

## Term Information

Effective Term Autumn 2020  
*Previous Value* Summer 2012

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Formal approval of distance learning status with new technical review requirements added.

**What is the rationale for the proposed change(s)?**

The sociology department would like to teach the course online.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

none

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2202
Course Title	Social Problems and Public Policy
Transcript Abbreviation	Social Problems
Course Description	Analysis of contemporary social problems such as inequality, discrimination, and crime.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

**Prerequisites/Corequisites**

**Exclusions**

**Previous Value**

Not open to students with credit for 202.

**Electronically Enforced**

No

**Cross-Listings**

**Cross-Listings**

**Subject/CIP Code**

**Subject/CIP Code**

45.1101

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Sophomore

**Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

**Course Details**

**Course goals or learning objectives/outcomes**

- Analysis of contemporary social problems such as inequality, discrimination, and crime

**Content Topic List**

- Social problems
- Poverty and wealth
- Racial and ethnic inequality
- Gender inequality
- Aging and inequality
- Crime and criminal justice
- Sexuality
- Alcohol and drugs
- Family
- Technology and environment

**Sought Concurrence**

No

**Attachments**

- 2202 Face-to-face syllabus.pdf: Face-to-face syllabus

*(Syllabus. Owner: Downey,Douglas B)*

- 2202 DL Syllabus.docx: DL syllabus

*(Syllabus. Owner: Downey,Douglas B)*

- 2202 technical review.docx: technical review

*(Other Supporting Documentation. Owner: Downey,Douglas B)*

- 2202 DL Syllabus revision.pdf: Revised DL syllabus

*(Syllabus. Owner: Downey,Douglas B)*

**Comments**

- The revised syllabus responds to the three contingencies and one recommendation sent by Shelby Oldroyd on 7.15.20. *(by Downey,Douglas B on 08/03/2020 08:59 AM)*
- See 7-15-20 email to D. Downey *(by Oldroyd,Shelby Quinn on 07/15/2020 04:50 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Downey,Douglas B	06/09/2020 12:36 PM	Submitted for Approval
Approved	King,Ryan David	06/09/2020 12:45 PM	Unit Approval
Approved	Haddad,Deborah Moore	06/09/2020 12:49 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	07/15/2020 04:50 PM	ASCCAO Approval
Submitted	Downey,Douglas B	08/03/2020 08:59 AM	Submitted for Approval
Approved	King,Ryan David	08/04/2020 08:34 AM	Unit Approval
Approved	Haddad,Deborah Moore	08/04/2020 01:00 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	08/04/2020 01:00 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

# **SYLLABUS: SOCIOLOGY 2202**

## **SOCIAL PROBLEMS AND PUBLIC POLICY**

**AUTUMN 2020**

### **Course overview**

#### **Instructor**

Instructor: Chrise Edmunds

Email address: [edmunds.32@osu.edu](mailto:edmunds.32@osu.edu)

Office hours: Monday 10am-12pm

\*Office hours will be held virtually through Zoom.

Office Location: 223B Townshend Hall

#### **Course description**

We face a number of social problems in our world. The purpose of this course is to develop an understanding of how problematic conditions of society develop into widespread social problems and to analyze the research about these social problems. We begin the semester by learning about how social problems are defined and the role that policy plays. Then, we will do a deep dive into specific social problems each week. The content of this course is important and fascinating. However, it can also be frustrating, and you may find yourself reflecting on how we can improve conditions in our society. We will discuss the role that policy plays in mitigating social problems as we unpack potential solutions to social problems. This course is 100% online and can be completed at your own pace throughout each week, with all weekly assignments due by midnight on Monday nights.

#### **Course learning outcomes**

By the end of this course, students should successfully be able to:

- Use sociological theory to describe how social problems are constructed and defined

- Understand the role of social policy in solving social problems
- Understand the background of a wide breadth of social problems in the United States
- Communicate with others about the nuance of various social problems

## Course materials

### Textbook

*Social Problems: Continuity and Change*, by University of Minnesota  
Download free eBook online: <https://open.lib.umn.edu/socialproblems/>

### Supplemental materials

Links to supplementary articles and materials will be posted within the modules on the Carmen page. Reading/Viewing/Listening to these are required, not optional.

### Listening materials

During some modules, we will use podcasts to highlight various social problems. Listening to (or reading the transcripts of) these podcasts is required. You will be expected to reference these in assignments and exams.

- **How to listen:** You may listen to the podcast using any device you choose (laptop, tablet, smart phone, et.). You can download or stream the podcasts from the links provided in the syllabus and within the modules. You may also use a podcast app to listen to these, but you must find the correct podcast on your own within those apps.
- **How to read:** Hearing-impaired students, students who are unable to listen to audio files, or who prefer to read can find links to transcripts of the podcasts provided in the syllabus and within the modules.

