

SOCI


DR. ALEKSANDRA V. CREGLER



FALL 2025

CONTEMPORARY SOCIAL
PROBLEMS

106



THE FIRST STEP IN
SOLVING ANY
SOCIAL PROBLEM IS
UNDERSTANDING IT.
EDUCATION IS THE
KEY TO THAT
UNDERSTANDING.

Jane Addams



CONTEMPORARY SOCIAL PROBLEMS

WHY DO SOME PROBLEMS PERSIST, EVEN WHEN WE KNOW THEY'RE CAUSING HARM? WHO DECIDES WHAT COUNTS AS A "PROBLEM" IN THE FIRST PLACE? IN CONTEMPORARY SOCIAL PROBLEMS, WE'LL EXPLORE THESE QUESTIONS BY EXAMINING THE EVERYDAY REALITIES BEHIND SOME OF SOCIETY'S MOST URGENT CHALLENGES - FROM INEQUALITY TO ENVIRONMENTAL CRISIS AND MENTAL HEALTH.

THIS COURSE EXPLORES THE ROOTS OF TODAY'S MOST URGENT SOCIAL ISSUES, EXAMINING HOW THEY EMERGE, WHO IS IMPACTED, AND WHAT MEANINGFUL RESPONSES MIGHT LOOK LIKE. WE'LL ANALYZE REAL-LIFE STORIES, UNPACK COMPLEX SYSTEMS, AND ENGAGE WITH VOICES OFTEN LEFT OUT OF MAINSTREAM CONVERSATIONS.

YOU'LL BUILD THE TOOLS TO THINK CRITICALLY, SPEAK THOUGHTFULLY, AND IMAGINE NEW POSSIBILITIES FOR SOCIAL CHANGE. WHETHER YOU'RE LOOKING TO BETTER UNDERSTAND THE WORLD, OR HELP CHANGE IT, THIS COURSE IS A STARTING POINT.

ASYNCHRONOUS ONLINE COURSE

INSTRUCTOR: DR. ALEKSANDRA V. CREGLER



Welcome!
I'm so glad you're here.

This course is an invitation to pause, to question, and to look more closely at the world around you. We'll explore some of the most urgent social issues of our time: poverty, climate change, inequality, technology, and more. These are all realities shaping lives, communities, and the future we're all a part of.

Sociology gives us tools to make sense of these complex problems. It helps us ask better questions, uncover hidden patterns, and connect individual experiences to larger systems. Along the way, we'll also borrow insights from psychology, political science, economics, and other fields, because real-world problems don't come with tidy labels.

This course is about expanding how we see, think, and care. You'll engage with case studies, current events, reflective writing, and lively discussions. You'll connect what we learn to your own life and the communities you care about.

Most of all, I hope this course challenges you to think critically and feel deeply and to recognize your role as more than just as a student - as a thoughtful, engaged human navigating a complicated world.

There's a lot to explore and even more to imagine!

Dr. Aleksandra V. Cregler

In addition to the goal that "you will be thoroughly versed in the topics of "contemporary social problems", there are a number of more specific learning outcomes the successful student will experience in this course:

- Develop a critical and analytical mindset to comprehend the complexities of contemporary social problems.
- Examine the role of institutions, social class, and globalization in perpetuating social challenges.
- Deepen your understanding of the intersections of race, gender, and inequality, and their impacts on society.
- Explore the psychological and economic dimensions of social problems.
- Foster empathy, social responsibility, and a commitment to social justice.
- Engage in group discussions, collaborative projects, and interactive activities to create a supportive and inclusive learning environment, promoting the exchange of diverse perspectives and ideas.

in THIS
class
you WILL
Learn...

MEET YOUR PROFESSOR

Hello!

My pronouns are **she/her**.

You may refer to me as **Professor Cregler**, or **Dr. Cregler**.

My preference is that you do not refer to me by my first name.

Born and raised in Macedonia (Eastern Europe), I come from a family with a rich tradition in education. I have collaborated with upper-level governmental departments in my native country, engaging with notable figures such as the President, the Secretary of Education and Foreign Affairs, the Mayor of Tyler, TX, and engaged with institutions like the FBI, the National Institute of Health, as well as various international diplomatic embassies and consulates.

My educational background includes a degree in Sociology, a master's degree in Cultural Studies with a focus on Intercultural Communication, and a doctorate specializing in Social Psychology. As a published author, I bring extensive applied experience to my areas of expertise.

My work is all about making connections between big ideas and everyday life, between research and real people. I've had the chance to collaborate with universities like Princeton, Harvard, and the University of Bologna, but what drives me most is using sociology to better understand and improve the world around us.

My current research looks at the challenges faced by vulnerable communities and how our everyday interactions shape identity and social reality.

More than anything, I care about helping students grow - in how they think, what they question, and how they show up in the world. In my classes, you'll be encouraged to stay curious, think critically, and keep learning far beyond the semester.



ACREGLER@UTTYLER.EDU

CAS 144



OFFICE HOURS: T/TH 2:00 PM - 3:00 PM
OR BY APPOINTMNET



UTTyler
THE UNIVERSITY OF TEXAS AT TYLER

MY *values*

WHAT YOU CAN EXPECT FROM ME #1

PROFESSIONAL

What is a professor if they're not professional? All the professors you will meet at UT Tyler will treat you with respect. We understand that, even though you are students, you are adults. Classes are also constructed in a nondiscriminatory way that gives everyone an equal opportunity to learn and feel comfortable while taking the course. You should never feel undermined. Being professional is in the job description at UT Tyler, and you can expect us to act like the professional professors we are.

REASONABLE

Your professor isn't going to be your best friend or your babysitter. We're here to teach and you're here to learn. Expect to be appropriately challenged. Our goal is to help prepare you for the "real world" and get you to the level you need to be at to do well in the future.

