



INSTRUCTIONAL PACKAGE

SOC 205

Social Problems

Fall 2018/Spring 2019/Summer 2019

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: Fall 2018-Spring 2019-Summer 2019

COURSE PREFIX: SOC 205

COURSE TITLE: Social Problems

CONTACT HOURS: 3

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

This course will provide a broad overview of specific social problems and issues and enable students to apply scientific principles to social phenomena.

COURSE DESCRIPTION:

This course is a survey of current social problems in America, stressing the importance of social change and conflicts as they influence perceptions, definitions, etiology, and possible solutions.

PREREQUISITES/CO-REQUISITES:

(Credit level SOC 101 Minimum Grade of C or Credit level SOC 101 Minimum Grade of TC)

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS: Macionis, John J. (2015) *Social Problems* (7th edition). Hoboken, NJ: Pearson Publishing

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

Students are required to read the textbook assignments. The text will introduce you to key concepts, principles, and methods devised to describe and explain social problems. Students are also encouraged to take notes. This course is designed to foster interaction, active learning and the sharing of ideas and information. Therefore, as a student, you are encouraged to participate and to be respectful of other students and the instructor. (Please be respectful when others are presenting, and asking questions. Therefore, do not engage in disruptive behavior and/or talking during class presentations and lectures). This directive is part of the standard of acceptable behavior for this class. Students in violation of this directive may be asked to leave the class for the remainder of the class period, and subsequently referred to the Chief Student Services Officer for further disciplinary action. For a detailed explanation of The Student Code for The South Carolina Technical College System, please refer to the College Catalog (available Online). The faculty and administration of HGTC are committed to enhancing your learning experience at the College through improved methods of instruction and support services.

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

ONLINE/HYBRID COURSES:

NETIQUETTE is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: [Online Netiquette](#).

POLICY REGARDING ACADEMIC MISCONDUCT (WHICH INCLUDES CHEATING ON TESTS, PLAGIARISM, AND FALSIFICATION OF INFORMATION)

Please review the "Student Rights and Responsibilities, Academic Misconduct" in the Horry-Georgetown Technical College Catalog and Student Handbook available in hardcopy and Online.

Classroom conduct: It is the responsibility of faculty to clearly communicate classroom expectations early in the semester. If, after that communication, students are unwilling to comply with expectations and have been notified of the unacceptability of such conduct, faculty should:

- First offense of disruptive behavior-Dismiss student from class "for a period" until discussion concerning acceptable conduct and next steps can occur between faculty and student. Student should not be readmitted to class until such discussion occurs.
- Second offense of disruptive behavior-Dismiss student from class (or request Public Safety assistance for removal) for written referral to Chief Student Services Officer for disciplinary follow up.

Academic Misconduct: Cheating, plagiarism, collusion, et al.

- Professor must meet with student to discuss allegation and evidence upon which it is based. The student must be given the opportunity to refute the allegation.

- If academic misconduct is substantiated to the Professor's satisfaction, the Professor notifies the student of the sanction to be imposed, consisting of one of the following:
 - Assign a grade of zero to the test, assignment, etc. involved in the academic misconduct.
 - Assign a failing grade for the course (with consultation on student academic options including the appeal process)
 - Require the student to withdraw from the course
- Within five (5) working days of the meeting with the student, the Professor must provide a written explanation of the incident and any sanction imposed to the Chief Instructional Office. Please also notify the CSSO, as the CSSO serves as the CIO designee for appeal processing.

Part II: Student Learning Outcomes

Instructors are encouraged to cover a minimum of 14 chapters. As time allows, instructors may include additional chapters and Student Learning Outcomes. Specific chapters, depth of coverage, organization of the units, and assessment tools may vary from instructor to instructor.

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Listed below are the Student and Course Learning Outcomes. These Learning Outcomes define what knowledge and skills a student is able to "do" or express after successful completion of this course.

STUDENT LEARNING OUTCOMES

1. Define the term sociology and identify and describe the three major sociological approaches: Structural-Functional, Social-Conflict and Symbolic-Interaction.
2. Define the term social problem and compare and contrast the three major sociological approaches and political ideologies in applications to particular social problems, such as poverty and wealth, social stratification and deviance.

*Suggested Outline:

Unit 1 and 2	Sociology, Social Problems, Problems of Inequality
Materials Covered:	Chapter 1 Studying Social Problems
	Chapter 2 Poverty and Wealth
	Chapter 3 Racial and Ethnic Inequality
	Chapter 4 Gender Inequality
	Chapter 5 Aging and Inequality

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.

Unit Exam

LEARNING OUTCOMES

Chapter One – *Sociology: Studying Social Problems*

1. Define the terms sociology and the sociological perspective.
2. Define the term social problem and identify eight assertions about social problems.
3. Identify and describe the Structural-Functional approach.
4. Identify and describe the Social-Conflict approach.

5. Identify and describe the Symbolic-Interaction approach.
6. Differentiate between micro- and macro-sociological perspectives.
7. Define and describe the process of creating social policy and its relationship to culture and politics.

Chapter Two – *Poverty and Wealth*

1. Distinguish between wealth and income.
2. Profile the United States poor according to age, race, gender, family patterns, and residence.
3. Identify social problems in the United States that are linked to poverty.
4. Describe the welfare system in the United States.
5. Apply the structural-functional, symbolic-interaction, and social conflict paradigms to the issue of poverty
6. Compare and contrast the conservative perspective on poverty to the liberal and radical perspectives on the subject.

