



SYLLABUS: Global Social Problems Fall 2020
SOCL 2233 Section 102 CRN = 11572
Days: T and R; Time: 11:00am to 12:20
Building and room: Prothro-Yeager (PY) 100

Contact information	
Instructor information	Isaac Christiansen, PhD, Assistant Professor of Sociology
Office location	Prothro-Yeager Hall, Room O-134
Office Hours	MW 11:00 a.m. – 12:00p.m. and 1:00 p.m. to 2:00 p.m. Tuesdays 9:00am – 10:00a.m.
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Course Overview and Objectives:

This course on Social Problems is designed to give the student a good introduction and overview of a range of social problems both in the U.S. and globally. We will examine inequality (national and international), racial discrimination, crime and prisons, war and empire, and the environmental crisis from a sociological perspective. We will collectively investigate the ideological, socio-economic and structural origins of these problems and their theoretical explanations. We will also examine the U.S. criminal justice system and the effects of “getting tough on crime”. Towards the latter half of the course we will examine U.S. foreign policy, empire and war. We will close the course with an examination underdevelopment and a look at an environmental crisis already upon us. This course seeks to impart on the students a critical understanding of these issues and how they impact our global society. Underlying our examination of each problem is a commitment to the ideals of social justice.

Instructional Objectives

1. Think critically about social problems, their origins and solutions and the challenges in implementing solutions.
2. Understand and be able to explain poverty, crime, inequalities, war, and under or mal-development from a sociological perspective. Utilize sociological theories to further develop that understanding.
3. Understand how inequality is structural and leads to unequal life chances.
4. Develop a more accurate picture of the social world, and contemplate ways in which critical social problems could be better addressed.

Required Books:

Heiner, Robert. 2016 *Social Problems: An Introduction to Critical Constructionism* 5th Edition”
Oxford University Press

Required Articles on D2L:

- Abunimah, Ali. 2014. “Does Israel Have a Right to Exist as a Jewish State” Pp. 21-44 in *The Battle for Justice in Palestine*. Haymarket Books. Chicago.
- Alexander, Michelle. 2012 “The Lockdown” Pp 59-96 in *The New Jim Crow: Mass Incarceration in the Era of Colorblindness*. The New Press. New York
- Avnery, Uri. 2010. “Truth Against Truth: A Completely Different Look at the Israeli-Palestinian Conflict” Gush Shalom. Tel Aviv.
- Blum, William. 2004. “Guatemala 1953-1954: Why the World Watched” Pp. 72-83 in *Killing Hope: U.S. Military and CIA Interventions Since World War II*. Common Courage Press. Monroe, Maine
- Blum, William. 2004. “Iraq 1990-1991: Desert Holocaust” Pp. 320 to 338 in *Killing Hope: U.S. Military and CIA Interventions Since World War II*. Common Courage Press. Monroe, Maine
- Blum, William. 2014. “Iraq” Pp 53-78 in *America’s Deadliest Export: Democracy: The Truth About US Foreign Policy and Everything Else*. Zed books. London
- Clear, Todd R. 2007. “The Problem of Concentrated Incarceration.” Pp. 1-13 in *Imprisoning Communities: How Mass Incarceration Makes Disadvantaged Neighborhoods Worse*. New York, NY: Oxford University Press.
- Chomsky, Noam. 2006. “Outlaw States” Pp 39-78 in *Failed States: The Abuse of Power and the Assault on Democracy*. Metropolitan Books. New York.
- Davis, Kingsley and Wilbert E. Moore [1945] 2011. “Some Principles of Stratification.” Pp. 16-19 in *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*, edited by David B. Grusky and Szonja Szelényi. Boulder, CO: Westview Press.
- Farmer, Paul. 2005. “Listening for Prophetic Voices: A Critique of Market Based Medicine”. Pp. 160–178 in *Pathologies of Power: Health, Human Rights and the New War on the Poor*. University of California Press. Berkley.
- Finkelstein, Norman G. “Israel Has the Right to Defend Itself” Pp. 135-153 in *Method and Madness: The Hidden Story of Israel’s Assaults on Gaza*. Or Books. New York and London
- Foster, John Bellamy and Brett Clark. 2012. “The Planetary Emergency” *Monthly Review*. 64:7 1-25.
- Furman, Rich, Alissa R. Ackerman, Derej Iwamoto, Nalini Negi, and Gladys Mondragon. 2013. “Undocumented Latino Immigrant Men at Risk” *Social Development Issues* 35(1):1-12
- Herman, Edward. The Propaganda Model Revisited, *Monthly Review* Vol 69:8
- Herman, Edward S and Noam Chomsky. 2002 [1988]. “Worthy and Unworthy Victims” Pp. 37-86 in *Manufacturing Consent: The Political Economy of the Mass Media*, Pantheon Books. New York.
- Hossein-Zadeh, Ismael. 2006. “The Political Economy of U.S. Military Spending” Pp 203-245 in *The Political Economy of U.S. Militarism*. Palgrave Macmillan. New York.
- Hossein-Zadeh, Ismael. 2006b. “Origins of the Recent Wars of Choice and Their Impact on US Global Markets:” *ILSA Journal of International and Comparative Law* 13 (1):67-97.