We understand you're still human and life can be unpredictable. The professors at UT Tyler do their best to work with each student, especially when it comes to unforeseen circumstances. While every professor handles a situation differently (and in ways that can seem harsh), we're not trying to run you out of college, and nothing will be given to you that you can't handle.

ORGANIZED

You can expect a syllabus to be given to you at the beginning of every course and feel confident that your college professor will make good use of your time.

FAIR

The professors at UT Tyler are required to treat every student equally. The same expectations are applied to everyone, and the grade you receive in a class is the grade you've earned. While the standards expected of their students varies by the professor, everyone is held to the same ones, and they are certain to be clearly outlined in the course syllabus or on the first day of class.

ENTHUSIASTIC

The professors at UT Tyler are equally enthusiastic about the subject and their students. We want you to learn and grow, and in truth are still growing ourselves. Feel free to ask us about our experience in the field or questions outside of an assignment.

While Sociology isn't exactly an action movie, I will do my best to make the material entertaining. Expect each professor to put their own spin on the material and embrace that learning can be fun.

MY *values*

WHAT YOU CAN EXPECT FROM ME #2

SINCERE

A professor can't be enthusiastic without being sincere. We truly want you to do well and spread our passion for a subject. You can rest assured that a professor isn't going to lie to you on a subject or waste your time when we are as passionate about your education as you are.

STRICT

I know this word has a negative connotation, but it's actually desirable in a professor. When I say strict, I mean your professors will demand that certain rules concerning behavior are followed. This is necessary to keep the class in order and genuinely help you focus on your education. Instead of getting in trouble, however, the strictness comes in making you take responsibility for your actions, often resulting in a failing grade and tuition money down the drain.

OPTIMISTIC

You come to college because you're excited about the future and what you'll make of it. Professors go into teaching because they feel the same passion for learning. While no, not every professor you have is going to be bubbly and bursting with smiles, we are always hopeful for our students, and grateful to be here at UT Tyler. As long as you're willing to learn, even if you've hit burnout, we'll be there to help you push forward and improve.

RESPONSIVE

Possibly the most important thing a professor should be is responsive. Questions, comments, and interaction both in and out of the classroom are encouraged. Professors usually have scheduled office hours when you can ask for help. I also share my email so you may get in contact that way.

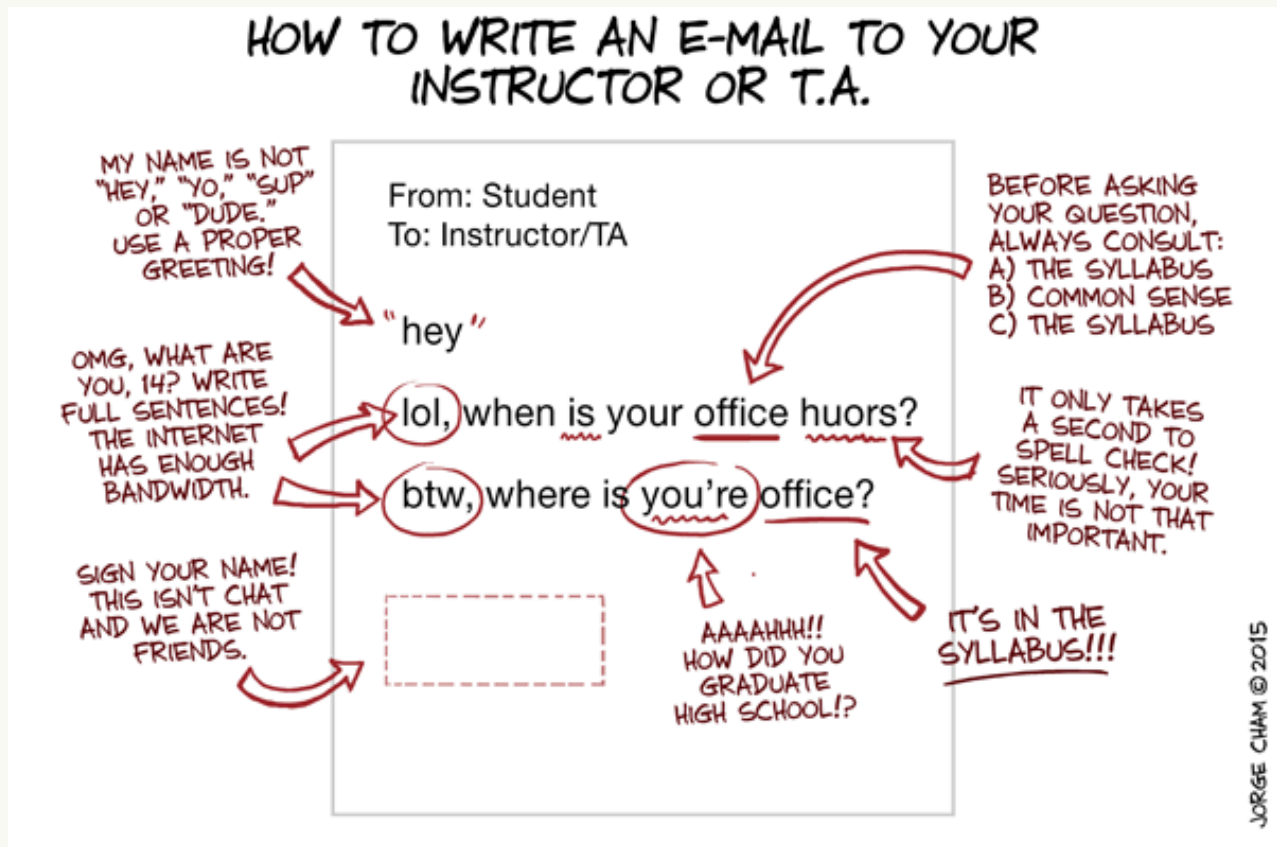
TRANSPARENT

You will always know what to expect from me. I'll explain clearly how assignments are graded, what the expectations are, and why certain policies exist. If I make a change, I'll tell you why. I don't believe in hidden rules or surprises! Our class works best when everyone knows the "why" behind what we're doing.

