

EASTERN ARIZONA COLLEGE

Social Problems

Course Design

2018-2019

Course Information

Division	Social Sciences
Course Number	SOC 201 (SUN# SOC 2250)
Title	Social Problems
Credits	3
Developed by	Wayne Flake
Lecture/Lab Ratio	3 Lecture/0 Lab

Transfer Status

ASU	NAU	UA
SOC 241, Social-Behavioral Sciences (SB)	SOC 210; Social and Political Worlds [SPW] NAU Extended Campuses: SOCIO 210; Social and Political Worlds [SPW]	SOC 150B1; Tier 1 Indv & Societies (INDV)

Activity Course	No
CIP Code	45.1101
Assessment Mode	Pre-Post Test (50 Questions/100 Points)
Semester Taught	Fall and Spring
GE Category	Social Sciences
Separate Lab	No
Awareness Course	No
Intensive Writing Course	No
Diversity and Inclusion	Yes

Prerequisites

ENG 091 with a grade of "C" or higher or reading placement test score as established by District policy

Educational Value

All persons interested in social problems facing our society and all the world, all social science majors or minors, or any persons wanting to expand their awareness of the complications society faces. Meets Diversity and Inclusion (DI) requirement.

Description

Studies the principal social problems of contemporary America: delinquency, crime, violence, substance abuse, education, minority relationships, aging, population, and ecology. Includes historical background and global perspective of same.

Supplies

Pencil for exams, pen, note-taking supplies

Competencies and Performance Standards

1. Characterize common social problems; what makes them a problem and the part personal responsibility plays in society.

Learning objectives

What you will learn as you master the competency:

- a. Answer the question, "What is a social problem?" and discuss the responsibility of each person regarding social problems.
- b. Summarize the depth and breadth of social problems historically and in the world today.
- c. Define and give examples of common elements of social structure including institutions, social groups, statuses, and roles.
- d. Explain the terms "sociological imagination" and "sociological mindfulness" as they relate to the study of social problems and one's responsibility in society.
- e. Describe the basic premises of the structural-functionalist, conflict, and symbolic interactionist theories and their history.
- f. Describe and compare methods of research such as experiments, surveys, field research, secondary data research, and collaborative research.

Performance Standards

Competence will be demonstrated:

- o through class participation in discussions/activities
- o through objective examinations

Criteria - Performance will be satisfactory when:

- o learner can answer the question, "What is a social problem?" and discuss the objective and subjective elements of social problems
- o learner can define and give examples of common elements of social structure including: institutions, social groups, statuses, and roles
- o learner can explain the terms "sociological imagination" and "sociological mindfulness" and relate themselves to the scope of social problems in the world in the past and today
- o learner can describe the basic premises of the structural-functionalist, conflict, and symbolic interactionist theoretical perspectives
- o learner can describe and compare the good and bad application of research such as: experiments, surveys, field research, secondary data research, and collaborative research

2. Summarize the effects of economic, political, and power differences as applied to race, ethnic, and gender groups within a society and between countries.

Learning objectives

What you will learn as you master the competency:

- a. Examine the scope of poverty globally and domestically, learn of the feminization of poverty and discuss various ways poverty is measured.
- b. Discuss economic inequality from the structural-functionalist, conflict, and symbolic interactionist theoretical perspectives.
- c. Discuss the negative consequences poverty has had historically and currently for

- individuals, families, communities, and societies.
- d. Explain the role of personal responsibility, nonprofit organizations, and nongovernmental organizations in providing aid to the poor.
 - e. Explain how poverty rates vary according to age, education, gender, family structure, race/ethnicity, and labor force participation.
 - f. Explore what has been done to lessen economic differences domestically and globally. Learn what has worked in the past and what has not.

Performance Standards

Competence will be demonstrated:

- o through participation in class discussion and activities
- o through objective examinations

Criteria - Performance will be satisfactory when:

- o learner can identify rich and poor nations, how women are more likely to be poor globally, and discuss various ways poverty is measured
- o learner can discuss economic inequality from the structural-functionalist, conflict, and symbolic interactionist theoretical perspectives
- o learner can discuss the negative consequences poverty has for individuals, families, communities, and societies
- o learner can explain the role of self, nonprofit organizations, and nongovernmental organizations in providing aid to the poor
- o learner can explain how poverty rates vary according to age, education, gender, family structure, race/ethnicity, and labor force participation

3. Discuss the status of crime and violence in America including the scope of the problem, involvement of various groups and populations and what remedies have been applied.

Learning objectives

What you will learn as you master the competency:

- a. Describe and compare three major sources of crime statistics: official, victimization surveys, and self-report offender surveys.
- b. Discuss crime and violence from each of the three major sociological perspectives.
- c. Explain why only a fraction of those who engage in criminal behavior are labeled as criminals.
- d. Discuss demographic patterns of crime, including patterns associated with gender, age, race, social class, and region.
- e. Describe policies and programs designed to alleviate the problem of crime and violence.

