

General Education Course Proposal

Proposed Course: Soc 02 Social Problems Units 03
Prefix No. Title

Department: Sociology School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
 Breadth: B1___; B2___; C1___; C2___; D X; E___
 Integration: B___; C___; D___; International/Multicultural___

Existing Course___; Revised Course X; New Course___

Course Included in Current GE Program Yes

New courses require the Undergraduate Course Proposal form in addition to this form.
 Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Introduction to basic principles underlying human social behavior via a sociological analysis of social problems. Analysis of the development of major problems and possible solutions in American society and the world, such as inequality, family disorganization, discrimination, deviance, war, tyranny, ethnic conflict, and pollution. General Education Area D

Enrollment limit per section: 50

Expected number of sections per semester – Year 1 6; Year 3 6

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Elizabeth A. Nelson 3/16/98
 Department Chair Date

J. Scherwin 3/18/98
 School Curriculum Committee Date

Ellen Gruentam 3/25/98
 School Dean Date

Paul C. ... 12/15/98
 General Education Subcommittee Date

Brandt Kehoe 12/22/98
 Associate Provost Date

1/14/98

Attachment 2 Common Elements

Course Goals:

All sections of Sociology 2, Social Problems, cover the same goals. These include the following:

1. Convey an understanding of sociological principles related to macro and micro social phenomena.
2. Examine the ways in which social problems are identified, perceived, and resolved.
3. Study the effects of social structures and historical events in American society and the world on various social problems and human action.
4. Help students distinguish personal troubles from public issues – for themselves and others – in order to evaluate social alternatives and become more effective participants in the human community.
5. Make students aware of the crucial importance of social locations and statuses, such as social class, age, gender, ethnicity, religion, marital status, place of residence, and educational attainment, in determining our life chances, how we think, and what we do.
6. Demonstrate how methodologies are used in sociological research and how findings based on systematic research may be different from “common sense” beliefs.
7. Teach students how to analyze and interpret results of empirical sociological studies.
8. Show how sociological research can influence social policy decisions.

Course Content and Schedule:

All sections of Sociology 2 will have similar course content and schedule. The following is course outline that reflects the content and approximate schedule.

- Week 1-2: The sociological approach is introduced, including the principles and theories of macro and micro sociology, and the logic of sociological analysis. Students will be able to explain how the sociological approach differs from everyday “common sense” thinking about social problems.
- Week 3: Students learn about the process by which social conditions and behaviors are identified and perceived as problems, and how people mobilize to resolve them. The role that sociology may play in influencing social policy decisions is examined in the context of debate (value-free vs. committed sociology), social inequality, and political ideology and conflict.
- Week 4-6 Social problems that relate directly to some of the major social institutions in society, such as government, the economy, the family, and health care systems are examined. These institutions are studied in historical and contemporary contexts. Students will be able to define and use sociological concepts in describe problems related to social institutions.
- Week 7-9 Students study problems of social inequality such as poverty, racial and ethnic discrimination, and inequality based on gender and age. They will be able to describe and explain the connections of peoples’ social locations and statuses and their life chances.
- Week 10-11 Students study problems surrounding behavior that some people consider unconventional or deviant such as crime and delinquency, alcohol and drug abuse, and forms of sexual behavior. They will be able to analyze results of sociological research related to these types of behaviors.
- Week 12-15 Students study world social problems of change and disruption, such as population growth, urbanization, migration, environmental pollution, ethnic violence, war, and political tyranny. Students will be able to describe social problems across nations and in a world system.

Writing Assignment:

All sections will require students to complete writing assignment(s) that will sum to at least 2000 words. Writing assignments includes research papers in which student conduct simple researches and observation, and interpret findings on a selected social issue. Library research papers, essay exams, journals, reflection papers, and in-class writing assignments may also be used to meet the writing requirement for lower-division GE.

Representative Texts:

Diana Kendall, *Social Problems in a Diverse Society*. Allyn and Bacon, 1998.

Thomas J. Sullivan, *Introduction to Social Problems*. Allyn and Bacon, 1997.

Frank R. Scarpitti and F. Kurt Cylke, Jr., *Social Problems: The Search for Solutions*. Roxburty, 1995.

Earl Rubington and Martin S. Weinbert, *The Study of Social Problems*. Oxford, 1995.

D. Stanley Eitzen and Criag S. Eitzen, *Solutions to Social Problems, Lessons from other Societies*. Allyn and Bacon, 1998.

Grading Policy:

Individual instructors are responsible for assigning grades to their students based on examinations, papers, and other activities. As presented in the syllabus under Attachment 3, the scale to determine grade on the various requirements is as follows.

A = 100%-90%

B = 89%-80%

C = 79%-70%

D = 69%-60%

F = 59%-0%

Coordinating Committee:

These are above general common goals and content elements for Sociology 2. The attached syllabus shows one example of how these common elements can be covered during the course of a semester.

The Department of Sociology General Education Coordinating Committee will review Sociology 2 course syllabi and other course materials regularly to ensure consistency of common goals, objectives, and content in all sections.