APPROACHABLE

Even though I set high expectations, I want you to feel comfortable reaching out. If you have questions, concerns, or just need to talk something through, I welcome that. You don't have to have the "perfect" question, I'd rather you ask than struggle in silence.

COMMUNICATION



OFFICE HOURS:

I'm available for office hours on Tuesdays and Thursdays from 2-3 PM, or anytime by appointment. Feel free to reach out - I'm always happy to chat, whether it's about the course, your ideas, or anything else on your mind.

What are "office hours"? This is a time where you can reasonably expect to get in immediate touch with me. In university, office hours are times when your professor is literally in their office to answer questions, have meetings, walk you through an assignment, give you feedback, etc.

If you have any questions, need feedback, are confused about an assignment, or just want to talk, I'll be available that time!

**Please note that these times are subject to change. This is time for all of my students, so I may not be available at all times. Please email me ahead of time to confirm you want to meet so that I make sure I have time for everyone. ALSO, even if it's not an "office hour" please feel free to reach out at ANY TIME. I will do my best to respond as quickly as possible.*

OFFICE ADDRESS: CAS 144

And I am always available via email.

EMAIL : Canvas (for class-related questions)
acregler@uttyler.edu (for non-class related questions)

- We receive a lot of emails and notifications. To lower the risk of emails getting lost in Junk folders, or system errors, I prefer Canvas for communication with current students.
- Due to large number of students this semester, if/when sending me a direct email, please indicate clearly to which class you are referring in your emails to me.
- I endeavor to respond to emails within 2 days. If you don't receive a reply from me longer than that, it is likely that I did not receive your email, so please forward/re-send it again.

EMAIL ETIQUETTE

EMAIL ETIQUETTE IS IMPORTANT IN A COLLEGE SETTING BECAUSE EMAIL IS OFTEN THE MAIN MODE OF COMMUNICATION BETWEEN STUDENTS AND PROFESSORS. STUDENTS MAY HAVE TROUBLE COMMUNICATING IN THE CLASSROOM IF THE CLASS IS LARGE, AND STUDENTS MAY BE UNABLE TO VISIT PROFESSORS DURING THEIR OFFICE HOURS.

INNAPPROPRIATE EMAIL TOPICS:

Be aware that most professors receive a large volume of emails each day. Before you hit “send,” pause to consider if your question could be answered in another way. Please

DO NOT email if

- Your question is about an assignment due the same day - I may not see it in time.
- Your question is already answered in the syllabus, Canvas, or by a classmate.
- You are trying to turn in an assignment when the policy is to submit through Canvas (not email).
- You are requesting an extension last-minute (again, I may not see it in time).
- Your message requires an extended or detailed response better handled in office hours or a scheduled meeting.
- You want to share something confidential or personal - those conversations should happen face-to-face or in a private meeting. **

APPROPRIATE EMAIL TOPICS:

You may email your professor if

- your question cannot be answered by a classmate, the syllabus, or Canvas.
- you have a question about an assignment due after the next class session.
- you want clarification on course material or readings.
- you need to schedule a meeting or consultation.
- you have a personal circumstance (illness, emergency, university obligation) that may affect your class participation.
- you want to share something relevant to the course (an article, event, or idea).

*** Email isn't always private. It's possible to send something to the wrong person or have it forwarded. If it's sensitive, let's talk in person.*

- **I cannot respond to emails that ask some version of “How am I doing in this class?” If you'd like to discuss your progress, please email to set up an appointment.**
- **I only respond to emails sent from your official @patriots.edu account.**
- **I do not respond to requests to “round up” or “bump up” final grades, or to add extra credit opportunities at the end of the semester.**
- **I check email regularly during business hours, but not obsessively. You may not receive an immediate response. Please allow up to 48 business hours for a reply.**

EXAMPLE EMAIL TEMPLATE FOR COLLEGE STUDENTS:

Dear Professor **(insert professor's last name)**,

My name is **(insert your name)** and I am in your **(insert class name)** class. I hope that this emails finds you well.

I am writing because **(insert problem/issue)**. Is it possible to **(insert proposed solution/question)**.

Thank you so much for your time. Have a great rest of your day!

Sincerely,
(insert first and last name)

What YOU'LL NEED:

NO TEXTBOOK IS NEEDED FOR THIS CLASS!

LECTURES, READINGS, AND ACTIVITIES' MATERIALS WILL BE POSTED ON CANVAS.

REQUIRED MATERIALS:

- Access to internet
- Access to Canvas
- A positive attitude



NO PERSONAL DEVICE? NO WORRIES!

You'll have access to technology via **The Campus Computing Center** located in the *Ratcliff Building North, Room 3022*.

Office Hours: M-TH 7 AM – 11 PM
FRI 7 AM – 8 PM
SAT & SUN Noon – 10 PM
Ph: 903.565.5555

HAVING AN INTERNET OUTAGE ?

If you are experiencing an internet outage, consider these alternatives:

- All 3 of our UT TYLER campuses have computers and internet
- Find a local retailer (coffee shop, restaurant) that offers free Wi-Fi
- Go to your public library

* Please do not email me if you are having an internet outage. I will not respond as there are many other reliable options for internet access.

