

SOCIAL PROBLEMS

Sociology 102

General Education Competency Area:

Social and Behavioral Ways of Knowing

Spring Term 2022

Professor:

Gary Reed

Justice Studies Program

Social Science Division

Lewis-Clark State College

Spalding 312

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Phone: (208) 792-2794

Website: Canvas

Class Meets:

Tuesday and Thursday 10:30 am – 11:45 am

Classroom: **VIRTUAL REMOTE SYNCHRONOUS VIA ZOOM. THE ADDRESS IS ON THE HOME PAGE**

Office Hours:

Zoom, phone or email

Tuesday, Wednesday & Thursday 1:45pm-2:45pm, and by appointment

Course Description:

Students develop a sociological frame of reference for understanding some of the complex problems of our society. Problems examined include poverty, environmental degradation, racism, sexism, crime, substance abuse, inadequate healthcare, etc. in the context of American society.

Purpose:

This course is designed to help students become critical consumers of information concerning the causes, consequences, and solutions related to current social problems.

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General Education Learning Outcomes:

This course is designed to help you develop the competencies stipulated by the Idaho State Board of Education for the Social and Behavioral Ways of Knowing component of the General Education Core. Upon successful completion of this course, you will be able to do the following:

1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline (sociology).
2. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
3. Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences.
4. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
5. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

Course-specific Learning Outcomes:

This course aims to help you gain knowledge and develop skills that will aid you in becoming a critical thinker, a successful student, and an informed, engaged member of society. More specifically, in this course you will do the following, which are linked to the above General Education learning outcomes as noted in parentheses:

-learn how to interpret your and others' behaviors and experiences using a sociological framework (i, ii, iv, v)

-gain an understanding of the structural roots of social problems (i, ii, iv, v)

-gain an understanding of the ways social class, race, gender, and nationality affect people's life chances and the types of problems and challenges they face (i, ii, iv, v)

-discuss social issues in an informed, critical, and civil manner and in the process gain experience speaking to an audience of your peers (i, ii, iii, iv, v)

-write evidence-based essays in which you analyze specific social problems and apply sociological theories, concepts, and insights appropriately (i, ii, iii, iv, v)

Goals:

It is expected that students will become more adept at utilizing social scientific analysis to analyze social problems in a critical manner. The written work and verbal presentations of students should reflect systematic, logical arguments clearly supported by theory and research. Students will have opportunities to practice effectively communicating their social science analysis.

Course Requirements:

Introduction Discussion 10 points

Report One 30 points

Report Two 30 points

Report Three 30 points

Report Four 15 points EXTRA CREDIT

Exam One 100 points

Exam Two 100 points

Exam Three 100 points

Exam Four 100 points

Discussion:

All students are expected to participate in the first introduction discussion (on Canvas) where you will introduce yourself to the class.

Reports:

Three required reports and one extra credit report will be assigned throughout the semester. There will be questions posted on Canvas. Reports will be submitted to Canvas. The questions will be designed to facilitate class discussions.

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Exams:

Four exams (including the final exam) consisting of essay, multiple-choice, true/false, and fill-in-the-blanks questions will be administered through Canvas. Study questions will be available prior to the exams to help you prepare.

Student Conduct:

Any student with questions remaining as to what constitutes cheating or plagiarism should consult the instructor in order to avoid any misunderstanding. If a student is caught cheating, at minimum, he/she will fail the assignment, the Judicial Affairs Officer will be notified and the incident recorded.

The lectures for the class will be conducted via Zoom. Students are expected to have cameras on, mute when not talking, and actively participate in class discussions.

Moreover, we will be dealing with controversial issues at times and it is essential that discussions remain constructive and respectful.

Assignment Grading:

A 93%

A- 90%

B+ 87%

B 83%

B- 80%

C+ 77%

C 73%

C- 70%

D+ 67%

D 63%

D- 60%

F 53%

Readings: (Available at the Lewis-Clark Bookstore and internet)

Understanding Social Problems, 10th Edition, 2017

Authors: Mooney, Knox, Schacht

Publisher: Cengage

ISBN: 978-1-305-57651-3

Topics and Assignments:

(Due to the nature of academic discussions, the topics listed below will not always correspond to the days' discussions.)

Week 1: Jan 18-20

Introduction to the course and the nature and meaning of social problems

Reading: chapter 1, Canvas module 1

Introduction Discussion due Jan 20

Week 2: Jan 25-27

Physical and Mental Health and Health Care

Reading: chapter 2, Canvas module 2

Week 3: Feb 1-3

Alcohol and Other Drugs

Reading: chapter 3, Canvas module 3

Week 4: Feb 8-10

Crime and Social Control

Reading: chapter 4, Canvas module 4

EXAM ONE Feb 10

Week 5: Feb 15-17

Crime and Social Control Part II

Reading: chapter 4, Canvas module 4

Week 6: Feb 22-24

Family Problems

Reading: chapter 5, Canvas module 5

Report One Feb 24, 10:30 am

Week 7: March 1-3

Economic Inequality, Wealth and Poverty

Reading: chapter 6, Canvas module 6

Week 8: March 8-10

Work and Unemployment

Reading: chapter 7, Canvas module 7

EXAM TWO March 10

Week 9: March 15-17

Race, Ethnicity, and Immigration

Reading: chapter 9, Canvas module 8

Week 10: March 22-24

Gender Inequality

Reading: chapter 10, Canvas module 9

Report Two March 24, 10:30 am

March 28-April 1 Spring Break

Week 11: April 5-7

Sexual Orientation and the Struggle for Equality

Reading: chapter 11, Canvas module 10

Week 12: April 12-14

Environmental Problems Part I

Reading: chapter 13, Canvas module 11

EXAM THREE April 14

Week 13: April 19-21

Environmental Problems Part II

Reading: chapter 13, Canvas module 11

Week 14: April 26-28

Science and Technology

Reading: chapter 14, Canvas module 12

Report Three April 28, 10:30 am

Week 15: May 3-5

Conflict, War, and Terrorism

Reading: chapter 15, Canvas module 13

Report Four May 5, 10:30 am

Final Exam/Exam Four May 10, 10:30 am