I. COURSE PURPOSE
This is the second course of a two-semester sequence on human behavior and the social environment. SSS 225 examines the development and operation of functional and dysfunctional systems at the mezzo and macro levels. Grand sociological theories will be addressed with an emphasis on the conflict and order perspectives. These will be explored in relation to concepts consistent with generalist social work practice including order/change, sociological/epidemiological problem definitions, the search for the ideal community, population homogeneity/diversity, rights and obligations of citizens/societies, and troubled relationships between individuals/families and societal organizations/institutions. Applications are made to contemporary social problems using classic and current readings to provide content that a) enables students to recognize the dynamics of oppression and discrimination, b) prepares generalist practitioners to use human behavior theories to enhance the well-being of communities, groups, and organizations, and c) challenges students to develop a deep commitment to the promotion of social and economic justice and the value base of the social work profession. Instructional methods include required readings, class assignments, student participation, group interaction, and other forms as deemed appropriate.

II. EDUCATIONAL OBJECTIVES
- Define problems in the social environment from two perspectives: order and conflict.

- Analyze contemporary social problems that lie at the community, group, organizational, and societal levels using macro theoretical frameworks.

- Articulate the dynamics of function and dysfunction as they apply to communities, groups, organizations, and societies.

- Appreciate the resources, assets, and strengths that lie within communities, groups, organizations, and societies that benefit citizens and citizen groups.
II. EDUCATIONAL OBJECTIVES (continued)

- Recognize how environments behave in order to solve or alleviate contemporary problems and prevent their recurrence or the occurrence of new problems.

- Demonstrate knowledge of social work ethics and values and their consistency with social justice theories.

- Build a foundational knowledge base for generalist social work practice with diverse populations that is informed, objective, and respectful.

- Appreciate the importance of research in providing an empirical basis for theoretical knowledge.

III. COURSE REQUIREMENTS

A. Required Texts


B. Recommended Texts and Media


Purdue Online Writing Lab (OWL) APA Formatting and Style Guide

http://owl.english.purdue.edu/owl/resource/560/01/


C. Coursework and Due Dates

CUA/EMU Cross-University Collaboration assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>COLLAB 1</td>
<td>Week of 1/17/17</td>
</tr>
<tr>
<td>COLLAB 2</td>
<td>Week of 3/2/17</td>
</tr>
<tr>
<td>COLLAB 3</td>
<td>Week of 3/21/16</td>
</tr>
</tbody>
</table>

EXAM 1               2/7/17 (Tu)
EXAM 2 ON BLACKBOARD 3/2/17 (Th)
FINAL                5/4/17 (Th)

PRESENTATION*        As scheduled

REACTION PAPERS*

<table>
<thead>
<tr>
<th>Paper</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAPER 1</td>
<td>4/18/17 (Tu)</td>
</tr>
</tbody>
</table>

* All reaction papers (.doc/.docx) and an electronic copy of your presentation (.ppt/.pptx) are to be emailed as an attachment to your instructor prior to the start of the class session in which they are due (i.e., no later than 2:10 p.m.).

* Reaction papers are to also be submitted via hard copy to the instructor at the start of

January 3, 2017
that day’s class period (no later than 2:10 p.m.).

Please name your attachments as follows:
Reaction Papers: 225 Last Name R# (e.g., 225 Smith R1)
Presentations: 225 Last Name PPT (e.g., 225 Smith PPT)

D. Class Attendance and Participation
STUDENTS ARE EXPECTED TO ATTEND CLASS AND PARTICIPATE IN DISCUSSIONS.
Participation is defined as reading and reflecting upon the required readings prior to class
in order to understand the context of the discussion and to speak informatively on the
day’s topic. It is understood that some students will have an easier time that others with
spontaneous class participation while others will have an easier time with pre–planned
questions and comments. Both types of contributions are valued.

BEING LATE FOR CLASS WITHOUT PRIOR NOTIFICATION IS A DISRUPTIVE BEHAVIOR.
Thus, each time a student is late (i.e., he/she arrives at 2:11 p.m. or later according to the
room clock), the instructor reserves the right to deduct 1% from this individual’s overall
grade for attendance and participation.