RESOURCES FOR STUDENTS:

UT Tyler Writing Center (903.565.5995),
writingcenter@uttyler.edu

UT Tyler Tutoring Center (903.565.5964),
tutoring@uttyler.edu

UT Tyler Counseling Center (903.566.7254)

University Health Clinic (UNC) (903.939.7870)

Student Accessibility and Resources (903.566.7079)

Military and Veterans Success Center (903.565.5972)

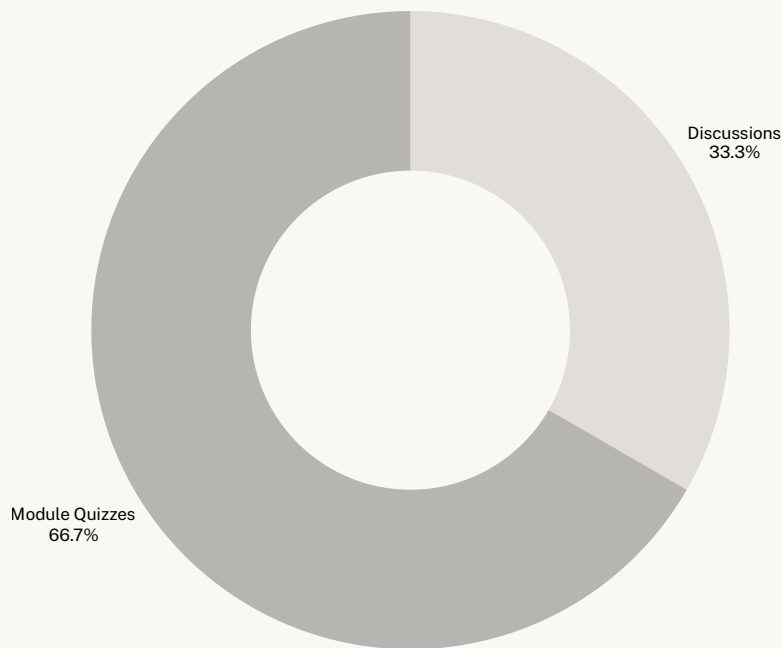
ABSENCES



Life happens - and sometimes, so do health challenges. If you need to miss class, please make every effort to let me know in advance. **For extended or significant absences, especially those affecting major assignments or exams, documentation is required.**

If your absence is due to a medical issue, **a doctor's note must clearly state that you were unable to attend class or participate on that specific day due to your condition.** A general note confirming a visit or a non-specific diagnosis (like a cold) will not be considered sufficient for excusing missed assignments or tests.

EVALUATION CRITERIA



UNIT QUIZZES (10 quizzes, each worth 10 points) - Each unit includes a short quiz to help you check your understanding and stay on track. Quizzes will have 20 questions (a mix of multiple choice and true/false), with each question worth 0.5 points. These are not meant to trick you, they’re here to reinforce key ideas and give both of us a sense of what’s working and what might need more attention. The true/false questions are designed to go beyond simple memorization and get you thinking critically about the material. Quizzes also help me see where I might adjust things to better support your learning. Think of them as a learning checkpoint.

UNIT DISCUSSIONS (10 discussions, each worth 5 points) - Each unit includes a discussion activity where you’ll explore real-life examples related to the topic. These are designed to help you think more deeply, apply what you’re learning, and see how sociology connects to everyday life. You’ll be asked to respond to a prompt with your own ideas, reflections, or experiences. To earn full credit, your comments should be thoughtful, relevant, and show genuine engagement with the material rather than a quick “check the box” reply. These discussions are also a space for you to ask questions, share perspectives, and learn from each other. The more you invest in them, the more rewarding they will be! Please also note that all posts must follow the course’s academic integrity and AI use policy: if your answer closely resembles that of a classmate, if AI use is not properly disclosed, or if plagiarism is suspected, you may be penalized through a point deduction and referred for further review under university guidelines.

GRADING SYSTEM

In this course, **grades are based on total points earned rather than traditional percentages.** There are 150 points possible. I will use a point-based scale designed to reflect fairness and integrity in an online learning environment. Because online courses provide additional flexibility and access to tools such as AI, earning an A in this course means you consistently demonstrated not just completion, but depth of understanding, critical thinking, and originality. This system ensures that:

- 1. Your grade reflects the quality and depth of your engagement, not just completion of tasks.
- 2. All students can clearly track progress since the system is point-based - your grade is the sum of points you’ve earned.

TOTAL: 150 points	
MODULE QUIZZES	100 points
MODULE DISCUSSIONS	50 points

A	140 - 150 points
B	120 - 139 points
C	105 - 119 points
D	90 - 104 points
F	89 and below points

** Grades will be based on a total number of points earned. More in-depth assignments will be worth more points. At the end of the course, each student is assigned a final grade, according to the grading scale proposed.*

EVALUATION OVERVIEW

A:

An "A" reflects a level of performance which is "distinctly superior" to that shown by the majority of students in a course. "A students" show a level of commitment to scholarship equal to that shown by the instructor; they often research a topic beyond that required by any assignment. "A students" are consistently prepared for every class period, keenly engaged in the conduct of the course, and always seeking implications to the content of a course beyond that offered by the text or by a lecture example. They are usually the first to ask questions in class and their comments always demonstrate more than a superficial appreciation of a topic. Usually, "A students" have a unique aptitude for the material that they study and have mature time management skills such that they never cram for exams or need additional time to complete an assignment. Because they carry these skills and attitudes with them to other courses, "A students" usually earn the top grades in other courses. Needless-to-say, "A students" always earn the highest grades on examinations and papers. Because of the high standards demanded of these students, "A's" are earned by a small fraction of course participants, usually as few as 15% of the students enrolled in a course

B:

A "B" is the result of consistently above average academic performance. A "B" may in fact reflect "superior" achievement but is not quite the equal of the very best in a class. "B students" may earn the highest grade on several exams or papers, but do not do so consistently as other demands, including other courses, may compete with their scholarship to produce inconsistent performance. "B" grades are typically earned by 25-40% of a class at this University.

C:

"C" results from consistently average work, or from highly variable work (periods of inferior achievement in addition to superior achievement). "C" grades often result from mere memorization of course content without an appreciation of the implications of the subject matter or an unwillingness to examine the subject in depth. Consequently, "C students" may be able to recognize a term or concept but may not be able to explain it or place it in its proper context. "C's" are often the result when individuals cannot effectively manage the demands of their day such that they are driven from deadline to deadline. In addition, "C students" may give infrequent, but clear indication that they are disinterested in class discussions, lectures or even in the discipline itself. "C's" are earned by approximately 30% of a class.

