



SYLLABUS: Global Social Problems Spring 2026

SOCL 2233 Section 201 CRN = 20123

Days: M, W, F 10:00- 10:50

Room = Martin Hall 106

Contact information

Instructor information

Isaac Christiansen, PhD, Associate Professor of Sociology

Office location

Prothro-Yeager Hall, Room O-133

Office Hours

M and W 8:50- 9:50 a.m.; 1:30 – 2:30 p.m. T 1:30-2:30 p.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 Book:

Christiansen, Isaac. 2026. *Introduction to Global Social Problems: Understanding Inequalities of Power and Social Justice*. Routledge. New York.

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:

Course Schedule	Topics	Readings	Due dates
Week 1 1/19	MLK Day		
1/21 1/23	Introduction to Social Problems Media and Propaganda	Christiansen 1 (Pp1-16)	
Week 2 1/26	Theory	Christiansen 1 (pp 16-23)	
1/28 1/30	Capitalism, Poverty and Inequality Capitalism, Poverty and Inequality	Christiansen Chapter 2: Pp 26-46	
Week 3 2/2 2/4 2/6	Capitalism and Inequality Capitalism and Inequality Capitalism and Inequality	Christiansen Chapter 2: (Pp 47-84)	QUIZ 1 2/6
Week 4 2/9 2/11 2/13	Finish Capitalism and Inequality and begin Global Inequality Global Inequality Global Inequality	Christiansen Chapter 3 (Pp 91-116)	
Week 5 2/16 2/18 2/20	Global Inequality Global Inequality Global Inequality	Finish Chapter 3 (Pp116-133) Review chapters 1-3 for exam	Investigate Inequality 2/16 Quiz II 2/20

Course Schedule	Topics	Readings	Due dates
Week 6 2/23	First Exam		
2/25 2/27	Health Inequality Health Inequality	Christiansen Chapter 4 (Pp139-165)	
Week 7 3/2	Health Inequality	Finish Chapter 4 (Pp166-182)	
3/4	Finish Health and begin Racial and Ethnic Inequality	Christiansen Chapter 5 (Pp 190-216)	
3/6	Racial and Ethnic Inequality		
3/10-3/14	Spring Break		
Week 8 3/16	Racial Inequality	Christiansen Chapter 5 (Pp 216-232)	QUIZ 3 3/16
3/18	Finish Racial inequality begin Crime, Deviance, Prisons	Christiansen Chapter 6 (Pp 239-255)	
3/20	Crime, Deviance, Prisons		
Week 9 3/23	Crime, Deviance, Prisons	Christiansen Chapter 6 (Pp 255-269)	Quiz 4 3/27
3/25	Crime, Deviance, Prisons		
3/27	Finish Crime and Deviance		
Week 10 3/30	Exam II		
4/1	War and Empire	Christiansen chapter 7 (Pp 298-315)	
4/3	Holiday Break		

Course Schedule	Topics	Readings	Due dates
Week 11 4/6 4/8 4/10	War and Empire War and Empire War and Empire	Christiansen chapter 7 (Pp 315-351)	Outline for Final Paper Due 4/10
Week 12 4/13 4/15 4/17	War and Empire War and Empire War and Empire	Christiansen 7 (Pp351-369)	Investigate Imperialism Assignment Due 4/15 Quiz 5 4/17
Week 13 4/20 4/22 4/24	War and Empire Nationalism, Democracies, and Political Systems Nationalism, Democracies, and Political Systems	Christiansen 8: (381-413)	
Week 14 4/27 4/29 5/1	Nationalism, Democracies, and Human Rights: Israel/Palestine Israel Palestine Israel/Palestine Documentary	Christiansen 8: (414-451)	Quiz 6 4/27
Week 15 5/4 5/6 5/8	Population and Environment Population and Environment Finish up!	Christiansen Chapter 9 (464-498)	FINAL PAPER DUE 5/3 (Sunday night)

Course Schedule	Topics	Readings	Due dates
FINAL Week Wednesday 5/13 @ 10:30	Exam III		

Grading Criteria:

Assignment weights:

Assignment	Points
Quizzes (6*10 pts lowest score dropped)	50
Investigate Inequality	40
Attendance	30
Investigate Imperialism	40
Final Paper Outline	10
Final Paper	50
Exams (3*50)	150
Total	370

Grading Scale

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

Course Assignments:

Investigate Inequality:

Instructions

For this assignment, you will need to go to the World Inequality Lab, World Inequality Database website <https://wid.world/> . You will also need a separate Microsoft Word document to write down your answers.

First, click on World in the top. This will open a choropleth map of the world which shows countries with the top 10% share, and a line graph on the bottom which we will soon simplify.