REQUESTS FOR EXCUSED ABSENCES MUST BE MADE PRIOR TO CLASS COMMENCEMENT.
That is, prior to or on the date a student is requesting to be excused from class, his/her
email regarding such must be received by the instructor by 2:10 p.m. or earlier according
to Cardinal Mail’s date–time stamp. Requests received once class commences will not be
accepted and are considered to be unexcused. As such, zero points will be recorded for
that particular day’s attendance and participation grade.

If there are assignments due, exams, or quizzes given on days that you have requested
excused absences, you are responsible for submitting those assignments in early. Quizzes
and exams cannot be made up AFTER they are administered in-class, only before, with a
valid reason.

ABSENCES DUE TO ATHLETIC PARTICIPATION REQUIRE ADVANCED NOTIFICATION.
Students participating in CUA athletic sport activities must notify the instructor in a
timely manner of any potential absences from class, provide written documentation of
their athletic participation, and plan ahead for any potential class absences. Absences
without prior notification are considered unexcused absences. Students are responsible
for making up any missed work as normally expected in the course class schedule.

E. Late Coursework Policy
All reaction papers (.doc/.docx) and an electronic copy of your presentation (.ppt/.pptx)
are to be emailed as attachments to your instructor no later than 2:10 p.m. on their
respective due dates. Submissions received after 2:11 p.m. are considered late and incur
an automatic five–point penalty. After 24 hours, an additional five points will be
deducted. For every day thereafter, another 5 points will be deducted, until 5 days post-
due date, at which time the last assignment will not be accepted, and the grade for such
will be entered as a zero. These penalties apply unless you have made prior arrangements
with the instructor. Extensions are not granted the day an assignment is due. If you
should need an extension (e.g., health reasons, family emergency, etc.), you must discuss
this with your instructor at least 48 hours (excluding weekends and holidays) in advance
of the due date.

F. Weighting of Coursework
AToENDANCE and PARTICIPATION  10%
CUA/EMU CROSS COLLABS 20%
(3 total, - 6.667% EACH)

EXAM I 10%
EXAM II 10%
EXAM III - FINAL 15%

PRESENTATION 25%

REACTION PAPER 10%

G. Grading Policy
Grades for the course are based on the University grading system (see below). Grades for
the reaction papers will be evaluated not only for depth and content, but also for clarity of
thought, grammar, organization, sentence structure, spelling, etc. In addition, papers are
to adhere to APA format. As such, students should be familiar with the sixth edition of
the Publication Manual of the APA and use the manual as a guide for all written work to
be completed during this course.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalent</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
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<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>0-59</td>
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</table>

H. Electronic Devices
RECORDING OF CLASSROOM LECTURES IS PROHIBITED unless advance written permission is
obtained from the instructor. Students who require recording or other adaptations of

January 3, 2017
lectures as a reasonable accommodation for a disability should contact the Office of Disability Support Services (DSS) in advance in order to obtain permission for the recording and must provide the instructor with written documentation. The University has instituted a policy on recording of classroom lectures, which may be accessed at: http://policies.cua.edu/academicgrad/recordingclassroomlecturesgraduate.cfm.

**Using cell/smart phones or other mobile communication devices is not allowed.**
The use of cell/smart phones or other mobile communication devices is distracting and disrespectful; thus, their use during class is prohibited except in an emergency. In such instances, students are to leave the classroom and return in a prompt, courteous manner. In consideration of others, individuals should either silence or turn their cell phone ringers to vibrate while in class. Please note the instructor may confiscate the disruptive device after one warning for the duration of class. Any subsequent disruption will result in a cumulative 5% deduction from one’s overall grade for attendance and participation.

**Utilizing laptops, tablets, or other computer devices is permitted for note-taking purposes only.** Students who ignore this policy and utilize computer devices for purposes other than taking notes will be dismissed from class. Each dismissal will result in a cumulative 5% deduction from one’s overall grade for attendance and participation.

I. **Course and Instructor Evaluation**
NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged.

**CLASS EXPECTATIONS**

A. **Scholastic Expectations**
   Please refer to NCSSS Announcements or the appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proofread by the student before submission to the instructor for grading.

B. **Academic Honesty**
   Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. **Accommodations**
   Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

January 3, 2017
**CLASS SCHEDULE: TOPICS AND READINGS***
*The Instructor reserves the right to modify this schedule if needed. Students will be alerted of any changes in class and by email notification via Blackboard.