D:

A "D" reflects consistently below average work. While the "D student" may have performed passing work, usually she or he has never risen above average performance and may show significant periods of unacceptable performance. "D's" are the product of many factors, by other factors and activities for the student's time and attention. "D's" might result from factors such as illness or family emergencies that are beyond the student's ability to control; However, "D students" usually seek help only after irreparable damage has been done to their overall performance in a class. "D's" are earned by approximately 10-15% of students in a course.

F:

"F's" reflect failure to learn an appreciable amount in a course. There are many causes of this failure including poor preparation, lack of maturity, low scholastic aptitude, etc. "F's" result when an instructor cannot, in conscience, certify that a student shows any mastery of a subject beyond that level demonstrated by an uninformed lay person. Because of our liberal course withdrawal policies, "F's" are usually rare, but at least two or three individuals (4-6% of a course) receive one because their disinterest is so profound that they do not know or care about their impending failure until weeks following the last date to withdraw from a course.

I:

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an incomplete "I" for the course. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year for both undergraduate and graduate students.

COURSE PHILOSOPHY

CLASSROOM ENVIROMENT

Active Learning. This course will engage you in active learning, so your attendance and participation are critical. In this class, we will work together to make sense out of the material. I value your input and want you to participate in discussion as much as possible.

Discussion-Based Instruction. I prefer to lead discussions by asking questions. That means it's important for you to do the assigned readings and think about the concepts being discussed. I will come prepared with a series of questions to walk us through the material, but our discussions will be of higher quality and greater interest to you when you actively participate.

Be Respectful and Receptive. One of the most important aspects of our discussion-based class is that everyone comes to class with an open-mind about each other's ideas – myself included! We are discussing, interpreting, and applying sociological theories to examine complex social events. These are things about which reasonable people can disagree. I expect each one of you to be academic, mature, and open-minded. We should be able to have a lively debate with disagreement without getting personal or disrespectful.

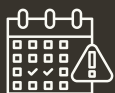
HOW TO SUCCEED

Syllabus as Course Manual. This is a long syllabus – I've done that intentionally to give you all the information you will need to succeed in this course! You should think of this syllabus as your manual for this course. Read over it, get to know it, and start here if you have any questions about anything in this class.

I'm Here to Help! My goal is to support each of you while you learn this material, and I will do whatever I reasonably can to make this class a success for each one of you. If you're confused about anything, come talk to me! If you're having trouble keeping up, come talk to me!

Commit to the Class! It's important to put in the effort to make this class useful to you. This means doing the assignments, coming to class, and actively participating in our discussions. Be proactive about your education, and I'll do whatever I can to help you succeed!

COURSE POLICIES



LATE WORK

Deadlines are an important part of our class. They keep everyone on track, allow me to fairly evaluate your progress, and make sure that all students have the same amount of time to complete assignments. For this reason, I DO NOT accept late work or provide extensions as a general rule.

That said, I know life doesn't always go as planned. Serious illness, family emergencies, or unexpected crises do happen. If you find yourself in such a situation, contact me as soon as possible so we can talk through your options. Please do not wait until the last minute - communication is key.



PLAGIARISM

As a UT Tyler faculty member, I am required to uphold the Honor Code established by the University. If you are caught violating this code, I am required to notify Judicial Affairs, which will negatively affect both your grade in this course and your permanent academic record. You can review the full policy here: [http://www.uttyler.edu/mopp/documents/8Student Conduct and Discipline.pdf](http://www.uttyler.edu/mopp/documents/8Student%20Conduct%20and%20Discipline.pdf)

Plagiarism includes turning in someone else's work as your own, copying without citation, or submitting assignments generated by tools such as AI without disclosure. If you use AI in your process, you must clearly note how and where you used it. Undisclosed or dishonest use of AI will be treated the same as plagiarism.



GRADING TIME

Exams and major assignments will usually be graded within 2-3 weeks unless I communicate otherwise. Please remember that this is a large class, and thoughtful grading takes time. A general exam review for in-person classes will be provided during class so that everyone can see common strengths and areas for improvement. Individual feedback will be given when there are specific points or issues that need to be addressed; otherwise, your grade itself serves as the primary feedback.



FINAL GRADE

Your final grade in this course is based on points, not percentages, so there is no need to worry about rounding. Please do not ask me to "bump" your grade at the end of the semester - every point is clearly laid out for you from the beginning, and it is your responsibility to earn the grade you want. There are no opportunities for extra credit beyond what is already built into the course.

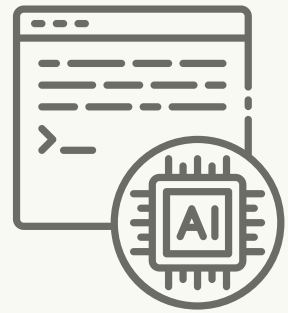
If you believe there has been an error in grading, a regrading request form is available on Canvas. Please submit it in a timely manner so I can review and address any mistakes fairly and consistently.



DECORUM

You are not required to agree with me or with your peers, but you are expected to engage with courtesy and respect. Good participation means practicing strong rhetorical skills: listening carefully, acknowledging different perspectives, and responding with thoughtful, ethical counterclaims that address the quality of the argument, not the worth of the person making it. Discriminatory or harmful language of any kind will not be tolerated. Our classroom should be a space where everyone feels safe to share, question, and learn.