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

## Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

## Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

# Grading and faculty response

## Grades

Assignment or category	Points
12 Sets of Reading Notes (each worth 5 points)	60
12 Sets of Posts on Weekly Discussion Board (each worth 10 points)	120
2 Midterms (each worth 50 points)	100
Final Project	40
2 Peer Reviews of Final Projects (worth 5 points each)	10
1 Final Exam	70
<b>Total</b>	<b>400</b>

*See course schedule, below, for due dates*

## Assignment Information

## Modules

The content of this course is arranged into weekly modules. As you work through each module, you will be prompted to complete the following a few tasks each week: read a textbook chapter,

learn about a social problem case study through an article or podcast, and view a PowerPoint and/or watch a video from the instructor that will provide additional instruction beyond the readings and case studies. Within the module, each task will include an explanation of what is included in the component as well as a few main points to focus on and reflection questions to consider. The end of every module will include a page with instructor comments, either via video or PowerPoint slides.

Modules will open at 12am each Tuesday morning. All assignments for that module are due by 11:59pm each Monday night.

## Reading Notes

You will take notes while completing the components of each module. These can be notes about the material, questions you have, things that are confusing you, connections to your life or society, connections between components within a model, or connections to other modules. The first purpose of these notes is for the instructor to make sure you are completing the modules. The second purpose of the notes is for you to have a record of what you are learning about in each module. These notes will help you participate on the discussion boards. You will be able to reference these notes on exams. You should use these reading notes as an opportunity to internalize the material.

Reading note grades are pass/fail. There is no specific format required for the notes, as long as it is clear that you have taken notes on all components of a module. Reading notes can include paragraphs, bullet points, mind maps, sketches, etc. Take notes in a way that will help you make sense of the material. You can use headings to separate the notes for each component within a module. Notes must be at least half a page long and must be substantial and relevant to the material or you will receive a zero. You are only required to submit reading notes for 12 of the 14 module weeks. If you fail a reading note assignment, you can make it up by submitting notes for an additional week. See 'Reading Notes Template' in Carmen for an example of what this assignment should look like.

## Discussion Board

The class will be divided into two groups of 30 students. Each group will have their own discussion board each week. You must make at least two contributions on your group's weekly discussion board and you must write at least 400 words between your posts. You must include your word count at the end of your post. At the bottom of each post, post the number (1, 2, 3, etc.) and the word count of that post. After your first post it should look like this (1/60). After your second post it should look like this (2/240) and the third post would look like this (3/100). If you surpass the minimum of both number of posts and number of words (two posts and 400 words), you do not need to keep posting the post number and word count. You can post as many times as you need to or want to. You may create new posts or comment on other students' posts.

Discussion board grades are pass/fail. A student who posts twice and writes at least 400 words but provides low quality responses will receive a failing grade. See discussion board guidelines

document for more details on what is considered a substantial contribution along with communication guidelines.

Discussion questions will be provided at the beginning of each module and on the discussion board page. In your posts and comments, you can answer these questions, ask questions to the instructor and your classmates, develop your understanding of the material, and think critically about the content that week. You can also share other sources related to the topic (along with an appropriate citation and link to the material). Meaningful participation on discussion boards is essential to performing well on the midterms and final exam. You are only required to participate on the discussion board for 12 of the 14 module weeks. If you fail a discussion board post, you can make it up by participating on the discussion board of an additional week. See ‘Discussion Board Guidelines’ document in Carmen for more details on discussion posts.

## Exams

You will take two midterms and one final. The midterms are worth 50 points each and the final is worth 70 points. Exams are a mix of about fifty-percent multiple choice/true-false/fill-in-the-blank and fifty-percent short essay. All course material is subject to being on an exam. Exams will be open for one week. You will have one and a half hours to complete each midterm exam and two hours to complete the final exam. The final exam will focus on the last four modules but there will be some cumulative aspects.

These exams are open book, open note, and open discussion board. However, your ideas and phrasing must be original. Copying lines from the textbook or discussion board are plagiarism and will not be tolerated. You may not communicate with other students in the class, friends, relatives, roommates, etc. during the exam. You may not share exam information with classmates after taking the exam. A study guide will be given out a week before the exam along with an review discussion board where you can ask questions to the class and the instructor (no points given for participating on this discussion board- it is just a place to review the material). See ‘Exam- Short Answer Guidelines’ for more details on what is expected in the Short Answer portion of the exams.

## Final Project

For your final project, you will select a social problem related to the content of the course and create some type of content that teaches the lay public about the social problem. You will be required to use at least four outside sources (citations required). The content you can create can be in the form of an infographic, informational PowerPoint, 3-5 minute podcast or video, white paper, or 2-3 page research paper. Additional information about this assignment will be distributed midway through the semester.

After submitting your final project, you will review two of your peers’ final projects. You will review what they did, what information you would add, for whom this information would be most relevant. Additional information about this assignment will be distributed after students submit their final projects.



## Late assignments

For all reading notes, discussion board posts, the final project, and peer review assignments, you will receive 5% off your grade for each 24 hours late you submit the assignment.

If you think there may be a circumstance where you might miss a full week's worth of work, please contact me *before* the beginning of that week so we can have a conversation about it.

