

**Social Issues and Public Policy
History, Technology, and Society 2016
M/W/F 10:05 - 10:55 AM
D.M. Smith Building, Room 207**

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Introduction:

This course will examine a variety of issues that some consider “social problems.” In order to do so, we must first understand how particular issues come to be considered “problems” in the first place, while other issues do not. We will begin with the constructionist perspective, which centers around one question: why do we recognize some social conditions as “problems” while simultaneously ignoring other conditions? Additionally, why do we recognize some social conditions as problems at one time, while during a later period we do not consider them problems?

After examining how things become social problems, we will be considering three social issues in detail, including crime and incarceration, women and mothers in prison, and gender, poverty, and the welfare state. In particular, we will be looking at the intersection of these three issues in the problem of poor, incarcerated mothers.

This class will be highly interactive, and will require participation ***both inside and outside of classroom***. In addition, we will be working with students from other area universities on projects related to the Rickie Solinger exhibits of artwork and photography on class, crime, and vulnerability, entitled “**Motherhood at the Intersection of Race and Class: Resilience in the Face of Adversity**.” You can read more about these exhibits here: www.law.emory.edu/research-scholarship/feminism-legal-theory/upcoming-events-and-workshops.html.



Motherhood at the Intersection of Race and Class
RESILIENCE IN THE FACE OF ADVERSITY

An Atlanta Consortium of Colleges and Universities and Emory Race and Difference Initiative Event

Texts: There are four **REQUIRED** books for this class.

Chambliss, William J. 2000. *Power, Politics, and Crime*.

Enos, Sandra. 2001. *Mothering from the Inside: Parenting in a Women's Prison*.

Glassner, Barry. 2000. *The Culture of Fear: Why Americans Fear the Wrong Things*.

Hays, Sharon. 2004. *Flat Broke with Children: Women in the Age of Welfare Reform*.

These books are all available at the ENGINEER'S BOOKSTORE, located at 748 Marietta Street and the BARNES AND NOBLE BOOKSTORE in Tech Square.

In addition, there are readings throughout the semester that are not in the books. They are indicated with an asterisk and a bibliographic entry for the reading. You can access these readings via the T-Square site for this class. Go to “Resources” and the folder “Readings for HTS 2016”

Course Requirements:

(1) Writing Assignments and Peer Reviews: Students will complete three short written assignments, with due dates noted on the syllabus. Each paper is to be approximately 3-4 pages long and will be posted on T-Square. Assignments #1 and #3 will be reviewed by your peers during in-class review sessions, which you must attend. ***Your grades for papers #1 and #3 will include not only your performance on the paper, but also your performance as a reviewer.*** You will be given criteria for reviewing papers and will be assigned a peer-review partner. Participation in the in-class review session is essential for these two papers. Make sure to pay attention to the syllabus for upcoming assignment due dates and in-class peer-review sessions! ***Late assignments will not be accepted.*** The assignments will cumulatively count for **30%** of your grade.

Assignment #1: Due January 30th

Assignment #2: Due February 23rd

Assignment #3: Due March 11th

(2) Group Project (with classmates and inter-university “consultants”): Students will be placed into groups of 4-5, and then assigned a topic related to course themes. During the semester, you will have the opportunity to consult with students at Emory University and Clark Atlanta University who are working on similar group projects on related topics. This consultation and collaboration will take place via the T-Square site for the course during two weeks of the semester (week of March 2nd – 6th and week of April 6th – 10th). More details on the group projects, project topics, group membership, and the criteria for group project evaluation will be distributed in a separate handout. The class group project will count for **40%** of your grade and is due on the day of your in-class presentation the week of April 13th – April 17th.

(3) Examination: There will be one final examination for this course. The exam will be take-home and essay format. It will be distributed on the last day of class (April 24th) and will be due on Friday, May 1st at 2:50 PM, which is the time assigned by the registrar’s office for the final exam. ***Late exams will not be accepted.*** The final exam will count for **25%** of your grade.

(4) Class participation: On the following pages is a schedule of the readings required for the course. **You are expected to have read the assigned material prior to the class.** Discussion will correspond to the material in the readings, but will not review it in detail, so both **reading** and **class attendance** are important. I will take attendance most class periods. Excused absences will not be counted against you. Excused absences will be granted if there is **documentation** of attendance at an academic event, participation in an athletic event, illness, or family emergency. Other excused absences will be granted at my discretion. Attendance will count for **5%** of your final grade.