<table>
<thead>
<tr>
<th>Class 1</th>
<th>SEEING AND THINKING SOCIOLOGICALLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/10/17 (Tu)</td>
<td>Eitzen, Zinn, &amp; Smith: Chapters 1 &amp; 3</td>
</tr>
<tr>
<td>1/12/17 (Th)</td>
<td>NO CLASS</td>
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<tr>
<th>Class 2</th>
<th><strong>HALF THE SKY</strong></th>
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<tbody>
<tr>
<td>1/17/17 (Tu)</td>
<td>First CUA/EMU Collaborative Assignment 1 - TBD</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 3</th>
<th>KARL MARX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19/17 (Th)</td>
<td>Ritzer: Chapter 2</td>
</tr>
</tbody>
</table>

| 1/23/17 (M)      | **LAST DAY TO DROP COURSE WITHOUT RECORD**      |

<table>
<thead>
<tr>
<th>Class 4</th>
<th>ÉMILE DURKHEIM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/24/17 (Tu)</td>
<td>Ritzer: Chapter 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 5</th>
<th>MAX WEBER</th>
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<tbody>
<tr>
<td>1/26/17 (Th)</td>
<td>Ritzer: Chapter 4</td>
</tr>
<tr>
<td></td>
<td>NO CLASS</td>
</tr>
</tbody>
</table>

| 1/31/17 (Tu)     | Patronal Feast of St. Thomas Aquinas University Mass |

<table>
<thead>
<tr>
<th>Class 6</th>
<th>TALCOTT PARSONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/2/17 (Th)</td>
<td>Ritzer: Chapter 7, pages 236–252</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 7</th>
<th>EXAM 1</th>
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</thead>
<tbody>
<tr>
<td>2/7/17 (Tu)</td>
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<table>
<thead>
<tr>
<th>Class 8</th>
<th>SOCIAL WORK, ETHICS, AND HUMAN RIGHTS</th>
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<thead>
<tr>
<th>Class 9</th>
<th>THEORIES OF SOCIAL JUSTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/14/17 (Tu)</td>
<td>On BlackBoard, Readings: Solas</td>
</tr>
</tbody>
</table>

January 3, 2017
CLASS SCHEDULE: TOPICS AND READINGS (CONTINUED)*
*The Instructor reserves the right to modify this schedule if needed. Students will be alerted of any changes in class and by email notification via Blackboard.

Class 10  CULTURE AND SOCIALIZATION
2/16/17 (Th) Eitzen et al.: Chapters 4 & 5
2/21/17 (Tu) ADMINISTRATIVE MONDAY – NO CLASS

Class 11  SOCIAL CONTROL AND DEVIANCE
2/23/17 (Th) Eitzen et al.: Chapters 6 & 7
PRESENTATIONS
Women in Prison – Trends and Challenges.
Prison Overcrowding/Mandatory Sentencing

Class 12  PRESENTATION
2/28/17 (Tu) VIDEO 24 to Life – Episode 2: Reckless Decisions.
CUA/EMU Cross Collaboration Assignment 2 - TBD

Class 13  NO CLASS MEETING
3/2/17 (Th) EXAM II – ON BLACKBOARD.
CLOSED BOOK – CLOSED NOTE
3/7/17 (Tu) NO CLASS (Spring Break)
3/9/17 (Th) NO CLASS (Spring Break)

Class 14  SOCIAL STRATIFICATION AND SOCIAL CLASS
3/14/17 (Tu) Eitzen et al.: Chapters 9 & 10
GENDER INEQUALITIES PART 1
Eitzen et al.: Chapters 11 & 12

Class 15  GENDER INEQUALITIES PART 2
3/16/17 (Th) Eitzen et al.: Chapters 11 & 12
PRESENTATIONS:
Intimate Partner Violence
Sexual Violence on College Campuses
Hate Crimes and Violence Against LGBTQ

Class 16  VIDEO TBD *
3/21/17 (Tu) CUA/EMU Cross Collaboration Assignment 3 - TBD

Class 17  RACIAL INEQUALITY
3/23/17 (TH) Eitzen et al.: Chapters 15 & 17
PRESENTATION:
Social Determinants of Health – Racial Disparities
CLASS SCHEDULE: TOPICS AND READINGS (CONTINUED)

*The Instructor reserves the right to modify this schedule if needed. Students will be alerted of any changes in class and by email notification via Blackboard.