Exams must be taken during the one-week window they are open. If you believe you have a valid reason for not taking the exam during that time, you must contact me *prior* to the opening of the exam so we can have a conversation about it.

## Grade Dispute Policy

If you disagree with the grade or feedback you receive on an assignment or exam, please wait at least 24 hours before contacting me to discuss via email. If you prefer to talk over virtual office hours, please send an email so we can schedule a call for at least 24 hours after the grade was released. If you are concerned about your grade, I want to have a productive discussion with you. This policy gives you time to plan what you would like to say and gives me an opportunity to review your work before we discuss.

## Grading scale

93%–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For weekly assignments and exams, you can generally expect feedback within **7 days**.

## E-mail

I will reply to e-mails within **24 hours on school days**. This means that if you send an e-mail on a Saturday or Sunday, I may not respond until Monday morning. Weekly reading notes and discussion posts are due by midnight on Monday nights. I will spend all day Monday answering questions on discussion boards and in emails so you will have plenty of time to revise your work before the midnight deadline. Please reach out with questions early in the module week.

## Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**. This means that if you post on the discussion board on a Saturday or Sunday, I may not respond until Monday morning.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**  
There are no live, scheduled events in this course. My office hours are optional. The times listed are when I'm guaranteed to be at my computer and available to talk immediately. Please contact me as early as possible in the week if you need to schedule a time to talk about an assignment or the course content.
- **Participating in discussion forums: TWO TIMES PER WEEK**  
There will be a discussion board each week. You are required to make two substantive contributions to the discussion board. See discussion guidelines document for details on expectations related to discussion boards.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.) You must use theory and evidence to support your posts, not your opinions. You may be asked for opinion occasionally, but it still must be informed by the course content.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

### Student support services

- Student support services offered on the OSU main campus <http://ssc.osu.edu>.
- The Ohio State University Wexner Medical Center's [Coronavirus Outbreak site](#) includes the latest information about COVID-19 as well as guidance for students, faculty and staff.
- The [Keep Learning site](#) includes tips and resources to help students make the shift to online learning, addressing strategies for success as well as technology tools.
- The [Office of Student Life's "We Are Here For You" page](#) includes several resources to support students' mental, physical and financial health.

### Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available

through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## Academic integrity policy

### Policies for this online course

- **Exams:** You must complete the two midterms and final exam yourself, without any communication with classmates, friends, or relatives, etc. Exams are open book, open note, and open discussion board; however, all ideas and writing must be your own. I will not tolerate plagiarism on exams.
- **Written assignments:** Your written assignments, including reading notes and discussion posts, should be your own original work.

### Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on title IX (Recommended)

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Commitment to Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity

of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## **Accessibility accommodations for students with disabilities**

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

### **Accessibility of course technology**

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video

# Course schedule

\*Course schedule and content is subject to change. All article, video, and podcast links can be found in the modules on Carmen.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 25- Aug 31	<p><b>START HERE MODULE and MODULE 1- STUDYING SOCIAL PROBLEMS</b></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Understand structure and details of course</li> <li>• Get to know instructor and other students</li> <li>• Recognize the social construction of social problems</li> <li>• Analyze coronavirus as a social problem</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 1 (p. 2-20)</li> <li>• Case Study- Coronavirus as a Social Problem:               <ol style="list-style-type: none"> <li>1. <a href="#">"It Wasn't Just Trump Who Got It Wrong" by Zeynep Tufekci, The Atlantic, March 24, 2020.</a></li> </ol> </li> <li>• Summary Page with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Posts Due</li> </ul>
2	Sept 1- Sept 7	<p><b>MODULE 2- CLAIMS AND CLAIMSMaking</b></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Understand what makes a social problems claim and how claims are made</li> <li>• Distinguish between different types of claimsmakers</li> <li>• Analyze the claims and claimsmaking related to the Black Lives Matter movement</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Instructor video lecture on claims and claimsmaking</li> </ul>

		<ul style="list-style-type: none"> <li>• PowerPoint notes on reliable sources</li> <li>• Case Study- Black Lives Matter movement: <ol style="list-style-type: none"> <li>1. PowerPoint with Background Information</li> <li>2. Read: <a href="#">“The Hashtag @BlackLivesMatter Emerges: Social Activism on Twitter” by Monica Anderson, Pew Research Center, August 15, 2016</a></li> <li>3. Read <a href="#">“How Black Lives Matter Changed the Way Americans Fight for Freedom” by Frank Leon Roberts, ACLU, July 13, 2018</a></li> <li>4. Watch six-minute video: <a href="#">“#BlackTwitter After #Ferguson” by Brent McDonald and John Woo, New York Times, August 10, 2015</a></li> <li>5. Read <a href="#">“National Media Coverage of Black Lives Matter Had Fallen During the Trump Era- Until Now” by Dhrumil Mehta, FiveThirtyEight, June 11, 2020.</a></li> </ol> </li> <li>• Summary Page with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Posts Due</li> </ul>
3	Sept 8- Sept 14	<p><b>MODULE 3- THE ROLE OF PUBLIC POLICY</b></p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Understand how society handles social problems</li> <li>• Evaluate the power structure of public policy and policy changes</li> <li>• Analyze conversations about gun policy in the United States</li> </ul> <p>Module Items</p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read book chapter: “Policymaking” by Joel Best in <i>Social Problems</i> (PDF on Carmen)</li> <li>• Instructor PowerPoint Notes</li> <li>• Case Study- The Role of the NRA on Gun Policy: <ol style="list-style-type: none"> <li>1. Read <a href="#">“The School Shooting Generation Has Had Enough” by Charlotte Alter, Time, March 22, 2018</a></li> </ol> </li> </ul>

