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**Ohio Articulation Number (OAN)
Course Submission Form
2005-2006**



College/University Stark State College of Technology

Course(s) Submitted(Title & Course #) SOC221 Social Problems for
Ohio Articulation Number OSS025

Date 11-04-05 Course 1 of a 1 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

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Credit Hours 3 qtr _____ sem X

Lecture Hours 3

Laboratory Hours 0 (if applicable)

Pre-Requisites(s) Course work (if applicable)

Placement Score (if applicable)

(Name of test)

(Domain) (Score)

Catalog/Course Description (Includes Course Title and Course #)

Social Problems SOC 221: An examination of significant contemporary problems in American society and their impact on traditional and emerging sociological institutions/systems. Special consideration is given to these topics as they apply to social service agencies.

Texts/Outside Readings/Ancillary Materials

Required Texts and Materials:

Social Problems, 7th edition, by D. Stanley Eitzen and Maxine Baca Zinn
Social Problems and the Sociological Imagination, by David R. Simon

Course Objectives and/or Plan of Work

General Level Course Objectives:

1. Define a social problem and to use this definition (in all its forms) to identify a social problem.
2. Demonstrate familiarity with the three theoretical perspectives in sociology: Functionalism, Conflict Theory, and Interactionism and apply these three theoretical perspectives to contemporary social problems. Compare/contrast cross-culturally.
3. Explain basic assumptions sociologists make about the society, social institutions, and social problems.
4. Explain the theory of sociological research and its application in relationship to social problems; this application will include any or all of the following: demographic studies, field observation, social experimentation, and survey research.
5. Explain the nature of social policy and how social policy influences both investigation and treatment of social problems; this understanding of social policy will include both macro (federal/state) and micro (local agency/family) dimensions.
6. Describe current American social problems and delineate their causes, effects, and potential solutions. Propose and defend potential solutions.

Description of Assessment and/or Evaluation of Student Learning

Departmentally-required Assignments/Activities: Formal testing (may be objective/subjective/combo; testing for some classes may be computer-based); additional assignments emphasizing application are to be selected by each individual instructor.

Master Syllabi and Working Syllabi (if both are used)

Master Course Syllabus

Stark State College of Technology General Studies/Public Service Division

Social Science Department

Course Number/Title: SWK221/ Social Problems

Prerequisite(s): SOC121 or permission

Corequisite(s): None

Recommended Preparation: college-level reading, study, writing and research skills

Credit Hours: 3 **Contact Hours:** 3 **Lab Hours:** 0

Catalog Course Description: An examination of significant contemporary problems in American society and their impact on traditional and emerging sociological institutions/systems. Special consideration is given to these topics as they apply to social service agencies.

General Level Course Objectives:

1. 1. Define a social problem and to use this definition (in all its forms) to identify a social problem.
2. Demonstrate familiarity with the three theoretical perspectives in sociology: Functionalism, Conflict Theory, and Interactionism and apply these three theoretical perspectives to contemporary social problems. Compare/contrast cross-culturally.
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6. Describe current American social problems and delineate their causes, effects, and potential solutions. Propose and defend potential solutions.

Course Outline:

- I. Sociological Approach to Social Problems
 - A. Social Problem Theory
 1. Functionalist
 2. Conflict Theory
 3. Interactionsim
- II. Definition of Social Problems
 - A. Types of Social Problems

1. inequality
2. deviance
3. violence
4. poverty
5. discrimination
6. crime
7. substance abuse

III. Society and Social Problems

A. Institutions

1. Family
 - a. stratification
 - b. divorce
 - c. violence
2. Economy
 - a. Economic change and work
 - b. Technology change and work
 - c. future of work
 - d. high cost of health care
3. Education
 - a. education and inequality
 - b. characteristics of American education
 - c. violence in the schools
4. Political
 - a. characteristics of American politics
 - b. class participation/voting