- Laster Pirtle, Whitney N. 2020. "Racial Capitalism: A Fundamental Cause of Novel Coronavirus (COVID-19) Pandemic Inequities in the United States" *Health Education and Behavior* 1-4
- Navarro, Vicente. 2014. "Neoliberalism as a Class Ideology; Or, The Political Causes of the Growth of Inequalities". Pp. 8-22 in *The Financial and Economic Crises and their Impact on Health and Social Well-Being*. Edited by Vicente Navarro and Carles Muntaner. Baywood Publishing Company. New York.
- Navarro, Vicente and Leiyu Shi. 2001. The Political Context of Social Inequalities and Health. *Social Science and Medicine* 52:481-491
- Parenti, Michael. 2011. "How Moneyed Interests Create Poor Nations" Pp.49-58 in *The Face of Imperialism Paradigm Publishers*. Boulder.
- Parenti, Michael. 2011. "Target Cuba" Pp. 87-100 in *The Face of Imperialism Paradigm Publishers*. Boulder.
- Parenti, Michael. 2011. "Politics: Who Gets What?" Pp 60 – 73 in *Democracy for the Few* Wadsworth. Boston.
- Oxfam. 2019. "Public Good or Private Wealth" *Oxfam Briefing Paper*. Oxford. U.K.
- Thompson, Heather Ann. 2012. "The Prison Industrial Complex: A Growth Industry in a Shrinking Economy" *New Labor Forum* 21(3) 39-47.
- Yates, Michael. 2003. "A Radical Economic Perspective" Pp 159-191 in *Naming the System: Inequality and Work in the Global Economy*. Monthly Review Press. New York.
- Yates, Michael. 2016. "Measuring Global Inequality." *Monthly Review* 68(6) 1-13.
- Yates, Michael. 2020. "It's Still Slavery by Another Name" *Monthly Review* 72(1) 40-50.

Further Reading

- Berry, Albert and John Serieux. 2006. "Riding the Elephants: The Evolution of World Economic Growth and Income Distribution at the End of the Twentieth Century." DESA Working Paper 27, United Nations.
- Blauner, Robert. 1969. "Internal Colonialism and Ghetto Revolt." *Social Problems* 16(4):393-408.
- Blum, William. 2004. "Cuba 1959 to 19080s: The Unforgivable Revolution" Pp 184-193 in *Killing Hope: U.S. Military and CIA Interventions Since World War II*. Common Courage Press. Monroe, Maine
- Bonacich, Edna. 1972. "A Theory of Ethnic Antagonism: The Split Labor Market." *American Sociological Review* 37(5):547-559.
- Bonilla-Silva, Eduardo. 1997. "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review* 62(3):465-480.
- Chomsky, Noam. 2006. *Failed States: The Abuse of Power and the Assault on Democracy*. Metropolitan Books
- Coburn, David. 2004. "Beyond the Income Inequality Hypothesis: Class Neo-Liberalism and Health Inequalities." *Social Science and Medicine* 58:41-56.
- Foster, John Bellamy and Robert W. McChesney. 2012. *The Endless Crisis: How Monopoly Finance Capitalism Produces Stagnation and Upheaval from the USA to China* Monthly Review Press. New York, NY