SOCIOLOGY 2

Social Problems (3 units)

COURSE SYLLABUS

Spring 1998

Instructor: Prof. R.S. Palacio
Office Phone: 278-5146 Dept. 278-2234
Email: robert-palacio@csufresno.edu

Office: SS-225
Hours: M,W,F 1:30-3:00
or by appointment

COURSE OBJECTIVES

This course introduces students to basic principles underlying human social behavior via a sociological analysis of social problems. Analysis focuses on the development of major problems in American society and the world such as inequality, discrimination, deviance, war, tyranny, ethnic conflict, and pollution. Major sociological perspectives provide orientation for gaining critical awareness of the substance of social issues and problems.

At the end of this course, successful students (students who have assumed appropriate responsibility for their learning) will achieve the following objectives.

1. Will be able to distinguish between the sociological perspective and systematic study of social problems from everyday "common sense" views.
2. Will be able to describe the process by which social conditions are identified and perceived as social problems.
3. Will be able to explain effects of social structures and historical events in American society and the world on various social problems.
4. Will be able to describe the connections between personal troubles and public issues -- for themselves and others.
6. Will be able to describe and explain the connections of peoples' social locations and statuses and their life chances.
7. Will be able to analyze and interpret results of sociological research
8. Will be able to describe how sociological research may influence social policy decisions.

METHOD OF INSTRUCTION

This course combines lectures, readings, class discussions, and class assignments. Lectures will provide background information, facts, and theories; readings complement lectures and form the focus for discussions. Class assignments/research activities will enable you to apply the sociological approach to selected topics and to facilitate participation in the learning process.

REQUIRED TEXTS

Sullivan, Thomas J. (1997). *Introduction To Social Problems*. New York: Macmillan.

Charon, Joel M. (1995). *Ten Questions: A Sociological Perspective*. Belmont, CA: Wadsworth.

ASSIGNMENTS AND REQUIREMENTS

1. **THREE (3) EXAMINATIONS:** The exams are scheduled for in-class and will cover lectures, discussions, and textbook. Exams will consist of several short essay questions and one long essay question. The first two exams will be administered over a two-day period. The first day will cover the long essay questions and the second day will cover the short answer questions. I will provide the examination form for the short questions; you bring a Blue Book for the long essay question. Each exam is worth 50 points.

EXAM DATES:

1st exam, March 4th & 5th
2nd exam, April 1st & 3rd
3rd exam, during Finals Week

2. **ONE RESEARCH/WRITING ASSIGNMENT:** This assignment requires that you conduct a simple social experiment, analyze the data, make some sociological interpretations, and produce a research report of 2000 words (roughly 8 pages typed). This assignment requires that sociological concepts and theories presented in *Ten Questions* and in *Social Problems* be included in the analysis and interpretation of the results.

The research assignment will be explained in detail at the time it is assigned. A separate handout will provide instructions, guidelines, and due dates.

3. **CLASS PARTICIPATION:** You may earn class participation points in a number of ways. You will be required to share your research findings and interpretations from your out-of-class research/writing assignment.

Every Friday will be devoted to class discussion of Joel Charon's *Ten Questions*. This book is a primary source that addresses selected sociological questions. You are encouraged to participate in class discussions of this book and by sharing observations, perspectives, experiences related the chapter topics. Points will be awarded at mid-term and at the end of the semester. Class participation is worth a total of 10 points.

GRADING

3 in-class examinations at 50 points each	= 150 pts.
1 research assignment	= 60
class participation	= 10
Total	= 220 pts.

A = 220-198 B = 197-176 C = 175-154 D = 153-132 F = 131-0

CLASS POLICIES

1. University policy on plagiarism will be observed (see *Catalog* and the *Schedule of Courses*)
2. All late assignments will lose 4 points per day.
3. Missed exams must be made up within one week after exam date.
4. All exams and assignment must be completed in order to receive grade.
5. University policy on incomplete grade^s will be observed.
6. Full attention will be devoted to each class session.
7. If you have to leave early, please let me know at the beginning of the class.
8. If you must chew gum, please do not make any popping sounds.

COURSE OUTLINE

<u>Week</u>	<u>Readings</u>	<u>Lecture-Discussion Topics</u>
1.	Chapter 1	Approaches to the Study of Social Problems
2.	Chapter 2	Growth of Corporate and Government Power
3.	Chapter 3	Family-Related Problems
4.	Chapter 4	Health and Illness
5.	Chapter 5	Poverty
	1st Exam	March 4 th & 5 th
6.	Chapter 6	Race and Ethnic Relations

- 7. Chapter 7 The Sexes and Social Inequality
- 8. Chapter 8 Age and Social Inequality
- 9. Chapter 9 Crime and Delinquency
- 10. Chapter 10 Alcohol and Other Drugs

2nd Exam April 1st & 3rd

- 11. Chapter 11 Sexual Variance
- 12. Chapter 12 Global Issue: The World System and Urban Problems
- 13. Chapter 13 Global Issue: Development, Population, and Environment
- 14. Chapter 14 Global Issue: Violence, War, and Terrorism
- 15. Chapter 15 Global Issue: Political Tyranny and Democratization

3rd Exam During Finals Week