		<p>2. Read <a href="#">“US Gun Control: What is the NRA and Why Is It So Powerful?” BBC, January 8, 2016</a></p> <ul style="list-style-type: none"> <li>• Summary Page with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Posts Due</li> </ul>
4	Sept 15- Sept 21	<p><b>MODULE 4- POVERTY</b></p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Consider the variety of ways families and individuals are disadvantaged in the United States</li> <li>• Compare different explanations for poverty</li> <li>• Explore the effects of various poverty policies</li> <li>• Analyze homelessness as a social problem</li> </ul> <p>Module Items</p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 2 (p. 40-93)</li> <li>• Case Study- Poverty Policy and Homelessness: <ol style="list-style-type: none"> <li>1. Listen to 26-minute Podcast <a href="#">“When the Safety Net Doesn’t Catch You” by On the Media (WNYC Studios), October 21, 2016 (or read transcript)</a></li> <li>2. Watch five-minute video <a href="#">“Unstable Housing: Matthew Desmond” by Stanford Center on Poverty &amp; Inequality, October 2016</a></li> </ol> </li> <li>• Summary Page with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Post Due</li> </ul>
5	Sept 22- Sept 28	<p><b>MODULE 5- RACIAL INEQUALITY</b></p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Understand the history racial and ethnic inequality in the United States</li> <li>• Explore current dimensions of racial and ethnic inequality</li> <li>• Analyze the effects of the racial wealth gap</li> </ul> <p>Module Items</p>



		<ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 3 (p. 94-145)</li> <li>• Case Study- Racial Wealth Gap:             <ol style="list-style-type: none"> <li>1. Listen to 42-minute Podcast <a href="#">“A Call for Reparations: How America Might Narrow the Racial Wealth Gap” by Terry Gross, Fresh Air NPR, June 24, 2020</a> (or read transcript)</li> </ol> </li> <li>• Summary Page with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Post Due</li> </ul>
6	Sept 29- Oct 5	<p><b>MODULE 6- GENDER INEQUALITY</b></p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Understand dimensions of gender inequality</li> <li>• Examine the effects of gender roles in society</li> <li>• Analyze the gender wage gap and its potential solutions</li> </ul> <p>Module Items</p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 4 (p. 146-193)</li> <li>• Case Study- Gender Wage Gap:             <ol style="list-style-type: none"> <li>1. Listen to 45-minute Podcast <a href="#">“The True Story of the Gender Pay Gap” by Stephen J. Dubner, Freakonomics Radio, January 7, 2016</a> (or read transcript)</li> </ol> </li> <li>• Summary Page with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Post Due</li> </ul>
7	Oct 6- Oct 12	<p><b>MODULE 7- ALCOHOL AND OTHER DRUGS</b></p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge over the first six modules</li> <li>• Understand the drug use problem in the United States</li> <li>• Analyze the effect of the opioid crisis and its potential solutions</li> </ul> <p>Module Items</p> <ul style="list-style-type: none"> <li>• Exam 1 (over Modules 1-6)</li> </ul>

		<ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• PowerPoint about alcohol and drug use patterns and the drug problem in the United States</li> <li>• OPTIONAL: Read Textbook Chapter 7 (p. 274-330)</li> <li>• Case Study- The Opioid Crisis: <ol style="list-style-type: none"> <li>1. Listen to 50-minute Podcast <a href="#">“Life, Death, and the Lazarus Drug: Confronting America’s Opioid Crisis” by Shankar Vedantam et al., Hidden Brain NPR, October 29, 2018</a> (or read transcript)</li> </ol> </li> <li>• Summary Page with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Post Due</li> </ul>
8	Oct 13- Oct 19	<p><b>MODULE 8- CRIME AND CRIMINAL JUSTICE</b></p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Explore theories of why crime occurs</li> <li>• Understand the role of the criminal justice system in the United States</li> <li>• Analyze the effects of mass incarceration and its potential solutions</li> </ul> <p>Module Items</p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 8 (p. 330-378)</li> <li>• Case Study- Mass Incarceration: <ol style="list-style-type: none"> <li>1. Watch 24-minute video <a href="#">“The Future of Race in America” by Michelle Alexander at TEDxColumbus, October 16, 2013</a></li> <li>2. Read <a href="#">“The Growth of Incarceration in the United States- Causes, Consequences, and Proposed Reforms” by Bruce Western, Scholars Strategy Network, May 27, 2014</a></li> </ol> </li> <li>• Summary Page with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Post Due</li> </ul>
9	Oct 20- Oct 26	<p><b>MODULE 9- THE CHANGING FAMILY</b></p>