- Hagan, John, Joshua Kaiser, and Anna Hanson. 2016. "The Theory of Legal Cynicism and Sunni Insurgent Violence in Post-Invasion Iraq." *American Sociological Review* 81(2):316-346.
- Joab-Peterside, Sofri and Anna Zalik. 2008. "The Commodification of Violence in the Niger Delta". Pp 199-219 in *The Socialist Register 2009: Violence Today: Actually Existing Barbarism*. Edited by Leo Panitch and Colin Leys. London: Merlin Press and Monthly Review Press
- Mandel, Hadas and Moshe Semyonov. 2016. "Going Back in Time? Gender Differences in Trends and Sources of the Racial Pay Gap" *American Sociological Review*. 81(5) 1039-1068.
- Marx, Karl [1847] 1978. "Wage Labour and Capital." Pp. 203-217 in *The Marx-Engels Reader*, edited by Robert Tucker.
- Parenti, Michael. 2011. *The Face of Imperialism*. Paradigm Publishers. Boulder.
- Reiman, Jeffrey and Paul Leighton 2010. *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice*. Ninth Edition ed. Boston, MA: Pearson.
- Wilkinson, Richard G. and Kate Pickett. 2006. "Income Inequality and Population Health: A Review and Explanation of the Evidence." *Social Science and Medicine* 62:1768-1784.
- Williams, David R. and Chiquita Collins 2013. "Racial Residential Segregation: A Fundamental Cause of Racial Disparities in Health." Pp. 331-353 in *Race, Ethnicity and Health: A Public Health Reader*, edited by Thomas A. Laveist and Lydia A. Isaac. San Fransisco , CA: Jossey-Bass.
- Wolff, Richard. 2012. *Democracy at Work: A Cure for Capitalism* Haymarket Books
- Yates, Michael. 2012. "The Great Inequality." *Monthly Review* 63(10).

Basic skills necessary for the assimilation of sociological knowledge and success in this course:

1. Self-discipline: You will need to be sufficiently dedicated and take the time necessary to not only read through all of the assigned material, but to truly learn and absorb it. You will need to ask yourself questions as you read to ensure that you can identify and recall the main points. After reading you should be able to answer questions related to the material and see its personal and/or social/economic/political implications.

You are responsible for knowing the material in the text and other readings according to the syllabus schedule as well as the material covered in class lecture. Chapters should be read by the time the material is covered in class. In this way you will gain more from the lecture, be prepared for quizzes, and reduce the need to cram for exams. To test your own knowledge, you should be able to answer the questions at the end of each chapter correctly.

2. Attend every class. Come prepared and pay attention in class, take appropriate notes according to your best learning style and method. No cell phone or computer use is allowed during class.

3. A willingness to challenge dominant beliefs and perceptions. The sociologist must not fear information, data, and iconoclastic perspectives, which may clash with their preconceptions. The

sociologist must not shy away from information, data or truths that may be distasteful to powers that be- or to their own preconceptions.

