



SO23043: Social Problems

Sociology

Arkansas Northeastern College

DEPARTMENTAL SYLLABUS

I. Course Prerequisites

Students should be able to read and absorb information from a college-level textbook, and to write effectively. Students enrolled in *College Reading Skills* and/or *College Writing Skills* are strongly advised **not** to take this course.

II. Course Catalog Description

A study of contemporary social problems and their consequences; focusing on topics such as economic inadequacies, family disorganization, crime, and drug addiction.

III. Required Texts

Carl, John D. Think Social Problems (2013). Pearson **Textbook is required for INET courses!!!!**

IV. Course Rationale:

History and social sciences provide the student the opportunity to develop an appreciation of the essential worth of the individual person as a viable and active instrument of change, socially and politically, in the affairs of life. This can be accomplished through an integrated view of civilization, economic development, and social evolution.

V. Course Learning Outcomes

By the end of this course, students will be able to:

1. Explain the relationship between private problems and public issues **(Communication Fluency)**
2. Grasp the significance of the social construction of social problems **(Communication Fluency)**
3. Identify theories of social problems **(Communication Fluency) (Critical Thinking)**

VI. Unit and Instructional Objectives

Unit I

Rationale: A sociological perspective on social problems requires a proper grounding in the science of sociology. Students must be exposed early in the semester to the uniqueness of the sociological perspective, as well as various theoretical approaches found within the discipline.

The student will be able to:

1. Explain what the sociological imagination is and how it can be used to view social problems. **(CLO 1 & CLO 2)**
2. Define social problems. **(CLO 1 & CLO 2)**
3. Identify the four natural stages through which social problems evolve. **(CLO 1)**
4. Describe the contributions that sociologists can make in studying social problems. **(CLO 1)**
5. Explain why sociologists use scientific methods to study social problems. **(CLO 1)**
6. Identify the four basic research designs and research methods used for gathering information. **(CLO 1)**
7. Explain whether or not sociologists should choose sides as professionals. **(CLO 1)**
8. Identify the three major theoretical frameworks that sociologists use to interpret social problems. **(CLO 1, CLO 2, CLO 3)**

9. Explain and apply functionalism to social problems. **(CLO1 & CLO 2)**
10. Explain and apply conflict theory to social problems. **(CLO1 & CLO 2)**
11. Explain and apply feminist theory to social problems. **(CLO1 & CLO 2)**
12. Explain and apply symbolic interactionism to social problems. **(CLO1 & CLO 2)**
13. Discuss the future social problems related to aging. **(CLO1 & CLO 2)**
14. Explain how sexual behavior can be a social problem. **(CLO1 & CLO 2)**
15. Define and explain prostitution. **(CLO1 & CLO 2)**
16. Apply functionalism to prostitution. **(CLO1 & CLO 2)**
17. Explain the research that has been done on prostitution. **(CLO1 & CLO 2)**
18. Explain pornography in the U.S. **(CLO1 & CLO 2)**
19. Apply symbolic interactionism to pornography. **(CLO1 & CLO 2)**
20. Explain the social effects of pornography. **(CLO1 & CLO 2)**
21. Define and explain victimless crimes. **(CLO1 & CLO 2)**
22. Explain the future of prostitution and pornography. **(CLO1 & CLO 2)**

UNIT II

Rationale: Many students taking this course are pursuing a degree in social work, with the goal of working within the immediate service area. The issues they will encounter on a regular basis in their work necessitate that they get a fresh perspective on how drugs, crime, and poverty intersect with each other, and how they are problems to be explained at a level far beyond any one individual.

The student will be able to:

1. Explain what constitutes drug abuse and its historical context. **(CLO 1)**
2. Explain the scope of the alcohol and drug problem in the U.S. **(CLO 1)**
3. Distinguish between the symbolic interactionist, functionalist, and conflict perspectives of drugs. **(CLO 1)**
4. Understand the role of the medical community in defining the meaning of drugs. **(CLO 1)**
5. Explain the use of illegal drugs by students. **(CLO 1)**
6. Understand the role of alcohol as a social problem. **(CLO1 & CLO 2)**
7. Identify the drugs that Americans use and the effects of those drugs. **(CLO 1)**
8. Understand the difficulty in establishing adequate social policy. **(CLO1 & CLO 2)**
9. Explain what the future holds for drugs in the U.S. **(CLO1 & CLO 2)**
10. Define whether or not an act is a crime and how it differs from one society to another. **(CLO1 & CLO 2)**
11. Differentiate between the symbolic interactionists', functionalists', and conflict theorists' perspectives on crime and the criminal justice system. **(CLO 3)**
12. Differentiate between the different types of crime and their impact on society. **(CLO 2& 3)**
13. Explain the current state of our criminal justice system. **(CLO1 & CLO 2)**
14. Explain how factors of race, gender, and region impact the death penalty. **(CLO 1)**
15. Explain the prison experience. **(CLO 1)**
16. Differentiate between the social responses to crime. **(CLO1 & CLO 2, & CLO 3)**
17. Explain how social change will influence the direction of crime in the future.
18. Explain the four problems facing the U.S. economy. **(CLO1 & CLO 2)**
19. Identify and describe the three types of poverty. **(CLO1 & CLO 2)**
20. Explain social inequality and the distribution of income and wealth. **(CLO1 & CLO 2)**
21. Differentiate between the symbolic interactionists', functionalists', and conflict theorists' perspectives on social inequality. **(CLO1 & CLO 2, & CLO 3)**
22. Discuss the impact of poverty. **(CLO 1)**
23. Discuss who the poor are in the U.S. **(CLO 1)**
24. Explain social inequality and poverty on a global level. **(CLO1 & CLO 2)**
25. Explain the policies throughout time for dealing with poverty. **(CLO1 & CLO 2)**
26. Discuss what the future holds in terms of social inequality and poverty. **(CLO1 & CLO 2)**

Unit III

Rationale: Several key issues continue to dominate political discussions in the United States. Students need to have a proper vocabulary and understanding of these issues in order to avail themselves of their rights and responsibilities as citizens. Students will be exposed to the sociological perspective on race relations, the health care crisis, the family, and the war on terrorism.

The student will be able to:

1. Explain what constitutes a minority group. **(CLO1 & CLO 2)**
2. Differentiate between individual and institutional discrimination. **(CLO1 & CLO 2)**
3. Discuss the symbolic interactionists', functionalists', and conflict theorists' perspectives on race and ethnicity. **(CLO 3)**
4. Identify and discuss the four largest minority groups in the United States. **(CLO1 & CLO 2)**
5. Explain social policies that have been suggested to encourage cultural pluralism. **(CLO1 & CLO 2)**
6. Discuss examples of cases that reversed affirmative action. **(CLO1 & CLO 2)**
7. Discuss the future of racial-ethnic relations. **(CLO1 & CLO 2)**
8. Understand how the meaning of health and illness varies with culture and social class. **(CLO1 & CLO 2)**
9. Explain how medicine has become a for profit system. **(CLO1 & CLO 2)**
10. Explain how physical and mental illness can be viewed as social problems. **(CLO1 & CLO 2)**
11. Apply the symbolic interactionism, functionalism, and conflict theories to medical care. **(CLO 3)**
12. Discuss some historical changes in diseases including HIV/AIDS. **(CLO1 & CLO 2)**
13. Explain social inequalities in physical and mental illness. **(CLO1 & CLO 2)**
14. Discuss strategies for controlling health care costs. **(CLO1 & CLO 2)**
15. Explain what the future holds for health and illness. **(CLO1 & CLO 2)**
16. Identify and explain the most significant effects of the Industrial Revolution on families. **(CLO1 & CLO 2)**
17. Identify some indicators that suggest that the family may be in trouble. **(CLO1 & CLO 2)**
18. Explain the trends that are occurring in one-parent families. **(CLO1 & CLO 2)**
19. Differentiate between the symbolic interactionists', functionalists', and conflict theorists' perspectives on why the divorce rate is so high. **(CLO 3)**
20. Identify some of the major trends that have occurred in marriages and families. **(CLO1 & CLO 2)**
21. Discuss the factors that affect physical violence in the family. **(CLO1 & CLO 2)**
22. Discuss the factors that affect marital rape and incest. **(CLO1 & CLO 2)**
23. Explain the relationship between the elderly and their adult children. **(CLO1 & CLO 2)**
24. Discuss the findings about the status of the family. **(CLO1 & CLO 2)**
25. Discuss social policies that address family problems. **(CLO1 & CLO 2)**
26. Explain what the future might hold for marriage and families. **(CLO1 & CLO 2)**
27. Discuss why war exists. **(CLO1 & CLO 2)**
28. Identify the three essentials conditions in order for a war to occur and the seven "sparks" that set off war. **(CLO1 & CLO 2)**
29. Discuss the symbolic interactionists', functionalists', and conflict theorists' views on war. **(CLO1 & CLO 2)**
30. Explain how the military and business gain from producing, selling, and using weapons. **(CLO1 & CLO 2)**
31. Discuss the research findings on war including money spent and deaths that have occurred. **(CLO1 & CLO 2)**
32. Explain how dehumanization in war occurs and provide examples. **(CLO1 & CLO 2)**
33. Discuss the situations in which an accidental war could occur. **(CLO1 & CLO 2)**
34. Discuss the implications of biological and chemical warfare. **(CLO1 & CLO 2)**
35. Identify and explain the different types of terrorism. **(CLO1 & CLO 2)**
36. Explain social policies that examine political terrorism and nuclear war. **(CLO1 & CLO 2)**
37. Explain what the future holds in terms of terrorism and war. **(CLO1 & CLO 2)**