Accommodating Disabilities:

If you have or acquire any sort of condition that may require special accommodation(s), please inform me AS SOON AS POSSIBLE (e.g., not the day of an exam) so that we may make the appropriate arrangements. Proper documentation from the ADAPTS Office will be required. Please contact them to get more information on available services and accommodations, as well as documentation requirements. They can be reached via the web at www.adapts.gatech.edu/. Please note that there are no retroactive accommodations.

Academic Conduct:

All students are expected to conduct themselves in accordance with the policies of the Georgia Tech Honor Code with respect to conduct and academic honesty. Anyone engaging in acts that violate these policies, such as plagiarism or cheating, will be penalized. For more information on the Honor Code, see www.deanofstudents.gatech.edu/Honor/. If you are not familiar with what constitute plagiarism, ASK! ***Being uninformed of the policies does not absolve you from the responsibility of following them!***

Make-Up Policy:

My permission is needed to make-up assignments. (Having work/exams in another class will NOT get you my permission.) If you are going to miss an assignment, please make every effort to **notify me before the missed class** and to gather appropriate material to justify your absence (e.g., a note from your physician if you are ill). If you are unable to notify me before the class/due date, please try to have a friend, roommate, etc. contact me via e-mail and inform me of your absence. A mutually convenient time will be arranged for you to make up the assignment. Make up assignments will **only** be allowed in a situation of an excused absence (e.g., illness, family emergency, etc.).

The use of cell phones and laptops is not permitted in this class, unless you have a need that is documented with ADAPTS. Please turn OFF your phones and laptops before entering the classroom. If you have a documented need to use a laptop during class, please come to speak to me. Those who violate this policy will be asked to leave the class for the day.

So, How Can I Succeed in This Course?

(1) Attend class and be on time—there is nothing more disruptive to your learning than missing class and there is nothing more disruptive to other students than individuals who come in late and interrupt the lecture and class discussion.

(2) Do the reading!!! It will help you to participate in class and write quality papers, and it ESSENTIAL for your success on the final exam.

(3) Notes, notes, notes. Take notes on each of the readings. What is the main point of the article/chapter? What is the theory trying to explain? How can this be integrated with other material discussed in class and the texts? etc. etc. *These notes will be valuable study tools for the exams.* Also, study in groups--other may pick up on material that you overlooked, and vice-versa.

(4) The reading load varies for each class. Anticipate days with heavy reading and START EARLY.

COURSE SCHEDULE AND READINGS (SUBJECT TO REVISIONS/ADDITIONS)

<u>DATE</u>	<u>TOPIC/ASSIGNMENT DUE</u>	<u>READINGS</u>
<i>Part I: The Construction of Social “Problems”</i>		
January 5	Introduction and Welcome	READ THE SYLLABUS!
January 7	The Construction of Social Problems	
***(T-Square) Heiner, Robert. pp. 7-19 in <i>Social Problems: An Introduction to Critical Constructionism</i>.		
January 9	Social Problems: What are They? How Do We Analyze Them?	<i>The Culture of Fear</i> pp. xi-xxviii, pp. 1-20
January 12	Social Problems: What are They? How Do We Analyze Them? (cont.)	<i>The Culture of Fear</i> pp. 181-202
January 14	Crime Waves: Why Do Social Problems Emerge When They Do?	
***(T-Square) Best, Joel. Chapters 8-9 (pp. 151-188) from <i>Threatened Children: Rhetoric and Concern about Child-Victims</i>.		

<u>DATE</u>	<u>TOPIC/ASSIGNMENT DUE</u>	<u>READINGS</u>
January 16	In-Class Meeting with Rickie Solinger	
January 19	No Class—Dr. Martin Luther King, Jr. Holiday	
January 21	Crime Waves: Crime Myths and Smoke Screens	<i>Power, Politics, & Crime</i> pp. 141-175
*** (T-Square) Liptak, Adam. 5/27/2008. “U.S. Leads World in Incarceration,” p. A7 in the <i>Atlanta Journal-Constitution</i>.		
January 23	Crime Waves: Trading Textbooks for Prison Cells	<i>Power, Politics, & Crime</i> pp. 133-140
*** (T-Square) “Crime in America: Violent and Irrational—and That’s Just the Policy.” <i>The Economist</i>. (June 1996):23-25.		