		<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Explore demographics of modern families</li> <li>• Understand challenges facing families</li> <li>• Analyze caregiving policies in the United States</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 10 (p. 432-472)</li> <li>• Case Study- Caregiving: <ol style="list-style-type: none"> <li>1. Listen to 8-minute Podcast <a href="#"><u>“On Your Mark, Give Birth, Go Back To Work” by Jessica Deahl and Jennifer Ludden, Stretched, NPR, October 4, 2016</u></a> (or read transcript)</li> <li>2. Listen to 8-minute Podcast <a href="#"><u>“Countries Around the World Beat the U.S. on Paid Parental Leave” by Jessica Deahl, Stretched, NPR, October 6, 2016</u></a> (or read transcript)</li> <li>3. Listen to 8-minute Podcast <a href="#"><u>“One Roof, Three Generations, Many Decisions” by Marilyn Geewax, Family Matters, NPR, April 17, 2012</u></a> (or read transcript)</li> <li>4. Listen to 7-minute Podcast <a href="#"><u>“Preparing For a Future that Includes Aging Parents” by Marilyn Geewax, Family Matters, NPR, April 24, 2012</u></a> (or read transcript)</li> </ol> </li> <li>• Summary Page with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Post Due</li> </ul>
10	Oct 27- Nov 2	<p><b>MODULE 10- SCHOOLS AND EDUCATION</b></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Reflect on the role education plays and whether the United States education system provides equal opportunities to all students</li> <li>• Identify issues that affect education in the United States</li> <li>• Analyze school funding policies and their effects</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 11 (p. 473-521)</li> </ul>

		<ul style="list-style-type: none"> <li>• Case Study: School Funding       <ol style="list-style-type: none"> <li>1. Read <a href="#">“Why America’s Schools Have a Money Problem” by Cory Turner, Reema Khrais, Tim Lloyd, Alexandra Olgin, Laura Isensee, Becky Vevea, and Dan Carsen; School Money, NPR; April 18, 2016.</a> (6-minute podcast on page is optional)</li> <li>2. Listen to 7-minute Podcast <a href="#">“Can More Money Fix America’s Schools?” by Cory Turner, Kevin McCorry, Lisa Worf, Sarah Gonzalez, Kirk Carapezza, and Claire McInery; School Money, NPR; April 25, 2016</a> (reading affiliated article on page is optional)</li> <li>3. Listen to 4-minute Podcast <a href="#">“Is There a Better Way to Pay for America’s Schools?” by Cory Turner, Jennifer Guerra, Sam Zeff, Kate McGee, Aaron Schrank, Jenny Brundin, Rob Manning, Ana Tintocalis, and Paul Boger; School Money, NPR; May 1, 2016</a> (also look at graph immediately under the playback bar; reading the rest of the affiliated article on page is optional)</li> <li>4. Listen to 30-minute Podcast <a href="#">“A Tale of Two School Districts”; Code Switch, NPR; September 11, 2019</a></li> </ol> </li> <li>• Summary Page with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Post Due</li> </ul>
11	Nov 3- Nov 9	<p><b>MODULE 11- WORK AND THE ECONOMY</b></p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Contrast types of economic systems</li> <li>• Identify the role of corporations in the economy</li> <li>• Identify issues faced by workers in the labor market</li> <li>• Analyze the role that unions place and the challenges they face</li> </ul> <p>Module Items</p> <ul style="list-style-type: none"> <li>• Exam 2 (over Modules 7-10)</li> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 12 (p. 522-565)</li> <li>• Case Study- Unions:       <ol style="list-style-type: none"> <li>1. Instructor PowerPoint on Unions</li> </ol> </li> </ul>

		<ul style="list-style-type: none"> <li>• Summary Page with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Post Due</li> </ul>
12	Nov 10- Nov 16	<p><b>MODULE 12- HEALTH AND HEALTHCARE</b></p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Explore the causes of health inequalities</li> <li>• Analyze the causes and effects of rising healthcare costs</li> </ul> <p>Module Items</p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 13 (p. 565-613)</li> <li>• Case Study: Rising Healthcare Costs             <ol style="list-style-type: none"> <li>1. Listen to 50-minute Podcast <a href="#"><u>“More is Less” (prologue and all four acts) by David Frum, Alix Spiegel, Lisa Pollak, Sarah Koenig, and Ira Glass, This American Life, NPR, October 9, 2009</u></a></li> </ol> </li> <li>• Summary Page with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Post Due3</li> </ul>
13	Nov 17- Nov 23	<p><b>MODULE 13- URBAN AND RURAL PROBLEMS</b></p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Understand the process and consequences of urbanization</li> <li>• Compare and contrast the challenges faced by urban and rural areas</li> <li>• Analyze the issues related to healthcare in rural areas</li> <li>• Begin analyzing your own social problems case study</li> </ul> <p>Module Items</p> <ul style="list-style-type: none"> <li>• Prompt and instructions to start final project</li> <li>• Module Introduction with Instructor Comments</li> <li>• Summary Page with Instructor Comments</li> <li>• Read Textbook Chapter 14 (p. 614-653)</li> <li>• Case Study: Rural Healthcare</li> </ul>