IV. Inequality

A. Trends in minority group interrelations

1. theoretical explanations of inequality
2. societal costs

V. Deviance

A. Crime

1. labeling theory
2. justice system

B. Mental Health

1. Definition
2. Models for treatment

C. Delinquency

1. juvenile justice model
2. juvenile crime statistic
3. rehabilitation models

VI. Violence

A. Overview of societal violence

1. Family Violence
2. Gun Violence

- 3. Rape
- 4. Gangs
- VII. Poverty
 - A. Poverty defined
 - 1. Myths about poverty
 - 2. Statistics about poverty
 - 3. Causes of poverty
- VIII. Discrimination
 - A. Discrimination defined
 - 1. Special populations (gender, age, gay, racial, ethnic)
 - 2. individual
 - 3. institutional
 - 4. costs to society
- IX. Substance Abuse
 - A. Drugs and Society
 - 1. statistics on use
 - 2. drugs of choice
 - 3. usage by age group
 - 4. costs to society

Peripheral Topics (*may* be covered in addition to core topics/course outline or may be presented as threads integrated into other topics/units):

Required Texts and Materials: *Structure of Social Stratification* by Beeghley, 3rd ed., 2000 and *Poverty* by Egendorf (ed.), 1999.

Optional Texts and Materials:

Departmentally-required Assignments/Activities: Formal testing (may be objective/subjective/combo; testing for some classes may be computer-based); additional assignments emphasizing application are to be selected by each individual instructor.

Recommended/Sample Assignments/Activities:

- case scenarios
- videos with student summaries
- outside speakers
- newspaper journal projects with article summaries-focusing on specific social problem
- role-plays
- summary critiques of Journal articles

NOTE: Current SSCT Compliance Guidelines MUST be integrated into EVERY syllabus.

INDIVIDUAL INSTRUCTOR INFORMATION :

Course/Section:

Class Meeting Time/Room #:

Instructor's Name:

Office:

Contact information: Office hours, phone/voice-and e-mail, etc.

Class Policies: (attendance/punctuality/make-up work, etc.)

Detailed Evaluation Scheme: Although there is some freedom of choice in how individual instructors may evaluate students' performance, grading schemes for each course in this department are to be clearly articulated to students on the syllabus, must be based on a points system and must follow the overall criteria of A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%.

Other:

To The New Instructor (some thoughts for consideration): This section is intended to provide the (new) instructor with some insights, from us veterans, as to how to successfully teach the course. It also may contain additional helpful information about students commonly taking the course, the role of the course in degree programs or as a general/transfer course and other related mentoring/orienting information. Content here will be course-specific, although some global statements may be appropriate as well.

Additional Documentation

Social Problems Syllabus

Instructor: George Welch
Office G204-T; Phone 966-5457, ext. 318, voice mail ext. 921
Office Hours: _____

Course Description: *Social Problems* is an examination of significant contemporary problems in American society and their impact on traditional and emerging sociological institutions/systems. Special consideration will be given to these topics as they apply to social service agencies.

Required Prerequisite: SOC121 (Sociology)

Textbooks:

Social Problems, 7th edition, by D. Stanley Eitzen and Maxine Baca Zinn
Social Problems and the Sociological Imagination, by David R. Simon

Course Outline:

- I. Course Introduction
- II. Sociological Research
- III. Sociological Imagination (Simon, Chapters 1-5)
- IV. Theoretical Background (Eitzen and Baca Zinn, Chapters 1-2)
- V. Chapter Presentations (Eitzen and Baca Zinn, Chapters 4-17)

Evaluation Criteria:

Chapter Outline	100- 200 points*
Group Research Project	200 points
Article Evaluation	100 points
Class Participation	100 points
Final Examination	100 points
TOTAL:	600- 700 POINTS

A: 90%+; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%

*See discussion of project, below.

Due Dates: Chapter and Article Presentations begin September 17
Initial Interviews: September 10
Written Research Report: November 5
Surveys Returned: November 26
Final Exam: TBA (per exam schedule)

Class Research Project: Each student enrolled in *Social Problems* will participate in a group research project. This project will have two phases. First, individually and as a class, we will explore a topic through qualitative research methods. Each student will submit a written analysis of his/her findings. Second, based on the results of phase one, we will, as a class, conduct a quantitative study (survey style) to verify our results. Extensive discussion of this process will be forthcoming in class and on separate handouts.

Chapter Presentations: Each student will be responsible for preparing an outline of one of the chapters in the Eitzen and Baca Zinn text and presenting this chapter to the class. Point values for this assignment will be 200 if an entire chapter is presented or 100 points if a chapter is split. More details will be forthcoming in class and on a separate handout.