Sunday, January 25th

Rickie Solinger exhibit, public opening reception, Jones Room, Woodruff Library, Emory University, 3:00 – 5:00 PM

*****students MUST view the exhibit between 1/25/09 and 2/25/09, though they are not required to attend the opening reception**

January 26	Wrapping Up: The Construction of Social “Problems”
*** In-Class Peer Review of Assignment #1	

Part II: Crime and Incarceration

January 28	What is a “Crime” and Why?
*** (T-Square) Hagan, John. 1985. Excerpt from “Defining Crime: An Issue of Morality,” pp. 33-61 in <i>Modern Criminology: Crime, Criminal Behavior, and its Control</i>. New York: McGraw-Hill.	
*** (T-Square) Schlosser, Eric. December, 1998. “The Prison-Industrial Complex,” pp. 51-77 in <i>The Atlantic Monthly</i>.	

Thursday, January 29th

Film Screening, “The Motherhood Manifesto,” Georgia Tech, 7:00 – 9:00 PM, location TBD

*****students MUST attend either this film screening, or the one on 2/12/09**

January 30	Crime & Fear of the Black Man	<i>The Culture of Fear</i> pp. 107-127
*** Assignment #1 Due		
February 2	Crime as a Social Problem: Facts and Misperceptions	<i>Power, Politics, & Crime</i> pp. 1-9
February 4	Crime as a Social Problem: The Politics of Fear	<i>Power, Politics, & Crime</i> pp. 13-31
February 6	Crime as a Social Problem: Lies, Damned Lies, and Statistics	<i>Power, Politics, & Crime</i> pp. 32-63
February 9	“Got Ya!”: Finding Crime in the Ghetto	<i>Power, Politics, & Crime</i> pp. 67-84

<u>DATE</u>	<u>TOPIC/ASSIGNMENT DUE</u>	<u>READINGS</u>
February 11	The War on Drugs, the War on Crime	<i>The Culture of Fear</i> pp. 129-150
Thursday, February 12 th Film Screening, "What I Want My Words to Do to You," Georgia Tech, 7:00 – 9:00 PM, location TBD ***students MUST attend either this film screening, or the one on 1/29/09		
February 13	The War on Drugs, the War on Crime (cont.)	<i>Power, Politics, & Crime</i> pp. 85-107
February 16	Wrapping Up: Crime and Incarceration	
***(T-Square) Davis, Angela. 2000. "From the Convict Lease System to the Super-Max Prison," pp. 60-74 in <i>States of Confinement</i>, edited by Joy James. New York: St. Martin's Press.		
Part III: Women and Mothers in Prison		
February 18	Women on the "Inside"	
***(T-Square) Davis, Angela. "Women in Prison." <i>Essence</i>. September 2000 pp. 150, 216. ***(T-Square) "Factsheet: Women in Prison." <i>The Sentencing Project</i>. May 2005. www.sentencingproject.org/pdfs/1032.pdf.		
***(T-Square) Snell, Tracy L. and Danielle C. Morton. 1994. "Women in Prison." <i>Bureau of Justice Statistics</i>.		
February 20	Mothering in Prison: Race and Ethnicity	<i>Mothering From the Inside</i> pp. 1-20
***Assignment #2 Due		
***(T-Square) Schram, Pamela J. 1999. "An Exploratory Study: Stereotypes about Mothers in Prison." <i>Journal of Criminal Justice</i>. 27(5): 411-427.		
February 23	Mothering in Prison: What are the Challenges?	<i>Mothering from the Inside</i> pp. 21-42
Wednesday, February 25 th Panel Discussion, "'Yo' Mama's Dysfunctional': The Impact of Single Motherhood on Black Manhood, Futures, and Families in the Age of Obama," Morehouse College ***students MUST attend one of the two panel discussions. The date of the second panel is TBD.		
February 25	Mothering in Prison: Who Will Watch the Kids?	<i>Mothering from the Inside</i> pp. 43-74
Friday & Saturday, February 27 th – 28 th Feminism and Legal Theory "Incarceration and Human Rights" Workshop, Emory University, location TBD ***attendance at this event is extra credit		
February 27	Mothering in Prison: The Ownership of Children	<i>Mothering from the Inside</i> pp. 75-99
Week of March 2 nd – 6 th ***First Virtual Meeting with Project Groups at Emory University and Clark Atlanta University		

<u>DATE</u>	<u>TOPIC/ASSIGNMENT DUE</u>	<u>READINGS</u>
March 2	Mothering in Prison: Managing Multiple Identities	<i>Mothering from the Inside</i> pp. 101-125
March 4	Mothering in Prison: Where Do We Go and What Should We Do?	<i>Mothering from the Inside</i> pp. 127-156

Wednesday, March 4th

"A Celebration of Motherhood: The Arts as Activism, Emory University, 7:00 – 9:00 PM, location TBD
***attendance at this event is extra credit