		<p>1. Listen to 5-minute Podcast <a href="#">“The Struggle to Hire and Keep Doctors in Rural Areas Means Patients Go Without Care” by Kirk Siegler, NPR, May 21, 2019</a></p> <ul style="list-style-type: none"> <li>• Summary Page with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Post Due</li> </ul>
14	Nov 24- Nov 30	<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Analyze a social problem of your choice in a way that could inform someone who has not taken a social problems class</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>• No module this week so that you can work on your final project.</li> <li>• Final Project due by 11:59pm on Monday, November 30</li> </ul>
15	Dec 1- Dec 7	<p><b>MODULE 14- POPULATION AND THE ENVIRONMENT</b></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Understand the trends of population growth and decline</li> <li>• Identify the types of environmental inequality some groups face</li> <li>• Analyze the debate about climate change</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>• Instructions to complete peer review</li> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 15 (p. 653-704)</li> <li>• Case Study- Climate Change</li> </ul> <p>1. Listen to 25-minute Podcast <a href="#">“Why Our Brains Weren’t Made to Deal with Climate Change” by Shankar Vedantam, Maggie Penman, and Max Newterak, Hidden Brain, NPR, April 19, 2016</a></p> <ul style="list-style-type: none"> <li>• Summary Page with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Post Due</li> <li>• Two Peer Reviews due by 11:59pm on Monday, December 7</li> </ul>
16	Dec 8- Dec 14	<ul style="list-style-type: none"> <li>• Final Exam open from Tuesday, Dec 8-Monday, Dec 14</li> </ul>





**Social Problems and Public Policy  
SOCIOLOGY 2202**

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**Lecturer: Dr. Jim Taylor**  
**Email: [taylor.1263@osu.edu](mailto:taylor.1263@osu.edu) (Best way to contact)**  
**Phone #: 614-292-0512 (no message)**  
**Office Hours: (By Appointment)**  
**Office: 168 Townshend Hall**

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**Course Description:**

This fully online course examines how various conditions within society come to be defined as social problems. Individual, social, cultural, economic and political causes and consequences of such problems are analyzed with contemporary social science research (i.e., studies in the fields of anthropology, economics, geography, political science, psychology, and sociology). Possible intervention strategies are also assessed. Problems covered include health and well being; social and interpersonal violence; conformity and deviance; social and economic inequality associated with poverty, minority status, aging and sex roles; institutional change; and future issues and trends.

**About your Professor**

Dr. Jim D. Taylor received his Ph.D. in Sociology from The Ohio State University. Proud husband of a truly-amazing woman, father of three nutty and terrific kids, lifelong motorcycle rider and enthusiast, hack songwriter/guitarist, skydiver, and former bull rider, Dr. Taylor specializes in the sociology of masculinity, deviant behavior, stigma management, self-injury, and general social problems.

Dr. Taylor has written popular academic books such as [American Gun Culture: Collectors, Shows and the Story of the Gun](#) (LFB Scholarly, 2009, 2<sup>nd</sup> Edition 2014), [Social Problems](#) (Jones and Bartlett Learning, 2011), coauthored with Alex Thio, and [Deviant Behavior](#) (Pearson 2019) coauthored with Alex Thio and Martin D. Schwartz, in addition to several scholarly articles on the topics of stigma management and self-injury. Prior to working in academics, Dr. Taylor managed a corporate investigation team for the Wackenhut Corporation. In 2010, Dr. Taylor co-founded a conversion charter school in the greater Columbus, OH area, which enrolls high school dropouts and at risk students. The school currently services more than 120 students, with over 200 former dropouts graduated to date.

**Course Objectives**

1. Understand how a social problem is constructed/defined
2. Understand different sociological perspectives used to explain particular problems
3. To recognize and be able to differentiate the interrelation of most social problems, approaching them from several points of view



4. Develop the ability to evaluate arguments concerning the impact of social problems and the policies that address social problems
5. Understand how who defines a social problem often determines policy

**Required Text:** Alex Thio and Jim Taylor. 2011. *Social Problems*. Boston: Jones & Bartlett. (Course text will be on a 2 hour reserve in the Thompson Library)

**Class Requirements:**

**1. Discussions and article critiques (20%):** Everyone will complete 10 discussion posts and 2 article critiques. Discussions will typically be only two to four paragraphs in length. For full discussion credit, everyone will be required to respond to each discussion, and also respond to a minimum of two posts made by your classmates. Your responses to classmates will be in the form of a professional critique (i.e. you will address the strengths and weaknesses of your classmate's post. Be courteous). Discussion rubrics will be found under course announcements. **You will also turn in a 1 to 1 ½ page summary and critique of two academic articles this semester.** The first topic and articles will be provided by me. The second will be picked by you (see posted "Rubrics" in Carmen for more specifics). Critiques will be posted to the corresponding dropbox in Carmen. New discussion topics will be made available each week after week 1. Each of the 10 discussion weeks is worth 1% of your overall grade, and each critique is worth a full 5% of your grade, for a combined 20%.