Course Schedule	Topics	Readings	Due dates
Week 1 8/25 8/27	Introduction to Social Problems Media and Propaganda	Heiner 1; Herman 2018	
Week 2 9/1 9/3	Inequality-Overview and theory	Heiner 2; (Finish Heiner 2)	
Week 3 9/8 9/10	Inequality Global Inequality	Yates 2003; Davis and Moore Oxfam 2019 Report Executive Summary (pg 8-26)	Summary 1 over Yates 2003 QUIZ 1 9/10
Week 4 9/15 9/17	Global Inequality Cont. Global Inequality	Parenti 2011 Chapter 5; Yates 2016 Navarro 2014	Bonus Summary I Parenti or Yates QUIZ 2 9/17
Week 5 9/22	First Exam		
9/24	Inequality and Health	Heiner pp 90-96; Farmer (2005)	
Week 6 9/29 10/1	Inequality and Health Racial Inequality	Navarro and Shi (2001); Laster Pirtle (2020) Heiner 3;	Summary II Navarro and Shi or Pirtle summary
Week 7 10/6 10/8	Racial Inequality Crime (National focus; sociological theory)	Furman et al. 2013; Yates 2020 Heiner 5	QUIZ 3 10/8

Course Schedule	Topics	Readings	Due dates
Week 8 10/13 - 10/15	Crime and Prisons	Clear, Alexander	Bonus Summary II 10/15 Clear or Alexander
Week 9 10/20	Prisons	Thompson	Quiz 4 10/20
10/22	Second Exam		
Week 10 10/27	War and Empire	Blum: Chapter 10 (Guatemala), Parenti 2011 (chapter 8 Cuba)	
10/29	War and Empire	Blum 2014 (Iraq)	Bonus Summary III: Blum or Parenti
Week 11 11/3	War and Military Industrial Complex	Hossein-Zadeh 2006	Summary III: Hossein Zadeh
11/5	War and Military Industrial Complex	Hossein 2006 (b)	Outline for Final Paper Due 11/5
Week 12 11/10	War	Chomsky 2006	Summary IV: Quiz 5 11/10
11/12	Democracy and Human Rights	Parenti 2011 (politics)	
Week 13 11/17	Democracy and Human Rights	Herman and Chomsky	Summary V: Herman and Chomsky
11/19	Human Rights	Avnery	
Week 14 11/24	Human Rights	Abunimah, Finklestein	Bonus Summary IV: Abunimah or Finklestein
11/26	THANKSGIVING		

Course Schedule	Topics	Readings	Due dates
Week 15			
12/1	Population and Environment	Heiner 6, Foster and Clark	FINAL PAPER DUE 12/1
12/3	Population and Environment		
FINAL Week	(ONLINE) Exam III Thursday December 8th at 1:00-3:00		

Grading Criteria:
Assignment weights

Assignment	Points
Quizzes (5 * 10pts - 10 lowest score dropped)	40
Reading Summaries 5 * 10 pts	50
Final Paper Outline	20
Exams (3* 100)	300
Final Paper	100
Total	520

Grading Scale

- 90% to 100% A
- 80% to 89% B
- 70%-79% C
- 60%-69% D
- 59% or below F

Reading Summaries:

Purpose: Reading summaries are required to ensure you keep up with course readings and to show the level to which you capture the article's central arguments and primary pieces of supportive evidence. The summaries also help you prepare for exams, and together with your class notes will help you form a sort of study guide.

Requirements: Summaries must capture the core argument(s), key supporting evidence (together these two should be around 2-3 paragraphs) and a short reflection (about one paragraph) regarding your thoughts to the importance/meaning of the article. Summaries should be 1-2 pages in length, be typed with Times New Roman 12-point font double-spaced. The upper page limit is not strictly enforced, but remember this is a summary, and I expect the

average length to be about 1-1.5 pages. (A single paragraph is too short and three full pages are too long).

You must read the full article and the summary cannot merely mimic the abstract. This is why you must provide a discussion of key evidence and overall significance.