Performance Standards

Competence will be demonstrated:

- o through participation in class discussion and activities
- o through objective examinations

Criteria - Performance will be satisfactory when:

- o learner can describe and compare three major sources of crime statistics: official, victimization surveys, and self-report offender surveys
- o learner can discuss crime and violence from each of the three major sociological perspectives
- o learner can explain why only a fraction of those who engage in criminal behavior are

- o labeled as criminals
- o learner can discuss demographic patterns of crime, including patterns associated with gender, age, race, social class, and region
- o learner can describe policies and programs designed to alleviate the problem of crime and violence

4. Generalize the relationship of inequality between racial/ethnic groups and society's problems.

Learning objectives

What you will learn as you master the competency:

- a. Define and give examples of various patterns of dominant-subordinate interaction such as genocide, expulsion, slavery, segregation, assimilation, and pluralism.
- b. Describe past, present, and future trends in racial and ethnic composition of the US population and discuss policies and public opinion concerning immigration.
- c. Explain how cultural transmission, stereotypes, and the media contribute to prejudice.
- d. Give examples of racial and ethnic discrimination in education, employment, housing, and politics.
- e. Describe personal actions, social strategies, and policies designed to reduce prejudice, racism, and discrimination, including multicultural education, affirmative action, and diversity training.

Performance Standards

Competence will be demonstrated:

- o through participation in class discussions and activities
- o through objective examinations

Criteria - Performance will be satisfactory when:

- o learner can define and give examples of various patterns of dominant-subordinate interaction such as genocide, expulsion, slavery, segregation, assimilation, and pluralism
- o learner can describe past, present, and future trends in racial and ethnic composition of the US population and discuss policies and public opinion concerning immigration from other countries
- o learner can explain how cultural transmission, stereotypes, and the media contribute to prejudice
- o learner can recognize examples of racial and ethnic discrimination in education, employment, housing and politics
- o learner can describe personal actions, social strategies, and policies designed to reduce prejudice, racism, and discrimination, including multicultural education, affirmative action, and diversity training

5. Summarize the problems associated with populations and the environment.

Learning objectives

What you will learn as you master the competency:

- a. Explain how the population of the U.S. and the world has grown over time.
- b. Discuss the unbalanced sex ratio and "birth dearth" that is occurring in many countries.
- c. Apply the three major theoretical perspectives to population and environmental problems.

- d. Identify types, causes, and consequences of environmental problems, including air, water, and land pollution, depletion of natural resources, and threats to biodiversity.
- e. Describe strategies for responding to environmental problems and explain the importance of sustainable economic development.

Performance Standards

Competence will be demonstrated:

- o through participation in class discussion and activities
- o through objective examinations

Criteria - Performance will be satisfactory when:

- o learner can explain how the population of the U.S. and the world has grown over time
- o learner can discuss the "birth dearth" that is occurring in some countries
- o learner will apply the three major theoretical perspectives to population and environmental problems
- o learner will identify types, causes, and consequences of environmental problems, including air, water, and land pollution, depletion of natural resources, and threats to biodiversity
- o learner can describe strategies for responding to environmental problems and explain the importance of sustainable economic development

6. Summarize the problems associated with conflict and war.

Learning objectives

What you will learn as you master the competency:

- a. Explain the history of warfare and the global scope of conflict.
- b. Discuss major political, economic, geographic, cultural/racial reasons for war and conflict
- c. Apply the three major theoretical perspectives to war.
- d. Identify types, causes, and consequences of terrorism.
- e. Describe strategies for responding to threats of war and what part each person plays in support of or opposition to war and conflict.

Performance Standards

Competence will be demonstrated:

- o through participation in class discussion and activities
- o through objective examinations

Criteria - Performance will be satisfactory when:

- o learner can explain common causes of warfare
- o learner can discuss how each theoretical perspective sees the causes of war differently
- o learner will apply the three major theoretical perspectives to population and environmental problems
- o learner will identify types, causes, and consequences of global terrorism
- o learner can describe strategies for responding to threats of war and what part each person plays in support of or opposition to war and conflict

Types of Instruction

Lecture, class discussion, video presentations

Grading Information

The course grade and "weight" is based on:

10%--CLASS PARTICIPATION: (positive or negative). Includes attendance and attention in class, group activity participation, and discussion participation. This is determined by the Instructor.

10%--QUIZ AVERAGE: The average grade of quizzes taken.

10%--SOCIOLOGICAL PROJECT: Class members alone or in small groups, will select a project on a sociological problem topic, research the problem, and complete the outside semester-long project.

60%--CHAPTER TESTS: There will be six non-cumulative chapter tests covering two chapters each. Chapter tests will be primarily multiple choice with a few true false questions. Fill-in-the-blank chapter notes are available for each chapter and will aid students in preparation for chapter tests and the final exam.

10%--FINAL EXAM: Multiple choice, over all of the chapters covered during the semester.

TEST MAKEUP/ RETAKES: There is an option to retake chapter tests if the student is not present on the original test date or scores less than 80% on the original test. The retake tests are written, short answer. The final score for that chapter test is the best score between the original and the retake test.

Grading Scale

- A Cumulative score of 90% or more
- B Cumulative score between 80 and 89%
- C Cumulative score between 70 and 79%
- D Cumulative score between 60 and 69%
- F Cumulative score of less than 60%