Article Evaluation: Each student will prepare one article critique. This article critique will be presented to the class in conjunction with the chapter outlines. Articles will be chosen by the instructor and will be theoretical in nature. More details will be forthcoming in class and on a separate handout.

SOCIAL PROBLEMS

Project Guidelines

Research Project

This semester in class we will be studying the American system of social welfare in order to determine what problems exist and what solutions may be found to those problems. In order to do this, we will, as a class and individually, conduct research into the nature of people's perceptions of the welfare system and attempt to draw some useful conclusions about problems and solutions. This research will consist of two phases.

Phase One -- Qualitative Study

Generally speaking, a qualitative study can take many forms, from historical analysis to literature review to participant observation to open-ended interviews. The version of qualitative research we will use in this class is a variety of what is known as "Grounded Theory." This technique makes use of interview research in order to draw some conclusions (propositions, theories) which are suggested by ("grounded" in) the data revealed by the interviews. I will provide more information in class about HOW this is done; however, in order to begin the process, each student will conduct five (5) interviews.

The Interviewees: You are to interview five "normal" people; that is, I do NOT want you to interview other students in HSST (although students in other majors would be OK), HSST instructors, or people who work in HSST-related fields.

The Question: "What problems have you or someone you know experienced in receiving help from the government when you or he/she needed it?"

The Method: After asking this question, take care to take detailed notes of what your interviewee has to say. You may do this through either of two methods. If you can take rapid notes, jot down their comments in as much detail as possible. If you can't, and if the interviewee doesn't mind, you may tape record the interview and make notes from the tape later. In fact, taping is the easier of the two methods; however it does take more time.

Additionally, you will find that you will want to ask follow-up questions for clarification or additional information. Do so! Just remember to take notes about what your interviewee tells you.

The Notes: You need to bring your initial set of notes with you to class on Wednesday, September 7. You will turn in one copy to me (remember these are notes: handwritten, etc., is fine), and you will present to the class the essence of what you found.

The Next Step: More research, as necessary, will be conducted by each student. We will discuss in class, as necessary, new findings and developments. Ultimately, each student will come up with his/her own explanation (theory) of the problems in the welfare system.

The Last Step: Each student will prepare a written analysis of the theory he/she uncovered through this project. This written analysis should follow these guidelines:

Length: This will vary, depending upon how much you have to say! In general, I would think that 3-5 pages should do it for most people.

Style: Typed, double-spaced, normal margins.

Content: Essentially, your analysis should contain two elements. First, you should have some **EXPLANATION** for the phenomenon under study. Second you should have **EVIDENCE** to support your explanation. The evidence (data) is what the interviewees told you.

Due Date: November 2, in class.

Phase Two -- Quantitative Study

After we complete the first phase of our research, we should have some possible explanations for the "nature of the beast." At this point, we will construct a survey in order to test our findings.

The Process: We will, in class and as a group, write a survey which is based on the propositions/theories developed in the first phase.

The Method: Hopefully you all have the idea of how to write survey questions, etc.

The Hard Work: I will type and reproduce the surveys for you.

The Easy Work: Each student will collect ten (10) surveys with the following sampling restrictions:

- 1. All of the restrictions noted above.**
- 2. Different people than you interviewed.**
- 3. Other guidelines as discussed in class.**

The Other Hard Work: I will do all the MYSTAT nonsense.

The Last Step: We will, in class and as a group, compare the two studies and draw conclusions as appropriate.

Chapter Outline

- 1. I will present introductory material and Chapters 1 and 2. However, instead of my presenting the material in the text regarding individual social problems, each student will present the material in one of the chapters to the class. Students may choose his or her chapter from Chapters 6-17.**
- 2. There are two restrictions on which chapters students may choose.**
 - a. Students are NOT permitted to choose chapters which deal with other subjects they have taken or are currently taking. For example, if you have taken or are currently taking Poverty in the U.S., you will not be permitted to report on Chapter 6, which deals with Poverty.**
 - b. Students are NOT permitted to choose chapters which deal with their specialty/practicum areas.**
- 3. The presentation will take the form of a typed outline of the chapter, which the student will discuss with the class. This discussion should take between 30-45 minutes.**

I will make a copy of each outline for each student, so presenters need to get the

outlines to me one week ahead of time so that I may make copies and distribute them the Wednesday BEFORE the presentation. If they wish, they may make their own copies for their classmates, as long as they distribute them on the Wednesday before they present.