<table>
<thead>
<tr>
<th>Class</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td><strong>PRESENTATIONS</strong></td>
</tr>
<tr>
<td></td>
<td>Educational Inequality and Achievement</td>
</tr>
<tr>
<td></td>
<td>Profiling and Discrimination of Muslims</td>
</tr>
<tr>
<td>19</td>
<td><strong>PRESENTATIONS</strong></td>
</tr>
<tr>
<td></td>
<td>Homelessness Among Individuals Living w/ Mental Illness</td>
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<tr>
<td></td>
<td>Elder Abuse &amp; Neglect</td>
</tr>
<tr>
<td>20</td>
<td><strong>THE ECONOMY, POWER, AND POLITICS</strong></td>
</tr>
<tr>
<td></td>
<td>Eitzen et al.: Chapters 13 &amp; 14</td>
</tr>
<tr>
<td>21</td>
<td><strong>PARK AVENUE: MONEY, POWER, AND THE AMERICAN DREAM</strong></td>
</tr>
<tr>
<td></td>
<td>* You will be writing your 1st reaction paper on this piece.</td>
</tr>
<tr>
<td>22</td>
<td><strong>FAMILIES AND RELIGION</strong></td>
</tr>
<tr>
<td></td>
<td>Eitzen et al.: Chapters 15 &amp; 17</td>
</tr>
<tr>
<td></td>
<td><strong>HOLY THURSDAY – NO CLASS</strong></td>
</tr>
<tr>
<td>23</td>
<td><strong>PRESENTATIONS</strong></td>
</tr>
<tr>
<td></td>
<td>Migrant Agricultural Workers in the U.S</td>
</tr>
<tr>
<td></td>
<td>Women’s rights–Equal Pay, Maternity Leave, &amp;/or Repro.Justice</td>
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<tr>
<td></td>
<td><strong>REACTION PAPER DUE</strong></td>
</tr>
<tr>
<td>24</td>
<td><strong>DISABILITY/ABLEISM</strong></td>
</tr>
<tr>
<td></td>
<td>On BlackBoard, Readings: Eitzen et al., Chapter 11*</td>
</tr>
<tr>
<td></td>
<td>* This is not the same chapter as the one in the required Eitzen et al. textbook.</td>
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<tr>
<td></td>
<td><strong>PRESENTATION:</strong></td>
</tr>
<tr>
<td></td>
<td>ADA and Social Work</td>
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<tr>
<td>25</td>
<td><strong>GLOBALIZATION</strong></td>
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<td></td>
<td>On BlackBoard, Readings: Midgley</td>
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<td></td>
<td><strong>PRESENTATION:</strong></td>
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<td></td>
<td>Human/Sex Trafficking</td>
</tr>
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<td></td>
<td>Sweatshop Labor</td>
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</tbody>
</table>

January 3, 2017
REACTION PAPER (THREE PAGES OF TEXT)*
*This does not include your cover page.

Students will write two reaction papers based on two videos that will be shown in class. Guidelines for the third reaction paper will be distributed at a later date. The primary purpose of these first two assignments is for you to begin to engage in the following:

a) to become aware of your reactions to social issues,

b) to utilize your sociological imagination as a means to assist you in determining and explaining what factors may have influenced/contributed to your reactions, and

c) to carefully consider how the content of the videos and your own reactions exemplify and/or challenge the theories and concepts about social problems discussed in class.

Reaction papers (.doc/.docx) are to be emailed to your instructor by 2:10 p.m. on their respective due dates. Please name your attachments as follows: 225 Last Name R# (e.g., 225 Smith R1). Hard copies and .pdf attachments will not be accepted.

**CONTENT: 30 POINTS**

**Introduction (half page of text): 5 Points**
- Provide a brief overview of the video (i.e., one paragraph that is no more than 12 lines)

**Reaction (two full pages of text): 20 Points**
- Refer to a), b), and c) above. Two full pages of text is approximately 44 to 46 lines.

