

### Course Outline

**COURSE:** SOC 1B                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Fall 2016                      **CURRICULUM APPROVAL DATE:** 11/23/2015

**SHORT TITLE:** INTRO TO SOC/PROBLM

**LONG TITLE:** Introduction to Sociology: Social Problems

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

#### **COURSE DESCRIPTION:**

This course provides an overview of how sociologists understand, identify, and address social problems, including the role of power and ideology in the definition of social problems. Students will be introduced to and critically evaluate various theories to explain and analyze the causes and consequences of social problems, their presence in our lives, and the extent to which they can be defined as social problems. In addition to identifying contemporary social problems, students will explore the root causes of these social problems and search for potential solutions and methods of intervention. Some issues that may be examined are: economic globalization, immigration, poverty, inequalities in educational and employment opportunities, race and gender inequality, and crime and violence in society. (C-ID: SOCI 115) ADVISORY: Sociology 1A.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

#### **STUDENT LEARNING OUTCOMES:**

1. Describe and analyze what constitutes a social problem.

Measure: exams, quizzes, discussion, journals, research paper

PLO: 2,3,4

ILO: 2,1

GE-LO: A6, A7, D2

Year assessed or anticipated year of assessment: 2015

2. Explain and analyze what particular social problems exist in terms of one or more useful social theories.

Measure: exams, quizzes, discussion

PLO: 2,3,4

ILO: 2,1, 3

GE-LO: A7, D1, D3, D5

Year assessed or anticipated year of assessment: 2015

3. Employ the scientific method to analyze explanations for any given social problem.

Measure: papers, discussion, quizzes, research paper

PLO: 2,3,4

ILO: 2,1,3

GE-LO: A7, D1, D3, D5

Year assessed or anticipated year of assessment: 2015

4. Evaluate practical alternatives for addressing social problems through the use of sociological methodology.

Measure: field work, library research, research paper and presentation

PLO: 2,3,4

ILO: 1,2,4,6

GE-LO: A7, D1, D3, D5

Year assessed or anticipated year of assessment: 2015

5. Examine, analyze, and address social problems at the local, national, and global level.

Measure: field work, library research, research paper and presentation, exam

PLO: 2,3,4

ILO: 1,2,4,6

GE-LO: A6, A7, D1, D3, D4

Year assessed or anticipated year of assessment: 2015

#### PROGRAM LEARNING OUTCOMES:

1. Define and analyze global citizenship strategies in the context of globalization.
2. Demonstrate and evaluate relationships between local and national issues, movements, and ideas as they relate to the global community.
3. Demonstrate a range of skills including: research, documentation, analysis, evaluation, communication, contextualization, teamwork, observation, and cultural competency by relating social science concepts and theories to issues of global importance.
4. Identify, develop, use, and assess methods and tools to bring about social justice.

#### **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 11/23/2015

3 Hours CONTENT: Introduction to Sociology and Social Problems STUDENT PERFORMANCE

OBJECTIVES (SPO): (1) Differentiate social problems and issues from non-sociological ones;(2) Examine

the interconnection of social issues and social problems; (3) Discuss and justify what constitutes a social problem OUT-OF-CLASS ASSIGNMENTS: reading from textbook

3 Hours CONTENT: The Sociological Imagination and studying social problems SPO: (1) Critically evaluate selected non-sociological explanations of social problems; (2) Compare and contrast approaches to the study of social problems: a. The social disorganization approach b. The personal-deviation approach c. The value-conflict approach OUT-OF-CLASS ASSIGNMENTS: reading from textbook

6 Hours CONTENT: Addressing social problems and creating social change SPO: (1) Define and examine different approaches to addressing social problems; (2) Critically evaluate different methods of social change, such as: community organizing, charity, volunteerism, and government programs; (3) Examine theories of civil society and civic engagement. OUT-OF-CLASS ASSIGNMENTS: reading from textbook; research organizations that address social problems at the community, state and national level

3 Hours CONTENT: Examine the role of power and ideology in social problems SPO: (1) Examine classic and contemporary theories addressing the role of power and ideology in the definition and creation of social problems; (2) Define and analyze the role of power and ideology in the continuation of social problems, and proposed solutions to social problems; (3) Critically evaluate examples of the influence of power and ideology and their impact upon social problems. OUT-OF-CLASS ASSIGNMENTS: reading from textbook; homework; research examples at the community, state and national level

3 Hours CONTENT: Crime and Deviance SPO: (1) Examine what constitutes a crime; (2) Compare and contrast the major types of crime and criminals; (3) Examine why rates of crime vary among major social groups and categories; (4) Critically evaluate the usefulness of various approaches to reducing crime, legal and court reforms, rehabilitation OUT-OF-CLASS ASSIGNMENTS: reading from textbook

3 Hours CONTENT: Problems of Family and Marriage SPO: (1) Describe the major problems related to the family, child and spouse abuse, divorce, and the place of the aged; (2) Examine the cause of these problems using various theories OUT-OF-CLASS ASSIGNMENTS: reading from textbook, homework, paper