Part 1: Within Country Inequality

1. Looking at the map, which countries of the world are the most unequal as measured by the share of national **income** going to the richest 10%? (This is the default measure when you open up the web page. You can hover your cursor over the countries and it will provide you the figure. You can click on the downward pointing arrow to make the map bigger and you can also zoom in with the tool on the right of the map). List five countries you looked at and the percentage going to the top 10%.
2. Now, change the indicator on the left side of the screen, under Key Indicators and **Income Inequality**, to **Bottom 50% Share**. Where are the poorest half of the world worse off? Where are they better off? List five countries where the poorest half of the world worse off and write down the the percentage share for the bottom 50 for these countries. What are the regions where the poorest half tend to be better off? List five countries where are they better off, and write down the percentage share for the bottom 50 for these countries. Are they the same countries where the richest ten percent received the most income also areas where the poorest 50% received the least?
3. Now, on the left hand side of the screen, under key indicators, **under wealth inequality** click on the **Top 10% share**. Looking at the map, which countries of the world do the richest 10% have the highest share of **wealth**? List five countries you looked at and the percentage going to the top 10%.
4. Now, on the left hand side of the screen, under key indicators, under wealth inequality click on **Bottom 50% Share**. Looking at the map, which countries of the world do the richest 10% have the highest share of **wealth**? What are the regions where the poorest half tend to be worse off? List five countries where the poorest half of the world worse off and write down the the percentage share for the bottom 50 for these countries. What are the regions where the poorest half tend to be better off? List five countries where are they better off, and write down the percentage share for the bottom 50 for these countries. Are they the same countries where the richest ten percent received the most income also areas where the poorest 50% received the least?

Part 2: Global Inequality

5. Now, go back to the left side of the screen and click **more indicators**, click on **Income Inequality**, then under Basic Indicators click on **GINI coefficient**, then click **Next**. Instead of looking at that map, look at the line graph below. (You can click the upward arrow in the middle of the screen to make the line graph bigger and easier to read). Now I want you to x out all the countries there with the exception of World on the bottom of the screen so there is just one line showing. Hover your cursor over the line to see the Gini coefficient for the most recent year. Write the number down.

6. Now, under **more indicators**, click on **Income Inequality**, then **Top 10/Bottom 50 ratio** then click **next**. In the Pop up box that appears, click OK. Again, we are going to look at the line graph which should still just have the world. (You can click the upward arrow in the middle of the screen to make the line graph bigger and easier to read). Now I want you to x out all the countries there with the exception of World on the bottom of the screen so there is just one line showing. Hover your cursor over the line to see the Gini coefficient for the most recent year. How many times larger was the income share of the world's richest 10% receive compared to the bottom 50%?
7. Now, go back to the left side of the screen and click **more indicators**, click on **Wealth Inequality**, then under Basic Indicators click on **GINI coefficient**, then click **Next**, then click **OK** on the Net Personal Wealth screen. Instead of looking at that map, look at the line graph below. Now I want you to x out all the countries there with the exception of World on the bottom of the screen so there is just one line showing. Hover your cursor over the line to see the Gini coefficient for the most recent year. Write the number down.
8. Now, go back to the left side of the screen and click **more indicators**, click on **Wealth Inequality**, then under Basic Indicators click on **Top 10/Bottom 50 ratio**, then click **Next**, then click **OK** on the Net Personal Wealth screen. Instead of looking at that map, look at the line graph below. Again only the line graph representing the World should be showing. Hover your cursor over the line to see the top 10/bottom 50 wealth ration for the most recent year for the world. Write the number down. What does this number mean?

Reflection and analysis:

Think about the data gathered and what you read in chapters two and three. Be sure to fully address each question and remember to cite your sources.

9. What forces discussed in these chapters might help explain the within country inequality observed in part one of the assignment? Why might some countries be so much more unequal than others? What steps might be taken to help alleviate that.
10. Where is global inequality going? According to what you read in chapter three what is driving that trend? What processes have led to such high levels of global inequality historically?

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 **at a minimum** 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 Moterrossa/El Mozote
7. Suharto/Anak Agug 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 Phenix 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
16. 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. See the more detailed statement on AI below.

Quizzes:

Quizzes 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*. You must cite our textbook, so in addition to the textbook you will need four other sources. 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. **You must cite the textbook. All other sources must be approved.** 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 or other academic sources. If you have questions on this please see me.

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 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.

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:

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 truly ill should come to class. If you are sick, please send me an email and do not come to class. Attendance has a value of 30 points. You are allotted two absences (for which no explanation is necessary). After this day, six points will be deducted from this “bank” of 30 attendance points for each absence. Only under illness, extreme circumstances or university activities that conflict with class will this penalty be waved.

Show up on time and do not leave early. Excessive tardiness or leaving early may be counted as an absence at the professor’s discretion.

Cell phones and electronic devices: Generally, 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, although exceptions are given if used exclusively for note taking. No use of iPods or other listening devices will be tolerated. Please focus on the task at hand. If you are on the phone during class, for example, watching a movie on your phone with earphones during the screening of a documentary, I may count you absent, because while you are physically in class, you are not mentally in 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.

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 or on any written assignment is strictly not allowed.

Use of generative AI, AI masking technologies, and other ways to try to avoid writing the paper yourself 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. Please avoid Quill Bot, Grammarly and other software that suggests new phrasing. Phrasing suggested by this software is often tagged as AI, this results in an investigation, and a lot of avoidable stress for the student. As an alternative, just run the standard spell and grammar check on Microsoft Word. Use your own words. I am not here to grade the work of a machine, they are not taking my class, you are! If you stay in my class, you are implicitly agreeing to these conditions.

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 the Student Wellness 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/>