



SYLLABUS: Global Social Problems Fall 2024 ***SOCL 2233 Section X10, CRN = 11259, ONLINE - asynchronous***

Contact Information

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Course Overview and Objectives:

This course on Social Problems provides the student a good introduction and overview of a range of social problems both in the U.S. and globally. We examine inequality (national and international), racial discrimination, crime and prisons, war and empire, and the environmental crisis from a sociological perspective. We 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 examine U.S. foreign policy, empire and war. We close the course with a look at the environmental crisis already upon us. This course imparts on the students a critical understanding of these issues and their impact on 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.

Course Navigation

This course is an online course, so it is important to understand how to get around. All readings that are not in the Heiner book (see below) will be available by clicking first on the Content tab under the module for the section we are covering. To complete assignments you will have to click on 'Assignments' under the 'Assessments' tab. This will take you to the dropbox. All submissions will be checked for plagiarism and AI usage.

All of the discussion board entries will be available under 'Discussions', which is under the 'Communications' tab. I will make periodic announcements that should be visible from the course home page. Tests and Quizzes will be available by clicking on Tests located under the Assessments Tab.

When reviewing online PowerPoints there are often hyperlinks. These links will take you to relevant videos, or other sources. Please be sure to click on those hyperlinks so that you can get more information.

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.
- 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. 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.
- Christiansen, Isaac. 2021. "Linkages Between Economic and Military Forms of Imperialism. *World Review of Political Economy*. 11(3) 337-356.
- 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 Szélenyi. Boulder, CO: Westview Press.

- 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.
- Hickel, Jason. 2017. "The End of Poverty... Has Been Postponed" Pp 33-60 in *The Divide: Global Inequality From Conquest to Free Markets*. W.W. Norton Company. 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.
- 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. "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. 2004. "Cuba 1959 to 1980s: The Unforgivable Revolution" Pp 184 to 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.
- 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.
- 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.
- Oxfam. 2021. "The Inequality Virus" *Oxfam Briefing Paper*. Oxford. U.K.
- 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 Francisco, 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:

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. Longer readings are generally scheduled over weekends to allow you to have more time to read through them. To test your own knowledge, you should be able to answer the questions at the end of each chapter correctly.

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.

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:

| Date | Topics | Readings | Due dates |
|------------------------------|------------------------------------|-----------------------------|---|
| Week 1 8/26 - 8/27 | Intro to GSP | Heiner Ch. 1; | |
| 8/28 - 8/29 | Media and Propaganda | | |
| Week 2 9/2 - 9/3 | Capitalism, Poverty and Inequality | Heiner Ch. 2; | |
| 9/4 - 9/5 | Capitalism, Poverty and Inequality | Davis and Moore | |
| Week 3 9/9 - 9/10 | Capitalism, Poverty and | Yates 2003 | Discussion I over Yates 2003 and Davis and Moore (initial post 9/9- reply to classmates due by 9/10) |
| 9/11 - 9/12 | Global Inequality | Parenti 2011 Ch. 5 | Quiz 1 9/12 |
| Week 4 9-16-9/17 | Global Inequality | Hickel 2017 | |
| 9/18- 9/19 | Global Inequality | Yates 2016 | |
| Week 5 9/23-9/25 | Global Inequality | Navarro 2014 | Discussion Board II Initial Post 9/23 Follow Up 9/24 Bonus Summary I 9/25 |
| 9/26 | First Exam | First Exam | First Exam |
| Week 6 9/30-10/1 | Inequality and Health | Heiner pp 90-96; Farmer; | |