AI USE POLICY

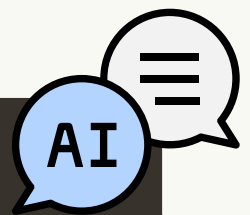


Artificial Intelligence (AI) tools like ChatGPT can be helpful for brainstorming, generating ideas, or getting unstuck when you feel stuck. They can certainly be part of your learning process, but they are never a substitute for your own thinking or lived experience. This course is centered on your voice, your interpretation, and your ability to engage critically with complex social issues. That is what makes our discussions rich and meaningful.

AI tools may be **useful** in some ways: they can help you brainstorm or reframe ideas, suggest ways to clarify confusing points, or provide examples that spark your thinking. However, there are **important limitations**. AI does not think, feel, or understand context the way you do. It cannot provide the kind of deep analysis or meaningful connections to lived experience that sociology requires. Even when an answer sounds good, it may still be surface-level, biased, or inaccurate.

The bottom line is that AI should support, not replace, your learning. You are welcome to use it, but sparingly, and always with an awareness of its limitations.

DISCLOSURE REQUIREMENT



To maintain honesty and integrity in this course, you are required to disclose AI use in every discussion post and assignment.

- If you used AI → include a short statement at the bottom of your post (see below).
- If you did not use AI → also state that at the bottom of your post.
- Posts without disclosure (yes or no) will be treated as **incomplete**.

Example Statement:

AI Disclosure: I used (name of AI tool) to support the development of this post. Here is the link to my conversation: (insert shareable link).

OR

AI Disclosure: I did not use AI in developing this post.

Steps to Create a Shareable Link from ChatGPT:

1. Go to <https://chat.openai.com> and log into your account.
2. Open the exact conversation you used to support your assignment.
3. At the top right of the chat, click the Share icon (it looks like an arrow pointing upward out of a box).
4. Choose "Share full conversation" or select specific messages if you prefer.
5. Click "Copy link" to copy the shareable URL.
6. Paste the link at the end of your discussion post.

Make sure your link is viewable so I can access it.

RESPONSIBILITY & ACADEMIC INTEGRITY

- You are ultimately responsible for the quality and accuracy of your work.
- Misuse of AI that violates these course guidelines is considered a breach of academic integrity under UT Tyler's Honor Code.
- If your post or paper reads as heavily AI-generated, I may ask you to rewrite it in your own words and voice. This is not punishment, it's about protecting the integrity of our learning space.

UT TYLER POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: www.utt Tyler.edu/wellness/rightsresponsibilities.php

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.utt Tyler.edu/about/campus-carry/index.php>.

UT Tyler a Tobacco-Free University:

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.utt Tyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies:

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.utt Tyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy:

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2- year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services:

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.utt Tyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance:

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT TYLER POLICIES

Student Standards of Academic Conduct:

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

1. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test; failure to comply with I instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program.
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
 - "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

Important Covid-19 Information for Classrooms and Laboratories

Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher-than-normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures website](#) to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

COURSE

THIS IS PROPOSED SCHEDULE AND IT IS SUBJECT TO CHANGE BY THE IPROFESSOR DUE TO SPECIAL CIRCUMSTANCES

WEEK 1: COURSE INTRODUCTION (AUGUST 25 - AUGUST 31)

THIS WEEK IS FOCUSED ON GETTING FAMILIAR WITH THE COURSE STRUCTURE, TOPICS, AND EXPECTATIONS. TAKE TIME TO EXPLORE THE SYLLABUS, SET YOUR GOALS, AND NOTE IMPORTANT DUE DATES. BE SURE TO GO THROUGH ALL THE INTRODUCTORY MATERIALS CAREFULLY TO PREPARE FOR THE THEORETICAL MODULES THAT WILL BEGIN NEXT WEEK.

WEEK 2: UNDERSTANDING AND SOLVING SOCIAL PROBLEMS (SEPTEMBER 1 - SEPTEMBER 7)

A LOOK INTO WHAT MAKES A PROBLEM "SOCIAL" AND DISCOVERING WAYS TO ADDRESS THESE CHALLENGES IN OUR COMMUNITIES.

WEEK 3: ANALYZING ECONOMIC INEQUALITY (SEPTEMBER 8 - SEPTEMBER 14)

UNCOVER THE FACTORS BEHIND WEALTH GAPS AND EXPLORE PRACTICAL SOLUTIONS TO BRIDGE THE ECONOMIC DIVIDE.

WEEK 4: RECOGNIZING RACISM AND SOCIAL INEQUALITIES (SEPTEMBER 15 - SEPTEMBER 21)

LEARN TO IDENTIFY AND UNDERSTAND THE DEEP-SEATED ROOTS OF RACISM AND OTHER SOCIAL INEQUALITIES, AND THEIR IMPACTS ON INDIVIDUALS AND COMMUNITIES.

WEEK 5: EXAMINING GENDER INEQUALITIES (SEPTEMBER 22 - SEPTEMBER 28)

EXPLORE THE PERSISTENT ISSUES OF GENDER INEQUALITY AND DISCUSS ACTIONABLE STEPS TOWARDS GENDER EQUITY.

WEEK 6: DISCOVERING PROBLEMS IN THE FAMILY (SEPTEMBER 29 - OCTOBER 5)

THIS TOPIC LOOKS AT HOW FAMILY DYNAMICS HAVE CHANGED OVER TIME AND THE SOCIAL ISSUES THAT CAN ARISE WITHIN DIFFERENT TYPES OF FAMILIES.

WEEK 7: PREPARING FOR AGING SOCIETIES (OCTOBER 6 - OCTOBER 12)

UNDERSTAND THE IMPLICATIONS OF AN AGING POPULATION AND EXPLORE STRATEGIES FOR SUPPORTING OLDER ADULTS IN SOCIETY.

WEEK 8: CATCH UP WEEK (OCTOBER 13 - OCTOBER 19)

NO NEW LECTURE WILL BE POSTED THIS WEEK, ALLOWING YOU TO CATCH UP ON ANY MISSED ASSIGNMENTS. USE THIS TIME TO REVIEW PREVIOUS MODULES, READ THROUGH DISCUSSION'S COMMENTS, COMPLETE ANY OUTSTANDING WORK, AND SOLIDIFY YOUR UNDERSTANDING OF THE COURSE MATERIAL SO FAR.