4. The outlines should be of sufficient detail that the major points as well as significant data is included. In other words, if one student reads the outline of another, he or she should fully understand what the chapter was attempting to communicate.
5. Since the outline presentation should be only 30-45 minutes, the objective of this assignment is NOT to merely "read us the chapter." The presenter should use his or her critical skills to filter through the "muck" to find what is important.
6. In addition to the outline, the presenter should include several questions for discussion at the end of each outline. These questions should stimulate class discussion and independent thinking, not merely reiterate the information contained in the outline.
7. I have already determined the order of the chapters and their presentation dates (the list follows). If, however, your chapter is scheduled at a bad time for you, and if someone else will switch, then you may do so. I hope that this is kept to a minimum, however.
8. Mondays are typically chapter presentation days. On days when no one is scheduled to present a chapter, we will be discussing a variety of other topics, such as the research reports. Just in case someone is absent on their assigned presentation date, please bring the relevant materials with you which we would have discussed on the following class. If, for some reason, school is cancelled (e.g. snow days), whatever was scheduled for that day will be covered during the next class.
9. Here is the schedule for chapter presentations (all are Mondays):

September 19 -- Chapter 6 (Poverty)
September 26 -- Chapter 11 (Families)
October 3 -- Chapter 12 (Education)
October 10 -- NO CLASS -- Columbus Day
October 17 -- Chapter 15 (Crime)
October 24 -- Chapter 16 (Mental Disorder)
October 31 -- Chapter 7 (Race and Inequality)
November 7 -- Chapter 8 (Gender Inequality)
November 14 -- Chapter 9 (Age)
November 21 -- Chapter 10 (Sexual Orientation)
November 28 -- Chapter 13 (Health/Health Care Delivery)
December 5 -- Chapter 14 (Work)
December 12 -- Chapter 17 (Drugs)

10. There is one final consideration. It appears likely at this time that there will be more students than chapters. If this occurs, the following revision will be necessary.

All twelve chapters will be covered. In some cases (as dictated by enrollment) two students may share the outline for a chapter. If this is the case, students are to divide the outline responsibility equitably, and the point value for the chapter will be divided (75 points each). Please note the two grading scales on the syllabus which reflect this possibility.

I personally do not care which students work together or separately, nor do I care which chapters are done separately or by two students. I leave the details of this for you to work out. If, however, it appears that you are unable to do so, I will make random assignments of chapters, considering the restrictions outlined in 2., a. and b., above. In any case, all chapter assignments will be determined by September 7, since someone will be presenting on the 19th.

Article Evaluation

In conjunction with the chapter outline, each student will prepare a critique of an article which I will provide. The article will relate to the subject of the chapter on which the student is reporting, and will also deal with theoretical concepts as they relate to the subject.

This analysis will be oral only, and will be for the sole purpose of explaining to the class how some aspect of sociological theory relates to/explains/discusses the subject of the chapter. This presentation will, ideally, take 15 minutes or so, and should similarly contain some questions designed to inspire critical thinking from the class.

A note of caution: Please DO NOT assume that I personally agree with the information in these articles; in some cases I will, and in others I won't. Whether you and I agree on our assessment of the relative "goodness" of the article is unimportant. Therefore, your job is not to guess what I'd like to hear, but to evaluate the articles in terms of your own understanding of the social world, and then present those ideas to the rest of the class so that they may make a judgment as well.

Also, as a word of encouragement: I am available to "help" with this part. I won't tell you everything, but I can give you some idea of whether or not you're going in the right direction. Therefore, don't just say: "I don't get it!" Tell me what you think, and I'll nudge you gently if necessary.

Finally, if two students share a chapter outline, each student will have his or her own article to evaluate.

The Final In Class Examination

Approximately 1 week ahead of time, I will provide you with the question(s) that you will be required to write on for the final exam. The final exam will be based on all of the chapter outlines and article evaluations that you have been doing throughout the semester.

You will be permitted to make whatever notes you wish one (1) 3X5" note card (both sides). You will turn in the card with your exam.

Don't let this exam stress you out--if you've been mentally with us this semester, you should have no trouble with this exam. Just remember: **THINK!**

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Approved	
Additional Information Requested	
Rejected	
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