Bonus summaries:

Bonus summaries are worth up to five extra credit points each. The evaluation criteria are the same as for the required summaries. The idea here is to provide you a point incentive to summarize more. The more you read and then think about what you read and write it down the more you learn and the better you will perform on exams. If you do all of the required and bonus summaries you will be in a good position for both your exams and your final paper.

Quizzes:

Quizzes, like the summaries, are given to ensure that you do the readings and that you are learning the material presented in class. Be sure to keep up with all the readings so as not to lose points on the quizzes, and to be able to perform well on exams. Quizzes (and exams) cover both material from assigned readings and material covered in-class. The lowest quiz score is dropped, so make-ups are not allowed. Questions on quizzes have 50% of the point value as compared to exams. Quiz questions may reappear on exams.

Final Paper Outline:

To ensure that you begin to think about your paper early and have ample time to develop it, you will hand in an outline well before the final paper (see the course schedule above). The outline should be one page and must include the topic, the direction of the paper, the theoretical approach that you plan to take to analyze the social problem, and the plan for the basic organizational structure/formatting of the paper. In addition, you must include the references of at least three of the sources that you have identified. The outline is worth 20 points.

Final Paper

You must write a 5 to 7-page, double-spaced paper that investigates a particular social problem covered in this course. Your paper must explain/show the severity of the social problem (its impact), examine theoretical explanations of the social problem, and examine the ethical dimensions/implications that are connected to the social problem. Any problem selected should have a global or international dimension to it. In some cases, this can be best included by contrasting different countries approaches to the social problem (this works well for issues of healthcare, crime, and forms of inequality) or it may take on a broader global analysis (this may be appropriate for environment, war and conflict, global inequality etc.). I am providing you

with a choice of potential paths of development for your paper. Regardless of what you select, you must provide an outline of the paper ahead of time.

Inequality Focus: In this option, you are to reflect on the historical, social, political and economic processes that help generate and reinforce the sharp dichotomy between poverty and wealth that characterizes the United States and/or our world generally, often even sharper along the intersection of race and class. If you choose this option, your analysis should address the following:

1. What is happening in terms of economic (income and wealth) inequality in the US and/or around the world? Does it appear to be increasing or decreasing? Why? What are the primary explanations? You must provide sources to back up your argument here.

2. Specifically, what are structural forces can you identify that help produce and reproduce this level of inequality? Here you must make use of sociological theory.

3. What are some of the consequences of this inequality? Again, sources from inside and outside class are necessary to provide evidence for your arguments. If you choose to examine U.S. racial inequality you should provide data on the level of racialized disparities in income, housing, and health. (Disparities with regard to the criminal justice system would best be suited for option 3).

4. What types of ideological justifications are used to justify or rationalize economic inequality in the US or at a global level?

5. Given the insights of sociological theories on inequality and what you have learned thus far, what could potentially be done to address inequality and make society more equitable?

These guidelines are to help you get a start, but your paper is in no way limited to these points, nor should you write your paper as a mere series of short answers to these questions. You may, for example, choose to be brief about point one (used merely to couch a discussion that goes into more depth about 2, 3, and then briefly touch on 4 and 5, or you may prefer to look at points 2 and 5, where the answers to 1, 3 and 4 simply provide context to your focus.

War and Conflict Focus. If you choose this topic, reflect on the material covered on war but also think about how the information covered in the sections on capitalism and global inequality may relate to it. One strategy may be to focus in on foreign CIA or military interventions of the U.S. *since* WWII. Another strategy is to look for general patterns in US foreign interventions.

1. What reasons were given to the public by the US government allies to promote the war? Were those reasons genuine? Why or why not? What is the relevant history here? Here you should examine the disparity between official rhetoric and underlying (less advertised) geopolitical and economic reasons. Provide sources for all facts/data provided. *Your analysis should identify social/economic/political forces that go beyond attributing conflict to this or that personality.*

2. Role of the media: did the corporate-owned media question or promote the conflict? Did they give equal attention to victims (American vs. others)? Some inclusion and analysis of Chomsky and Herman's "Worthy and Unworthy Victims Did that skew the public's view?"