**2. Exams (40 %):** There will be a mid-term (20%) and final exam (20%) in this class. Each will be worth 20% of your final grade. Both exams will consist of 100 true/false and multiple choice questions and will be comprehensive in nature. Exams will be timed but not proctored. No books, notes or other outside resources or assistance allowed during exams. You will have two hours to complete each exam. Exam links will be made live on the day of the exam. Tests are not proctored.

**3. Field Research Project (20%):** Everyone will identify one "social problem" in the community where you live that you will use to conduct a practical research exercise. You will conduct field research using methods discussed in the text and approved by me during week 3. Papers will be 2-4 pages in length, cited using ASA, APA, MLA, Chicago or Harvard styles. More details to follow.

**4. Reading Quizzes (20%):** In addition to your examinations, you will be given four brief "reading quizzes" (5% each) to gauge your level of active reading, retention and general comprehension throughout the semester. These quizzes will ONLY test you on material covered in the specified chapters and are NOT comprehensive. I use these to keep everyone honest, and give you incentive to keep up with your required reading schedule. Quizzes will follow the same format as the mid-term and final; but, they will be much shorter (10-20 questions). You will have 30 minutes to complete each quiz. Quiz links will be made live on the day of the quiz. Quizzes are not proctored. No books, notes or other outside resources or assistance allowed during quizzes.

\*\*\*\*\***More information about these papers will be provided**\*\*\*\*\*

**Make-up Exams:**

Make-up exams are discouraged, except during extenuating circumstances. In these instances, students should make every effort to discuss the details with me via phone or

email before the original test date. I reserve the right to give make-up exams that are more difficult than the original exams.

### **Students with Disabilities**

To assure equal access to education, accommodations are made for students with documented disabilities relevant to the nature of the disability. Students with disabilities are held to the same academic standards as their non-disabled peers, but adjustments and accommodations can be arranged to assure accessible education. It is the responsibility of the student to meet with me to discuss arrangements for accommodations in advance of need. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the quarter.

### **Academic Integrity:**

Any and all suspected cases of academic dishonesty will be dealt with according to university procedures. See your student handbook for further information on academic dishonesty and the accompanying procedures and penalties. Acts of academic dishonesty include (but are not limited to): cheating, plagiarizing, fabricating information, having unauthorized possession of exams, submitting work of another person or work previously used without informing the instructor, tampering with the academic work of others, or facilitating acts of academic dishonesty by others. Cheating of any kind will simply not be tolerated.

### **Grading:**

<b>A</b>	<b>94 -100</b>	<b>A-</b>	<b>90 -93</b>	<b>B+</b>	<b>87-89</b>
<b>B</b>	<b>84 -86</b>	<b>B-</b>	<b>80 -83</b>	<b>C+</b>	<b>77-79</b>
<b>C</b>	<b>74 -76</b>	<b>C-</b>	<b>70 -73</b>	<b>D+</b>	<b>67-69</b>
<b>D</b>	<b>64 -66</b>	<b>D-</b>	<b>60 -63</b>	<b>E</b>	<b>&lt;60</b>

**Class Participation:** Class participation is highly encouraged. As this is an online course, please be sure to log in and check for announcements and updated course material (i.e. new course docs and news posts) at least four or five times per week. I expect students to read the assigned material **prior** to assigned quizzes and/or exams over their respective content.

**Tentative Course Reading and Assignment Schedule (\*Please note that while the due dates are firm, the subject dates are just for recommended reading pace):**

<b>Week</b>	<b>Date</b>	<b>Subject</b>	<b>Reading</b>	<b>DUE</b>
<b>1</b>	1/7 to	Introduction		
	1/13	Studying Social Problems	Thio/Taylor Ch.1	
<b>2</b>	1/14	Economic Inequality	Thio/Taylor Ch. 2	
	<b>1/18</b>	Discussion 1		<b>Quiz 1 (ch. 2) by 11 pm ET Due by 11 pm ET</b>
	1/20	Economic Inequality Cont...	Thio/Taylor Ch.2	
<b>3</b>	1/21	Racial & Ethnic Inequality	Thio/Taylor Ch.3	