**Conclusion (half page of text): 5 Points**
- Summarize what you have learned about yourself/your reactions (i.e., one paragraph that is no more than 12 lines)

**APA STYLE: 15 POINTS**

1-Inch Margins: 1 point
Two Spaces after each Sentence: 1 point

Double-Spaced: 2 point
Times New Roman (font face and 12-point within text): 2 points

Cover Page (format, font face, and 12-point): 3 points
Page Numbers (format, font face, and 12-point): 3 points
Running Head (format, font face, and 12-point): 3 points

**MECHANICS: 15 POINTS**

Clarity of Thought/Organization: 5 points
Grammar/Sentence Structure: 5 points
Punctuation and Spelling: 5 points

January 3, 2017
PRESENTATION: OVERVIEW

You are to develop a 25–minute presentation on an assigned topic. The instructor reserves the right to deduct a graduated percentage from an individual’s overall presentation grade when his/her presentation is significantly less than 25 minutes. As such, it is recommended that you practice delivering your presentation in order to meet this requirement.

Students may include one video clip, but it must be no longer than five minutes, appropriate (i.e., not exploitive, prejudiced, superficial, etc.), and relevant (i.e., not filler).

Upon conclusion of your presentation, an additional 10 minutes will be allotted for questions and comments by your classmates and instructor.

Students are not to merely copy and paste information into their presentation slides. This is plagiarism and will not be tolerated. Any individual who plagiarizes, regardless of intent, will receive an automatic zero.

As with a scholarly paper, you are to cite your sources and provide a reference list at the end of your presentation. Please note, all references and citations will be checked.

You are to provide your classmates with one–page summary of your presentation.

Presentations (.ppt/.pptx) are to be emailed to your instructor by 2:10 p.m. on your assigned date. Please name your attachment as follows: 225 Last Name PPT (e.g., 225 Smith PPT).

January 3, 2017
PRESENTATION: RUBRICS

SECTION I: INTRODUCTION (10 POINTS)
• Briefly outline what will be covered in your presentation.
• Why did you select this topic?
• Why is your topic a social work issue, and how is it relevant to social work?

SECTION II: BACKGROUND (30 POINTS)
• Define your topic. What is the nature of the issue? What are its historical roots?
• Who is affected by the issue and how (re: think micro, mezzo, and macro)? Include prevalence data (aim for a minimum of five).
• What is its current state domestically or internationally (i.e., is it being addressed, how is it being addressed, what is being done, what should be done, etc.)?

SECTION III: HUMAN RIGHTS CONTEXT (10 POINTS)
• Why is this a human rights issue? Specifically, you are to examine your issue within the framework of at least one of the United Nations’ Universal Human Rights Instruments.

SECTION IV: SOCIOLOGICAL THEORETICAL APPLICATION (30 POINTS)
Select one of the sociological theories discussed in class (i.e., those associated with Durkheim, Marx, Parsons, or Weber). Examine your topic in consideration of the following:
• In general, how does this theory explain the nature of the issue?
• In particular, utilize four theoretical concepts (not constructs) to explore your topic in depth.
• In summary, how (in)/effective is the theory in terms of promoting social change and adhering to the status quo? Specify the outcome(s) of such.

SECTION V: SOCIAL JUSTICE THEORETICAL APPLICATION (10 POINTS)
Select one of the theories of social justice we discussed in class (i.e., communitarianism, egalitarianism, libertarianism, or utilitarianism). Address the following:
• Examine your topic in consideration of the two core concepts associated with this theory.
• How does this theory complement/contrast with the sociological theory you chose?

REFERENCES (10 POINTS; AIM FOR A MINIMUM OF 10)
You are to cite and reference materials from class lectures, books, articles from peer–reviewed social work, sociology, etc. journals as well as information from advocacy groups, research institutes, and other reputable public and private sources. Unacceptable sources of information include those from general websites (e.g., Wikipedia and About.com). Moreover, for the purposes of this assignment, the use of .com and .net websites should neither be cited nor referenced. Students who choose to use electronic media from .edu, .gov, and .org websites are expected to evaluate these sources in terms of, but not limited to, authorship, content, currency, scholarship, etc. You are required to have a minimum of three peer–reviewed journal articles.

January 3, 2017