3 Hours CONTENT: Problems in Education: Quality and Quantity SPO: (1) Analyze the factors hindering the achievement of equality of educational opportunity in the U.S.; (3) Assess the validity of various criticisms of the quality of the U.S. educational system, especially those that pertain to its effects on children in general and minorities and women in particular; (4) Analyze the causes of the differential school dropout rates of various social groups and social categories; (5) Examine the types and causes of educational problems in the U.S. using various theories. OUT-OF-CLASS ASSIGNMENTS: reading from textbook; research problems in education at the state level

3 Hours CONTENT: Problems of Social Stratification: Poverty SPO: (1) Explain and critically evaluate different theories of social stratification; (2) Examine what constitutes poverty; (3) Describe the current extent of poverty in the U.S.; (4) Examine the extent of and causes of poverty among different social groups and categories; (5) Evaluate various attempts to alleviate poverty OUT-OF-CLASS ASSIGNMENTS: reading from textbook, homework

3 Hours CONTENT: Problems of Social Stratification: Working Poor SPO: (1) Define the working poor and describe the social groups most likely to be among the working poor; (2) Examine structural changes in the national and global economy and the effects on the labor market; (3) Analyze the relationship between the working poor and other social problems, such as education, residential segregation, and health OUT-OF-CLASS ASSIGNMENTS: reading from textbook, homework

3 Hours CONTENT: Racial and Ethnic Inequality SPO: (1) Examine and evaluate the various social and biological definitions of race and ethnicity; (2) Critically evaluate the causes of prejudice and discrimination in terms of major social, economic and psychological theories; (3) Use various theories to examine the continued existence of "race" problems (4) Critically evaluate the pros and cons of various sociologically relevant strategies and techniques for reducing prejudice and discrimination. OUT-OF-CLASS ASSIGNMENTS: reading from textbook , homework

3 Hours CONTENT: Gender Inequality SPO: (1) Differentiate between the terms sex and gender; (2) Explain why gender differences and gender inequality are not synonymous; (3) Explain how gender inequality can be viewed as a form of learned inequality; (4) Analyze the perpetuation of gender inequality in terms of prejudice and institutionalized sexism; (5) Describe the contemporary forms of sex discrimination. OUT-OF-CLASS ASSIGNMENTS: reading from textbook, homework

3 Hours CONTENT: Ageism SPO: (1) Analyze the U.S. population pyramid in terms of its age structure in order to predict future trends; (2) Describe the various forms of discrimination experienced by the elderly; (3) Critically evaluate the concept of "disengagement" as it applies to the elderly; OUT-OF-CLASS ASSIGNMENTS: reading from textbook 6 Hours CONTENT: Inequalities in Health and Health Care SPO: (1) Examine inequalities in health outcomes and access to health care; (2) Explain why "health follows

wealth" in American society and relate to theories of social stratification; (3) Examine inequalities in health as related to race, immigration, gender, and poverty; (4) Evaluate various proposals for relieving health inequalities and access to health care. OUT-OF-CLASS ASSIGNMENTS: reading from textbook; research current approaches at the local, state, and national level to address inequalities in health and health care  
6 Hours CONTENT: Problems of Population and the Environment SPO: Analytically distinguish between problems of population in terms of size, distribution, and economic levels; (2) Contrast the major world regions in terms of their population sizes and growth rates; (3) Relate how current environmental problems stem from population growth, increasing affluence, product technology changes, and certain attitudinal factors; (5) Analyze selected environmental problems to determine their connection to social norms, values, and practices that derive from them; (6) Determine what general obstacles exist to rectifying environmental problems and how they might be overcome. OUT-OF-CLASS ASSIGNMENTS: reading from textbook, homework 1 Hour Review for Final Exam

2 Hours Final

#### **METHODS OF INSTRUCTION:**

- 1) lecture with discussion;
- 2) film/video presentations with class discussion;
- 3) guest speakers when appropriate and availability;
- 4) small group collaborative projects, exercises and discussions.

#### **METHODS OF EVALUATION:**

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 20 % to 70 %

Written Homework

Essay Exams

Term or Other Papers

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 15 % to 40 %

Homework Problems

Field Work

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 10 % to 30

Field Work

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 10 % to 20 %

Multiple Choice

CATEGORY 5 - Any other methods of evaluation:

Percent range of total grade: 0 % to %

#### **REPRESENTATIVE TEXTBOOKS:**

Recommended:

James M. Henslin. Social Problems: A Down-To-Earth Approach, Eleventh edition. Publisher: Pearson, 2015. Or other appropriate college level text.

ISBN: 0205965121

Reading level of text, Grade: 13 Verified by: Microsoft Word software

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV D2, effective 201570

CSU GE:

CSU D, effective 201570

CSU D0, effective 200370

IGETC:

IGETC 4J, effective 201570

CSU TRANSFER:

Transferable CSU, effective 201570

UC TRANSFER:

Transferable UC, effective 201570

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: SOC4

CAN Sequence: XXXXXXXX

CSU Crosswalk Course Department: SOC

CSU Crosswalk Course Number: 1B

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000330488

Sports/Physical Education Course: N

Taxonomy of Program: 220800