| Date | Topics | Readings | Due dates |
|-------------------------------|---|---|--|
| 10/2- 10/3 | Inequality and Health | Laster Pirtle (2020); Navarro and Shi (2001); | Discussion Board III Initial Post 10/3 Reply to Classmate 10/4 |
| Week 7 10/7-10/8 | Racial Inequality | Heiner 3; Yates 2020 | |
| 10/9-10/10 | Racial Inequality | Furman et al. 2013; | Quiz II 10/10 |
| Week 8 10/14-10/15 | Crime (National focus; sociological theory) | Heiner Ch 5 | |
| 10/16-10/17 | Crime | Clear | Bonus Summary 10/17 Yates 2020, Furman Clear or Thompson |
| Week 9 10/21-10/23 | Crime and Prisons | Thompson | Discussion Board IV Initial Post 10/21 Reply to classmate 10/22 Quiz 3 10/23 |
| 10/24 | Second Exam | Second Exam | Second Exam |
| Week 10 10/28-10/29 | War and Empire | Christiansen 2021 | |

| Date | Topics | Readings | Due dates |
|-------------------------------|--|--------------------------------|---|
| 10/30-10/31 | War and Empire | Parenti 2011 chapter 8 Cuba | Final Paper Outline Due |
| Week 11 11/4-11/5 | War and Military Industrial Complex | Hosseini-Zadeh | |
| 11/6-11/7 | War | Blum 2014 (Iraq) | Investigate Imperialism Due 11/7 |
| Week 12 11/11-11/12 | War | Chomsky 2006 | Discussion Board V Initial post 11/11- Reply to classmates 11/12 |
| 11/13-11/14 | Politics, Democracy, Human Rights | Parenti 2011 | Quiz 4 11/13 |
| Week 13 11/18-11/19 | Politics, Democracy, Human Rights | Herman and Chomsky | Bonus Summary II Christiansen or Herman and Chomsky |
| 11/20-11/21 | Israel/Palestine Case Study | Avnery | Discussion VI Initial Post 11/21 Reply to Classmate 11/22 |
| Week 14 11/26 | Israel/Palestine Case Study | Finklestein | Final Paper Due Sunday Night 11/24 Quiz 5 11/26 |
| 11/28 | THANKSGIVING | | |
| Week 15 12/3 | Environment | Heiner Ch.6 | |
| 12/5 | | Foster and Clark | |
| FINAL WEEK | Due 12/11 | Third Exam | Third Exam |

Grading Criteria:

Assignment weights:

| Assignment | Points |
|---|--------|
| Quizzes (5*10 pts lowest score dropped) | 40 |
| Discussion Boards (6*15 pts) | 90 |
| Investigate Imperialism | 50 |
| Final Paper Outline | 20 |
| Exams (3*100 pts) | 300 |
| Final Paper | 100 |
| Total | 600 |

Grading Scale:

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

Discussion Boards

Discussion board entries are worth a total of 15 points, 10 points for the initial post and 5 points for the follow up. You will write a set of comments/questions that cover the relevant readings as indicated in the course calendar. To earn full points for the discussion postings, please be sure that you have fully addressed and thought through the questions or the reflection that you are posting about. After posting your initial entry as a thread in the discussion you must post on at least one response to someone else's posts. This post should be a meaningful engagement with the other person's post to capture the full 5 points and is due the following day. The goal is to promote meaningful participation in the online environment. The comments to other students' posts will be worth an additional 5 points and will be due the day after the initial post.

Investigate Imperialism

You are to select three of the following items on the list, investigate on your own and find out the following:

- What (or who) were the items on the list?
- What is their significance?
- What are the ethical implications?
- What was the political economic context and how does it fit into the broader picture of our class?
- What does this tell you about the history that you have been taught and the history that you have not been taught?

You will have to look these up on your own.

Two to three full paragraphs are required for each item selected to obtain credit. You must answer completely to receive full credit. This requires some research and hunting. Wikipedia will not give you enough information to answer most of these well, so you may have to dig some. Some of the books from which you have readings may have information on what is in here, but this is addition to the assigned readings. This is also to let you know that what I have assigned you in this chapter is just the tip of a very large iceberg. When there is more than one item listed in an item - it still counts as only one of the three that you need to select. Here you are looking for the connections among these clues. The people/places/operations are related to one another and in turn relate to the material and perspectives provided in this subsection of the course.