WEEK 9: MAKING SENSE OF MIGRATION AND IMMIGRATION (OCTOBER 20 - OCTOBER 26)

LOOK INTO THE REASONS PEOPLE MOVE ACROSS BORDERS AND THE EFFECTS OF THESE MOVEMENTS ON BOTH MIGRANTS AND HOST COUNTRIES.

SCHEDULE

COURSE

THIS IS PROPOSED SCHEDULE AND IT IS SUBJECT TO CHANGE BY THE IPROFESSOR DUE TO SPECIAL CIRCUMSTANCES

WEEK 10: RESEARCHING ENVIRONMENTAL PROBLEMS (OCTOBER 27 - NOVEMBER 2)

INVESTIGATE PRESSING ENVIRONMENTAL ISSUES LIKE CLIMATE CHANGE AND POLLUTION, AND THEIR IMPACTS ON SOCIETY.

WEEK 11: DOCUMENTARY & REFLECTION / "FIELDWORK" ACTIVITY / OR SKILL-BUILDING WORKSHOP (NOVEMBER 3 - NOVEMBER 9)

THIS WEEK IS SET ASIDE TO STRENGTHEN YOUR APPLIED SKILLS AND BROADEN YOUR PERSPECTIVE. DEPENDING ON HOW THE COURSE IS PROGRESSING, WE MAY USE THIS TIME FOR A DOCUMENTARY AND REFLECTION, A SHORT "FIELDWORK" OBSERVATION ACTIVITY, OR A SKILL-BUILDING WORKSHOP. THE GOAL IS TO STEP OUTSIDE THE REGULAR RHYTHM OF GRADED ASSIGNMENTS AND FOCUS ON PRACTICAL LEARNING THAT CONNECTS COURSE CONCEPTS TO REAL-WORLD EXPERIENCES.

WEEK 12: CONTESTING CRIME (NOVEMBER 10 - NOVEMBER 16)

EXAMINE THE CAUSES OF CRIME AND EXPLORE DIFFERENT PERSPECTIVES ON JUSTICE AND CRIME PREVENTION.

WEEK 13: PRIORITIZING HEALTH AND HEALTH CARE INEQUALITIES (NOVEMBER 17 - NOVEMBER 23)

DISCOVER THE DISPARITIES IN HEALTH AND HEALTHCARE ACCESS, AND CONSIDER WAYS TO PROMOTE HEALTH EQUITY FOR ALL.

WEEK 14: THANKSGIVING HOLIDAY - NO LECTURE! (NOVEMBER 24 - NOVEMBER 30)

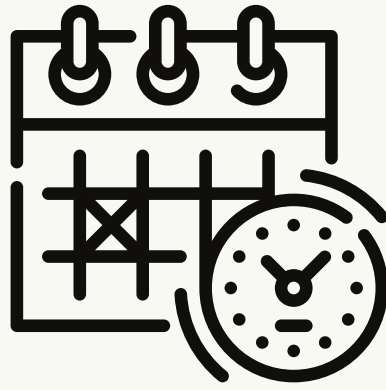
WEEK 15: SUMMARIZING FINAL GRADES (DECEMBER 1 - DECEMBER 7)

THIS WEEK IS DEDICATED TO SUMMARIZING AND FINALIZING YOUR GRADES FOR THE COURSE. TAKE THIS TIME TO REVIEW YOUR PROGRESS! THIS IS ALSO A GOOD OPPORTUNITY TO REACH OUT WITH ANY FINAL QUESTIONS OR CONCERNS ABOUT YOUR PERFORMANCE BEFORE GRADES ARE FINALIZED.

FINAL GRADES DUE - DECEMBER 16

SCHEDULE

IMPORTANT DATES



You have the flexibility to work through and complete each module weekly as it becomes available or choose a ‘campaign-style’ approach, completing all modules after a certain time.

Just keep in mind: **everything must be finished and submitted by December 1st** - no exceptions!



IS (THIS) ONLINE COURSE FOR YOU ?!

THIS IS AN ASYNCHRONOUS ONLINE COURSE!

Asynchronous learning is marked as any type of learning mechanism that does not take place in the same place or at the same time. Hence, in this context, asynchronous classes are those which are not confined to the classroom or a specific schedule.

For students who will also be working and who therefore place flexibility first, it's an enticing style of learning. With asynchronous learning, the student dictates their learning schedule, for the most part. They need to complete assignments within a certain period but can access and review materials whenever they choose within a given period.

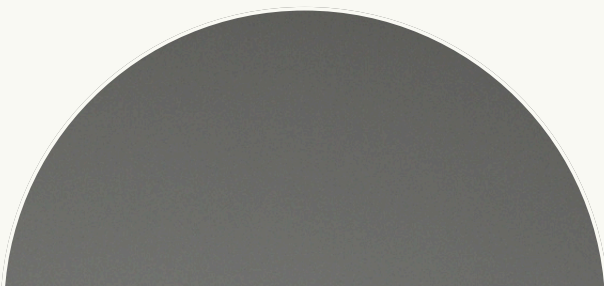
With online learning, professors typically expect students to do the following themselves:

- Review learning objectives
- Complete assigned readings
- Submit assignments
- Go through lecture materials
- Participate in discussion boards

Asynchronous online learning allows students to be more flexible in their schedule. Students may view instructional materials during the semester when they choose. There is no live video lecture component for this type of learning. There are still due dates, but students can finish coursework when it fits best for them.

