic performance. The essence of D-level work is that it demonstrates only a minimal level of understanding social scientific thinking along with the development of some, but very few research skills or abilities. It meets the stated requirements for the course, but most assignments and other tasks are poorly done. Often the student seems to be merely going through the motions of the assignment, carrying out the form without getting into the spirit of it. In D-level work, the student rarely analyzes issues clearly and precisely, almost never formulates information clearly, rarely distinguishes the relevant from the irrelevant, rarely recognizes key questionable assumptions, almost never clarifies key concepts effectively, frequently fails to use language in keeping with educated usage, only rarely identifies relevant competing points of view, and almost never recognizes important implications and consequences. The D student exhibits minimal interest in social research but comprehends the essential concepts of the discipline.

The Grade of F: A grade of F indicates unacceptable scholastic performance. F-level work neglects the standards and requirements of the assignment or the course. The student does not understand the basic nature of social scientific thinking and cannot effectively use research skills or abilities. F-level work is vague, imprecise, and shows little evidence that the student is

genuinely engaged in the course material. Many assignments appear to have been done pro forma without significant effort or are missing. Consequently, the student is not analyzing issues clearly, not formulating information clearly, not accurately distinguishing the relevant from the irrelevant, not identifying key questionable assumptions, not clarifying key concepts, not identifying relevant competing points of view, and not tracing implications and consequences. The F student exhibits no interest in social research and the inability to understand the essential concepts of the discipline.

Late Work

Work will be considered late if it is not received by the instructor by 8:15 am on the day that it is due. All work received after 8:15 am will be worth half credit. Any work not received two business days after the due date by 5 pm will not be graded and will receive a grade of 0.

Examples

- Paper due Tuesday, if I don't have it by 5 pm on Thursday it is worth no credit.

Absences for In-Class assignments

If you are a student athlete or have an official, University related absence you must notify the instructor prior to missing class with written documentation signed by your coach/instructor/advisor. It is the student's responsibility to make arrangements for making up missed assignments.

If you do not have an official University excused absence then there is no make-up allowed for in-class assignments. If your dog dies, your alarm doesn't go off, your car breaks down, you are sick, etc. Please feel free to come by during my office hours to discuss the class material that you missed and to clarify any material from the reading that you did not understand.

Grade Challenges

There are two types of grade challenges, "administrative" and "substantive." Administrative grade challenges occur when there is a discrepancy between the grade written on the assignment and the grade posted on OpenClass. Administrative grade challenges will be handled by the instructor immediately. It is important for the student to bring grade discrepancies to the instructor's attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work the requirement was met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate

God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full policy is available for review at the Provost's Office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of student life, director of student judicial affairs, director of residential life education and academic departments.

Therefore, cheating, plagiarism (copying someone else's work or using quotes or major ideas without acknowledgment), and other forms of academic dishonesty **WILL NOT BE TOLERATED**. Students who violate standards of academic integrity will be given a failing grade (F), withdrawn from the course, and referred to the appropriate Student Life Office for possible additional sanctions.

Special Accommodations

Abilene Christian University and the Department of Sociology and Family Studies comply with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible. You may also contact ACU's Alpha Academic Services concerning disability accommodations at: (325) 674-2667.

Classroom Environment

Many view a college education as a solid investment in their future. Here are some suggestions and ground rules for making this class a wise investment:

1. Come to class on time. If you are late to class, please quietly take a seat near the door.
2. Turn off cell phones; even vibrating phones create a distraction. Also, please refrain from making or taking calls during this time.
 - a. Exceptions may be made if we are using the iphone/ipods for an in-class activity
 - b. If you are caught using your mobile device unauthorized I will confiscate it until the end of the class period.
3. Come to class prepared. Read the assigned material prior to the start of class.
4. If you have a question, raise your hand and wait until you are called on.
5. Class Climate and Conduct: One of the hallmarks of good sociology is the ability to embrace and even welcome different points of view. Rather than immediately voicing objections, ridiculing, or making jokes with your neighbor about viewpoints that differ from yours, respect that all your classmates bring their particular social histories to class. Carefully listening to and seeking out multiple perspectives on an issue allows us to engage in critical thinking. Many of the issues we talk about in class are controversial and may spark intense emotional reactions from some people. As such, we need to create and maintain a safe, open, and respectful environment for the sharing of divergent viewpoints. **By enrolling and staying in this class, you are acknowledging the importance of and agreeing to work within this respectful class climate and class conduct rule.**
6. Please refrain from talking during lectures.
7. Please refrain from reading the newspaper or doing work for another class during our class time.

8. **NO LAPTOPS IN CLASS:** The amount of note taking required for this course should not require the use of a laptop, therefore laptops may not be used in class. Exceptions will be made on a case by case basis per my policy under “special accommodations.”
9. Preparing for Exams:
- Read all assigned materials and highlight and take notes over significant material as you go.
 - Review highlighted material and notes several times a day in the week leading up to the exam.
 - Attend every class, take notes, participate in discussion, and ask questions. You will find that if you read prior to coming to class you will have something to add to class discussion. If you are unable to attend a class, be sure to get the notes from a classmate.
 - Form study groups and meet to discuss course material.
 - Make use of office hours if you have any questions or concerns about the course.

Schedule

The following is a tentative schedule of the topics that will be covered this semester. This schedule is subject to change. Any changes will be communicated orally in class and in writing on OpenClass.

E & S = Eitzen & Stewart book

H = Humes book

G = Graves book

L = Liebow book

D = DeParle book

Dates:	Day	Topic to be Covered	Reading	Due
Jan 17	T	Introduction	-	
19	TH	What is a Social Problem?	E & S Ch 1, Pgs 78-84	
24	T	Sociological Theories	-	
26	TH	Researching Social Problems	-	
31	T	Alcohol and Drug Abuse	-	
Feb 2	TH	Alcohol and Drug Abuse	-	
7	T	Exam #1	-	
9	TH	Violence in Society		
14	T	Crime & Criminal Justice	H Part 1	Group 1
16	TH	No physical class meeting, log on to OpenClass		
21	T	Crime & Criminal Justice	H Part 2	Group 2
23	TH	Crime & Criminal Justice	H Part 3 & 4	Group 3
28	T	Race & Ethnicity	G Intro – Ch 2	Group 4
Mar 1	TH	Race & Ethnicity	G Ch 3 – Ch 5	Group 5
6	T	Race & Ethnicity	G Ch 6 - End	Group 6
8	TH	No physical class meeting, log on to OpenClass to take Exam #2		
13	T	Spring Break!!		
16	TH	Spring Break!!		
20	T	Responding to Racial & Ethnic Inequality	E & S Pgs 25-31, 67-72, 97-100	
21	TH	Introduction to Economic Problems		

27	T	Homelessness	L Part 1	Group 7
29	TH	Homelessness	L Part 2	Group 8
Apr 3	T	Disability	E & S Pgs 32-35	
5	TH	Poverty & Welfare	D Part 1-2	Group 9
10	T	Poverty & Welfare	D Part 3	Group 10
12	TH	Exam #3	-	
17	T	Responding to Poverty	E & S Pgs 52-54,	
19	TH	Gender Inequality	101-104, 123-127	
24	T	Gender Inequality	-	
26	TH	Sexual Orientation	E & S Pgs 37-47,	Group 11
			61-66	
			-	Diary Due
May 1	T	Sexual Orientation	E & S Pgs 48-51	
3	TH	Doing Something	E & S Ch 6	Group 12
May		Exam #4		