1. Operation Mongoose
2. Operation Condor
3. Operation Gladio/Walter Kopp/West Germany
4. Operation Ajax
5. The School of the Americas
6. The Atlacatl Battalion/Domingo Motezuma/El Mozote
7. Suharto/Anak Agung Bagus Sutedja/Edward Masters/PKI
8. Dan Mitrione/Uruguay
9. The Bodo League/Sygnman Rhee
10. Patrice Lumumba/Moises Tshombe/uranium/Allen Dulles
11. Reinhard Gehlen/The Gehlen Organization
12. The Phoenix Program/My Lai/ Phu Quoc Prison
13. Luis Posada Carriles /Cubana de aviación/University of Panamá
14. Abu Ghraib/Bradley (Chelsea) Manning/Namir Noor-Eldeen
15. Ukrainian Insurgent Army/Stephan Bandera/Poroshenko/Azov/Victoria Nuland Manuel Zelaya-Hillary Clinton-Berta Caceres

As always, you must provide sources for all factual claims and full bibliographic references.

Use of AI is not allowed and will be considered as plagiarism. To avoid any confusion, please do not use Grammarly, while it should not set off the detector, and should not for high percentages, it is possible. Therefore, stick with the standard spell and grammar check in Microsoft Word. Papers that come back as AI generated, and are determined to be so, will be given a zero.

Bonus 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 are worth up to five extra credit points each. 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.

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). This is due deliberately about half way through the course- so I can give you some feedback about your plan. 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. There are some idea suggestions and general structures below in the description of Final Paper, to help get you started. You may not want to address all of those components. In general, it is important to both have context and some depth to your paper. In addition, you must include the references of at least three of the sources that you have identified *at this stage of the process*. The outline is worth 20 points. It is best to begin your paper early, so you have time to cite properly, proofread, make changes, and develop your ideas without excessive pressure.

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?
 - a. Does it appear to be increasing or decreasing? Why?
 - b. What are the primary explanations?
 - c. 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?
 - a. Here you must make use of sociological theory.
3. What are some of the consequences of this inequality?
 - a. 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?
 - a. Were those reasons genuine? Why or why not?
 - b. What is the relevant history here?
 - c. Here you should examine the disparity between official rhetoric and underlying (less advertised) geopolitical and economic reasons. Provide sources for all facts/data provided.
 - d. *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?
 - a. Did they give equal attention to victims (American vs. others)?
 - b. 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?
 - a. Describe the direct and indirect consequences of the conflict?
 - b. 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?
 - a. 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?
 - a. What drives mass incarceration in the United States?
 - b. Or, how are police community relations different in the US than in the UK, Germany, Norway or alternatively in countries in Latin America?
 - c. Are these methods effective at crime reduction? If not, what might work better?
2. How does mass incarceration/police violence impact communities?
 - a. Who benefits from mass incarceration, and how do they benefit from it?
 - b. How does the system of mass incarceration obtain support?
 - c. 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?

- a. 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:

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.

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.

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.

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.

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).

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 student's 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 author's 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 are 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.

Use of AI is not allowed and will be considered as plagiarism. To avoid any confusion, please do not use Grammarly, while it should not set off the detector, and should not for high percentages, it is possible. Therefore, stick with the standard spell and grammar check in Microsoft Word. Papers that come back as AI generated, and are determined to be so, will be given a zero.

Course Policies

Class Participation and attendance:

It is expected that you watch the online lectures and videos. They are essentially required as attendance.

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.

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.

Using AI to write your paper is obviously not allowed.

It will be treated the same as if you paid someone else to write your paper and you will most likely **receive a zero** if AI is detected. In the case of AI being detected on your paper, I will contact you and try to determine if the AI detection is a false positive. If the AI determination has been accurately assigned (and the detection system has a very low false positive rate) and indeed your paper has been determined not to have been written or researched by you, but that AI has done the work and you have not, you will receive a zero and it will be treated as academic dishonest. See your student handbook with further questions.

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 Campus Carry Webpage](#).

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at
https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit
<https://msutexas.edu/titleix/>