3. Who stood to gain from the conflict? Describe the direct and indirect consequences of the conflict? Perhaps this may relate to the military industrial complex (think Hossein Zadeh's reading), perhaps to various industries?

4. How would an objective independent set of international observers assess the conflict in terms of international law/ human rights violations? Your paper, if you go this route, should seek to see the conflict from the perspective of the invaded- the Iraqis, Afghanis, Guatemalans, Iranians, Cubans, Chileans etc.

Criminal Justice Focus: Examine the criminal justice system in the U.S and its salient racial, and class biases. Your paper can focus on the targeting of migrant workers, police/community relations and police brutality, and/or mass incarceration. Questions that should be examined (given your choice of focus)

1. Why does the U.S. incarcerate more people than any other country on the planet? What drives mass incarceration in the United States? Or, how are police community relations different in the US than in the UK, Germany, Norway or alternatively in countries in Latin America? Are these methods effective at crime reduction? If not, what might work better?

2. How does mass incarceration/police violence impact communities? Who benefits from mass incarceration, and how do they benefit from it? How does the system of mass incarceration obtain support? Contrast the US system with those of other societies.

3. Use the sociological theories examined in class and in readings to help explain the dialectical (interactive) relationship between inequality (both on class and racial lines), crime and criminal justice.

4. How might the current system be transformed? Again, you may want to look at criminal justice systems in other countries.

Different Topic: If you wish to explore a separate topic that you wish to explore, you must obtain prior approval. **Capitalism and the environment** would be one that I would approve of- there are many ways to develop this in line with the assignment. I did not include it on the list because we do not cover those readings until the end of the semester. I may approve of other topics to focus on, but they must make ample use of in-class readings, and as with the above examples, a solid outline must be submitted.

You will have considerable freedom to develop your paper but there are certain rules by which your paper must abide. Papers will lose points if the following criteria are not met:

1. You must include at least 5 bibliographic references. These must be appropriately cited at the end of the paper. All references must include the authors' or author's last and first name(s), the year published, the title of the article or book, the name of the journal or publisher, and where it was published. I expect a minimum of two in class-readings cited along with two relevant scholarly sources from outside the class. Five bibliographic references are the MINIMUM. Points will be deducted if you do not meet this requirement.

2. To count towards the bibliographic reference requirement, the references must be scholarly. This means they must come from either books of scholars or must be articles published in scholarly journals. If you have questions on this please see me.

3. At least two of the references must be from the class readings. Your references should NOT depend entirely on class readings however. This means that library research is essential.

4. Your work must include in-text citations. All references must be cited in the text and all work cited in the text must be fully referenced in your bibliography or works cited section at the end of the paper. All quotations of authors must be in quotation marks and the in-text citation for quotations must include the page number. All in text citations must include the author's last name and the year the work was published in parenthesis. For example, (Blum 2004) or (Blum 2004: 328) when quoting.

5. Other criteria of evaluation- I evaluate student papers is according to the depth of analysis, the level and depth of interaction, the correctness and viabilities of the arguments, the level and quality of the evidence that you provide in support of the arguments that you are making, the degree to which you consciously pursue a position of social justice and capture the dimensions of the issues put forth, and the overall quality of the writing (correct spelling, grammar, professional/academic style (avoiding colloquialism and excessive use of the first person)).

6. In no circumstances will plagiarism be tolerated. A zero will result in this case. This means that you must not copy the works of either your classmates (this is not a group project) or other scholars and pass it off as your own. Honesty and integrity must be upheld in academic work. Plagiarism includes copying from another students work, having quotations without using quotation marks- even if you cite, copying and pasting work from the internet and trying to change a few words from the original to make it appear as your own.