VII. Course Policies: Technology and Media

Email:

Arkansas Northeastern College has partnered with Google to host email addresses for ANC students. myANCmail accounts are created for each student enrolled in the current semester and is the email address your instructor will use to communicate with you. Access your email account by going to <http://mail.google.com/a/smail.anc.edu> and using your first and last names, separated by a period for your username. Your default password is the last six

digits of your Student ID. If you cannot access your student email, contact the MITS department at 762-1020 ext 1150 or ext 1207 or send an email to ANCHelp@smail.anc.edu.

Instructor will use email to communicate with class members on issues relevant to the class. Students are also encouraged to use email to communicate with the instructor and each other. Students can expect the instructor to respond to their emails within 24 hours. When possible, instructor does check and respond to emails on weekends.

Internet: This course has a webpage on myANC.

Laptop Usage:

The use of laptops during class is prohibited.

Classroom Devices:

Students who wish to use tape recorders during lectures must receive permission from the instructor.

The use of cell phones, mp3 players, and iPods is strictly prohibited during class.

Computer Labs:

In addition to general-purpose classrooms, a number of computer laboratories are provided for instructional and student use. These networked laboratories are state-of-the-art and fully equipped with computers, printers, Internet connections and the latest software. The labs are open to students enrolled in one or more credit hours at the College.

Technology Support:

A lab assistant is generally present in the computer lab in B202 for assistance in using the College computers. These assistants cannot help you with course assignments; specific questions regarding the technology requirements for each course should be directed to the instructor of the course. Problems with myANC or College email accounts should be addressed by email to ANCHelp@smail.anc.edu.

VIII. Course Policies: Student Expectations

Disability Access:

Arkansas Northeastern College is committed to providing reasonable accommodations for all persons with disabilities. This First Day Handout is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the instructor to request accommodations. Students who need accommodations must be registered with Dr. Blanche Sanders or Suzanne Robinson at the Learning Assistance Center, Room L104.

Attendance Policy:

Instructor will take roll each class session. While no points are specifically assigned for attendance, it is imperative that students make every effort to be in class on a regular basis.

If a student must miss a class, he/she should contact the instructor via email to explain what happened and to determine what was missed. The student must get lecture notes that were missed from a classmate.

Professionalism Policy:

Please arrive on time and prepared for all class meetings. If you must come in late, do so without disrupting the instructor or other students. Instructor will not tolerate repeated instances of tardiness.

Academic Integrity Policy: Academic dishonesty in any form will not be tolerated. Students are expected to do their own work. Plagiarism, using the words of others without express permission or proper citation, will not be tolerated. Any cheating (giving or receiving) or other dishonest activity will, at a minimum, result in a zero on that test or assignment and may be referred, at the discretion of the instructor, to the Department Chair and/or Vice President of Instruction for further action. If you are uncertain as to what constitutes academic dishonesty, please

consult the Academic Integrity Policy for further details. (http://www.anc.edu/docs/Academic_Integrity_Policy.pdf)
Should a second incident of cheating occur, I reserve the right to give the student an F for the entire semester!

Academic & Career Enrichment Advising Center: The Academic & Career Enrichment (ACE) Advising Center is located in Statehouse Hall in Room S145. The ACE Advising Center advises all new ANC students. Once a student is progressing through his/her program of study the student will be assigned an advisor in the field of study. Prospective students are provided test prep assistance through the computerized Skills Tutor system for Compass test placement. The ACE Advising Center also houses a Virtual Career Center including career placement services, as well as academic tutoring services for enrolled students. The tutoring services offered are one-on-one tutoring, group tutoring, and group labs for specific classes.

Other Student Support Services: Many departments are ready to assist you reach your educational goals. Be sure to check with your advisor; the ACE Advising Center, Room S145 and Student Support Services, Room W207; to find the right type of support for you.