Benefits of Asynchronous Learning

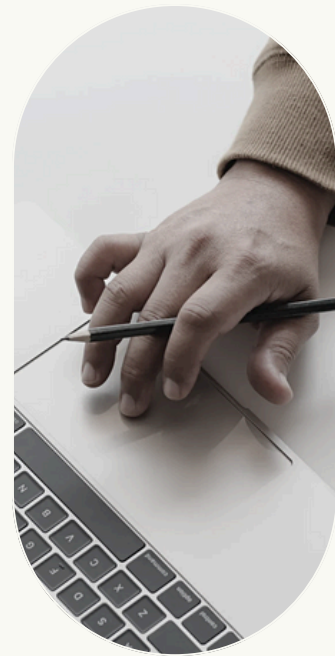
- **Students may complete work on their schedule, as long as deadlines are met.**
- **Students can go back and read/listen to lectures to review information or clarify concepts.**
- **Students have more time to think about a concept before they respond.**
- **Asynchronous learning appeals to different learning styles.**



IMPORTANT FACTORS TO CONSIDER:

Online courses may require more time than on-campus classes.

If you are interested in an online course because you think that it will be less work than a traditional face-to-face course, then this style of learning may not be right for you. Believe it or not, you may spend more time studying and completing assignments in the online environment than you will in an on-campus course. How can that be? The online environment is text- and activity-based. To communicate with your instructor and other participants, you must type messages, post responses, and upload written assignments that might occur more often than in traditional courses. Also, reading lecture materials and engaging in learning activities can take more time than listening to an instructor deliver a lecture. Many participants believe that an online course is at least as much work as an on-campus course; some say that their online course involved more work. However, most participants feel that this additional workload is more than compensated for by the fact that they were able to "go to class" whenever they had the time, whether it be 2 a.m. or 6 p.m. Participants also like the fact that online courses involve many creative activities and learning experiences. Rather than being lectured at, you are an active participant in the learning process. Many participants believe this is more enjoyable and enhances their ability to apply what they are learning to real life.



Online courses require good time-management skills.

One of the many advantages of online courses is that you will be able to work on your coursework when you want to and where you want to. However, online courses are NOT self-paced courses. There are assignment deadlines just like an on-campus course. It can be very easy to miss these deadlines and fall behind in their coursework. Not meeting deadlines is the leading reason why online participants do not succeed. It is easy to procrastinate and put off reading, delay posting of messages on the discussion forum, and forget to upload written assignments. As with most things, if you don't manage your time properly, you will find yourself buried beneath a seeming insurmountable mountain of coursework. Online courses require the self-discipline to set aside chunks of time to complete your studies. It means you have to make online studying a priority and not let other activities interfere.

This means that one quality you will need to have to be successful is 'discipline'. While you will be a part of an online community and will be working with others online, it is your responsibility to log in and participate. It can be all too easy to put off logging in when no one is telling you to do it at a specific time every day. It is up to you to create a schedule for yourself to make sure you participate in your class, and that you give yourself enough time to complete assignments.

An online course may create a sense of isolation from your peers.

Studying alone with only the computer as your companion may be unsatisfying for someone who needs high levels of social activity as part of their learning experience. The online environment is a much different atmosphere that takes some getting used to. You should be aware of such feelings of isolation and be ready to seek help if they start to impede your studies. A quick e-mail to a classmate or your professor can help you feel better connected if the sense of community you seek is missing. This is not to say that you will not have interaction with your classmates in an online course. Indeed, many online students attest that online courses tend to provide more interaction with your peers and instructors. In fact, many of our students say that they got to know their fellow classmates better in this type of learning environment.

Feedback for your posts and from instructors might be limited and delayed.

In a traditional classroom setting, participants will receive immediate feedback from their peers. Such immediacy will be lacking in the online environment. If you need more immediate feedback to your discussion comments, if you need to ask a lot of questions before you can understand a concept or an assignment, if you need the benefit of gestures or facial expressions to get your point across or to understand the comments of others, then online education might not be the best choice for you right now.

Also, feedback from your professor will exclusively be in the form of written comments rather than oral comments. In traditional courses, instructors do make arrangements for in-person office hours or make special arrangements to meet participants. In an online course there is usually no face-to-face contact with your professor. If you feel that you need to see your instructor often in order to succeed, then online learning may not be right for you. However, you should plan on the vast majority of your contact with your professor being via email or other electronic communications. Also, such communications will consist of delayed feedback, although most online professors are good about responding to electronic communications within a short period of time.



IMPORTANT FACTORS TO CONSIDER: (CONT.)

Online courses require you to be an active learner.

Online courses depend on participants being active learners, in the sense that there is an expectation that learners will seek out additional information from the internet (e.g., articles and web pages) that will be inserted onto posts and in written assignments. Most traditional courses consist of passive learning in the form of transmitting information via lectures in the classroom, which takes away time from discussion. In the online environment, there will be text / audio lectures to download, but most of the virtual classroom will consist of active learning activities, e.g., discussion forum, online group work, written assignments.

So, to do well in an online course you need to be (or become) an independent learner. There are, of, course, advantages to this as well. That online education offers the opportunity to be an independent learner is exactly what some people like about it. Many participants enjoy online discussions more than face-to-face discussions. Some participants are intimidated by speaking in front of a group or are reluctant to answer a question unless they know they are right. Online discussions give them time to reflect and compose discussion comments, as well as to read and reread the comments of others before they jump in the conversation themselves. Also, participants for whom English is a second language often feel more comfortable with the extra time to understand and reflect since it can be easy to get a little lost in a fast-paced class discussion.

One of the major advantages of online learning is the focus on an active learning style and learning from your peers. So, if you can manage the extra work that online learning might entail, develop good management skills, get used to the lack of face-to-face interaction, and tolerate delayed feedback, then be prepared to reap the benefits of online learning!

CONTEMPORARY SOCIAL PROBLEMS

Offshore
NOT
Onshore!

LOG IN TO CANVAS FOR MORE INFORMATION ABOUT THIS COURSE