How do you avoid plagiarism? Avoiding the problem is simple and is achieved by combining two main strategies. The first strategy is to quote with quotation marks and the correct citation including the authors name, year published and page number. For block quotes, the quotation marks are replaced by using a separate indentation style, spacing, and smaller font. The key purpose of quoting is it separates your words from someone else's. Paraphrasing (putting the concept into your own words and not using quotation marks) and including the correct citation material. These is how you MUST interact with original sources. The rest of the writing in your paper should be your ideas, reflecting on, and interacting with, the cited evidence that you have provided.

Course Policies

Class Participation and attendance:

The attendance and participation of students is vital for a positive and rewarding learning experience for everyone. Your presence is expected and students will be evaluated on their sharing of thoughts and class contribution. You will miss vital information if you are not present and alert in class. In the end it is your grade and your responsibility to know the information in the exams and to incorporate the information from class in your assignments. Individuals that

miss class and/or are not engaged during class, tend to hand in poorer work, and do more poorly in exams.

No one who is feeling ill should come to class. If you are sick, please send me an email and do not come to class.

Late Assignments: Late assignments will have up to 5 points deducted per day late. The penalty may be lower or waived for health concerns.

However, with the exception of severe illness, after a week has gone by or more than half of the points have been eroded due to tardiness, grading begins at half credit. This often results in a virtual zero, once discounts for errors, grammar and other criteria are taken into account. Again, you will need to communicate with me via email:

isaac.christiansen@msutexas.edu

No assignments may be handed in during finals week, except under the most extreme of circumstances. Do not sabotage your grade by handing in late work!

Missed exam policy: No missed exams will be allowed to be retaken without instructor approval based on *evidence* (doctor's note, university letter) that indicates the person missed the test due to a legitimate emergency, illness and/or school function. **All missed exams must be made up within two weeks-with exceptions of a case of serious illness evaluated on a case by case basis.** The exam *may* also be different than the exam given to the rest of the class, and no bonus question will appear on the make-up exam. No exam may be made up after the week prior to final exams.

Learning Environment Please keep in mind that everyone has a different learning style and we need to collectively keep distractions to a minimum. ***PLEASE STAY OFF YOUR CELL PHONES AND OTHER ELECTRONIC DEVICES IN CLASS.*** I will respect you and I also expect you do give your fellow classmates and me that same respect. If you are disruptive in class you will first be given a warning, the second time it occurs, you will be asked to leave.

Show up on time and do not leave early.

Cell phones and electronic devices: Not permitted during class time. Turn off or silence your cellular telephones before coming to class. Sending text messages is distracting and is strictly prohibited. Laptop use is generally prohibited during class time. No use of iPods or other listening devices will be tolerated. Please focus on the task at hand.

Syllabus modifications: The professor reserves the right to make adjustments or improvements to the syllabus during the semester. You will be notified of all changes.

Cheating, Plagiarism, and Academic Dishonesty:

At no time will any form of cheating or plagiarism of any kind be allowed. Students are attending the university to learn and cannot do so if they do not complete their own work. Academic dishonesty is a serious ethical violation and will not be tolerated. I expect that these standards will be met, and I will hold students to them.

Plagiarism is according to the New Oxford Dictionary is “the practice of taking someone else’s work and passing it off as your own”. This means in academic practice copying someone else’s work and ideas, without quoting and citing as appropriate.

Potential consequences of plagiarism or academic dishonesty include failing the article review, assignment, exam and/or quiz at a minimum. Other consequences include failing or being dropped from the entire course and the filing of the Academic Misconduct Form that will remain on your college records.

Americans with Disabilities Act:

If a student has an established disability as defined by the Americans with Disabilities Act (ADAAA) and would like to request accommodation, that student should please contact me as soon as possible. Any student requesting accommodations should first contact Disability Support Services at 940-397-4140 in room 168 Clark Student Center to document and coordinate reasonable accommodations if they have not already done so.

Campus Concealed Carry

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage at <https://mwsu.edu/campus-carry/rules-policies>.