	1/24	Article critique 1	<a href="http://reason.com/archives/2011/06/08/prison-math">http://reason.com/archives/2011/06/08/prison-math</a>	Due by 1 pm
	1/27	Discussion 2 /Wrap-up Race	Thio/Taylor Chs. 3-4	
4	1/28	Gender Inequality Cont...	Thio/Taylor Chs.4	* Research Topics and Discussion 2 Due by 11 pm ET on January 28  **Quiz 2 (ch. 4) Due by 11 pm ET January 28
	2/1	Discussion 3 Due		Due by 11 pm ET
	2/3	Age Inequality	Thio/Taylor Ch.5	
5	2/4	Discussion 4 Due	Thio/Taylor Ch. 5	Due by 11 pm ET
	2/8	Criminal Behavior	Thio/Taylor Ch.6	Criminal Behavior
	2/10	Study for Midterm!		
6	2/11	<b>Mid-term (Ch. 1-6)</b>		Due by 11 pm ET
	2/15	Article Critique 2 Due		Due by 11 pm ET
	2/17	<b>Criminal Behavior/Int. Violence</b>	<b>Thio/Taylor Ch.7</b>	
7	*2/17	<b>*Research Due by 11 pm ET</b>	<b>*Research Due by 11 pm ET</b>	<b>*Research Due by 11 pm ET</b>
	2/22	Discussion 5 Due		Due by 11pm ET
	2/24	Sexual Behavior	Thio/Taylor Ch.8	
8	2/25	Study period (catch-up if needed!)		
	3/1	Discussion 6 Due		Due by 11 pm ET
	3/2	Quiz 3	Thio/Taylor Ch.9	
9	3/4	Conclude Ch. 9 Review	Thio/Taylor Ch.9	Quiz 3 (ch. 9) Due by 11 pm ET
	3/8	Family Problems	Thio/Taylor Ch.10	
	3/10	Discussion 8	Thio/Taylor Ch.10	Due by 11 pm ET
10	3/11	Educational Problems	Thio/Taylor Ch.11	Spring Break
	3/16	Cont.	Thio/Taylor Ch.11	Spring Break
	3/17	Economic Problems	Thio/Taylor Ch.12	
11	3/17	Quiz 4	Thio/Taylor Ch.12	Quiz 4 (ch. 12) 11 pm ET *Due March 17
	3/22	Political Problems	Thio/Taylor Ch.13	
	3/24	Discussions 9 and 10	Thio/Taylor Ch. 13	Due by 11 pm ET
12	3/25	Healthcare Problems	Thio/Taylor Ch. 14	
	3/27	Optional Critique	Article (TBA)	Optional Bonus Credit
	3/31	Ch. 14 Cont..	Article (TBA)	Optional Bonus Credit
13	4/1	Considering Policy		
	4/5	Urbanization – “The Happy Farm”	Thio/Taylor Ch. 15	
	4/7	Population – “Texting to Death”	Thio/Taylor Ch. 15	
14	4/8	Policy Cont.		
	4/12	Policy Cont.		
	4/14	Policy Cont.		
15	4/15	Problems of War	Thio/Taylor Ch. 16	

	4/19	Terrorism	Thio/Taylor Ch. 16	
	4/21	Ch. 16 Cont....	Thio/Taylor Ch. 16	
<b>16</b>		Course Wrap-up and Final Review		
<b>Final</b>	4/24	<b>Final Examination (4/24) Due by 11 PM ET!</b>		<i>Ch. 7-16</i>

### Academic Misconduct<sup>1</sup>

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

The Committee on Academic Misconduct web pages

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<sup>1</sup> From the Committee on Academic Misconduct  
 \*\*\*Not required unless you choose not to take the final exam.

(<http://oaa.osu.edu/coam/ten-suggestions.html>>oaa.osu.edu/coam/home.html)

Ten Suggestions for Preserving Academic Integrity

(<http://oaa.osu.edu/coam/ten-suggestions.html>>oaa.osu.edu/coam/ten-suggestions.html)

Eight Cardinal Rules of Academic Integrity

(<http://www.northwestern.edu/uacc/8cards.html>>www.northwestern.edu/uacc/8cards.html)

### Student Services

I am happy to discuss any issues or problems that you may have with this course during my office hours. If you are experiencing special difficulties with this or other courses, especially in terms of writing or studying, I encourage you to take advantage of the services that Ohio State offers:

#### **Writing Center**

475 Mendenhall Lab

125 S. Oval Mall

688-4291

<http://cstw.osu.edu/writingcenter>

**This and other course material is available in alternative formats upon request. For information specific to this department, please contact the Department of Sociology's Undergraduate Student Services Office at 292-1175. Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs.**

### Other Information

The best way to reach me is via e-mail. I am not always in my office and my office phone does not have voicemail. **Please make sure to use proper e-mail etiquette. Your e-mail should have a subject line, salutation, body that is written in complete sentences, and some sort of closing.**

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: Sociology 2202**

**Instructor: Chrissie Edmunds**

**Summary: Social Problems and Social Policy**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Office 365</li> <li>• Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Carmen Discussion Board</li> <li>• Carmen Wiki</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			university accessibility policy is present
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Statement is included with contact information on how to make accommodations.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 6/5/20
- Reviewed by: Ian Anderson

**Notes: State type of virtual office hours (Zoom) in the contact info. Note that the class is 100% DL.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.