March 6 Wrapping Up: Women and Mothers in Prison
*****In-Class Peer Review of Assignment #3**

Part IV: How Did We Get Here: Women, Families, Poverty, and the Welfare State

March 9 Global Restructuring and the Rise in Poverty

*****(T-Square) Perrucci, Robert and Early Wysong. 2009. "The Global Economy, the Privileged Class, and the Working Class," pp. 51-61 in *Social Problems: Readings with Four Questions*, edited by Joel M. Charon and Lee Garth Vigilant. Belmont, CA: Wadsworth.**

March 11 What is "Stratification?"
*****Assignment #3 Due**

*****(T-Square) Massey, Douglas S. 2009. "How Stratification Works: The American Stratification System," pp. 70-74 in *Annual Editions: Social Problems*, edited by Kurt Finsterbusch. New York: McGraw Hill.**

March 13 What is (Pre-1996) "Welfare?"

*****(T-Square) Abramovitz, Mimi. 1996. "Aid to Families with Dependent Children: Single Mothers in the Twentieth Century," pp. 313-348 in *Regulating the Lives of Women: Social Welfare Policy from Colonial Times to the Present*. Boston: South End Press.**

*****(T-Square) Gordon, Linda. 1994. "What is Welfare?" pp. 1-13 in *Pitied But Not Entitled: Single Mothers and the History of Welfare*. Cambridge, MA: Harvard University Press.**

March 16 – 20 **No Class—Spring Break**

March 23 Feminist Perspectives on Welfare

*****(T-Square) Abramovitz, Mimi. 1996. "A Feminist Perspective on the Welfare State," pp. 13-44 in *Regulating the Lives of Women: Social Welfare Policy from Colonial Times to the Present*. Boston: South End Press.**

Tuesday, March 24th

Talk by Angela Davis, Ebenezer Baptist Church, 407 Auburn Avenue, Atlanta, 30312, 7:00 – 9:00 PM
***attendance at this event is **STRONGLY** suggested

March 25 What Happened in 1996? *Flat Broke with Children*
pp. 3-32

<u>DATE</u>	<u>TOPIC/ASSIGNMENT DUE</u>	<u>READINGS</u>
March 27	Gender and Race in the Welfare State	
***(T-Square) Moller, Stephanie. 2002. "Supporting Poor Single Mothers: Gender and Race in the U.S. Welfare State." <i>Gender and Society</i> . 16(4):465-484.		
***(T-Square) Orloff, Ann. 1996. "Gender in the Welfare State." <i>Annual Review of Sociology</i> . 22:51-78.		
March 30	Families and Poverty	
***(T-Square) Albelda, Randy and Chris Tilly. 2003. "It's a Family Affair: Women, Poverty, and Welfare," pp. 420-426 in <i>Reconstructing Gender</i> , edited by Estelle Disch. New York: McGraw Hill.		
April 1	Ethics and Values in Welfare Reform	<i>Flat Broke with Children</i> pp. 33-61
April 3	Ethics and Values in Welfare Reform (cont.)	<i>Flat Broke with Children</i> pp. 63-93
<div>Week of April 6th – 10th</div> <div>***Second Virtual Meeting with Project Groups at Emory University and Clark Atlanta University</div>		
April 6	Pyramids of Inequality and Invisibility	<i>Flat Broke with Children</i> pp. 121-177
April 8	Invisibility and Inclusion	<i>Flat Broke with Children</i> pp. 179-214
April 10	In-class Group Project Work Day	
April 13	Group Project Presentations (Groups 1-3)	
April 15	Group Project Presentations (Groups 4-5)	
April 17	Group Project Presentations (Groups 6-8)	
April 20	The "Success" of Welfare Reform	<i>Flat Broke with Children</i> pp. 215-240
April 22	Convergence: Welfare Policy and Penal Policy	
***(T-Square) Haney, Lynne. 2004. "Introduction: Gender, Welfare, and the State of Punishment." <i>Social Politics</i> . 11(3): 333-362.		
April 24	Wrapping Up	
May 1	Final Examination	
***The final exam will be a take-home exam due on Friday, May 1 st at 2:50 PM. This is the exam time slot assigned by the Registrar's Office. Please notify me immediately if you have any conflicts.		

How the Final Grade Will be Determined:

Written Assignments	30%	A	93-100
Group Project	40%	B	83-92
Final Exam	25%	C	73-82
Attendance	+ <u>5%</u>	D	63-72
	100%	F	0-62