Chapter Three – *Racial and Ethnic Inequality*

1. Explain the difference between race and ethnicity.
2. Define minorities and explain their visibility, disadvantage, and their numbers.
3. Identify the individual groups that comprise the racial and ethnic categories of the U.S. population today (i.e., Hispanics, Native Americans, Asians and Pacific Islanders, and Europeans).
4. Summarize the patterns of majority-minority interaction: genocide, segregation, assimilation, and pluralism
5. Discuss the social standing of major minorities in American society today: Native Americans, people of African descent, people of Asian descent, and Hispanic Americans.
6. Explain the differences between prejudice and discrimination.
7. Compare and contrast the structural-functional, symbolic-interactionist, and social-conflict perspectives on racial and ethnic inequality.
8. Compare and contrast the conservative, liberal, and radical views on why social inequality exists and what should be done to combat it.

Chapter Four – *Gender Inequality*

1. Explain the difference between sex and gender.
2. Explain how patriarchy and the devaluation of women contribute to widespread prejudice and discrimination against women, including the problem of sexism.
3. Explain gender bias in the mass media.
4. Explain how gender inequality is reflected by differences in men and women's income and the reasons why these differences exist.
5. Define sexual harassment and identify the forms that it can take.
6. Compare and contrast the structural-functional, symbolic-interaction, and social-conflict theoretical perspectives on gender inequality.
7. Define feminism – its history, the forms that it takes, and the points of commonality that feminists share.
8. Compare and contrast the conservative, liberal and radical perspectives on gender inequality and the solutions each proposes for addressing the issue of gender inequality.

Chapter Five – *Aging and Inequality*

1. Define the stages of the life course with a focus on old age.
2. Explain how culture defines and shapes the reality of old age.
3. Identify and discuss the problems faced by the elderly as they adjust to the aging process: social isolation, retirement, ageism, victimization, the growing need for caregiving, housing, medical care, and death and dying.

4. Compare and contrast the structural-functional, symbolic-interaction, and social-conflict perspectives on aging and inequality.
5. Compare and contrast the conservative, the liberal, and the radical perspectives on aging and the policies that they contend are best suited to addressing the problems faced by the elderly.

*Suggested Outline:

Unit 3 Problems of Deviance, Conformity and Well-Being
 Materials Covered: Chapter 6 Crime, Violence and Criminal Justice
 Chapter 7 Sexuality
 Chapter 8 Alcohol and Other Drugs
 Chapter 9 Physical and Mental Health

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.

Unit Exam

Learning Outcomes

Chapter Six – Crime, Violence and Criminal Justice

1. Differentiate between norms, law, and crime.
2. Identify the extent of the crime problem, including crimes against persons and crimes against property, and be able to identify the different crimes included in the FBI's Uniform Crime Reports.
3. Create a profile of the typical "street criminal" in terms of age, gender, social class, race, and ethnicity.
4. Describe other dimensions of the crime problem, including juvenile delinquency, hate crime, white-collar crime, corporate crime, organized crime, and victimless crime.
5. Identify and describe the key elements of the criminal justice system in the U.S. today.
6. Compare and contrast biological, psychological and sociological theories of crime.
7. Compare and contrast the structural-functional, symbolic-interaction, and social-conflict perspectives on crime.
8. Compare and contrast the crime problem from the conservative, liberal, and radical perspectives.
9. Identify the factors that determine whether a particular violent behavior is a problem.
10. Identify, define, and give examples of each of the violent crimes (i.e., "crimes against persons") tracked by the Federal Bureau of Investigation.
11. Describe the demographic characteristics of abusive families and the emergence of family violence as a social problem.
12. Compare and contrast biological, psychological, and sociological explanations of violence.
13. Compare and contrast the conservative, liberal, and radical perspectives on violence and the solutions that each proposes to remedy the problem.

Chapter Seven – Sexuality

1. Describe the impact cultural values and attitudes have on sexual activity.
2. Compare and contrast heterosexuality with homosexuality, bisexuality, and asexuality.
3. Identify the factors that have contributed to homosexuality being defined as a social problem.
4. Describe sexual controversies, including pornography, sexual harassment, prostitution, teenage pregnancy, abortion and sexually transmitted diseases and their impacts on society.
5. Compare and contrast the structural-functional, symbolic-interaction, and social-conflict perspectives on sexuality.
6. Compare and contrast the issues relating to sexuality from the conservative, liberal, and radical

perspectives.

Chapter Eight – *Alcohol and Other Drugs*

1. Describe how societies define drugs and historical variations in drug definitions in the U.S.
2. Explain the difference between addiction and dependency.
3. Define and describe the major categories of drugs used in the U.S. today.
4. Explain the social, economic, and physical consequence of drug use and abuse.
5. Compare and contrast the structural-functional-symbolic-interaction, and social-conflict perspectives on drug use.

Chapter Nine – *Physical and Mental Health*

1. Compare and contrast the state of health in high-income and low-income nations around the world.
2. Compare and contrast healthcare policies in socialist systems to those in capitalist systems.
3. Identify the social problems that surround the health-care system in the U.S. today.
4. Explain the link between patterns of mental health (and mental illness) and class, race, and gender.
5. Compare and contrast the structural-functional, symbolic-interaction, and social-conflict perspectives on mental and physical health.
6. Explain the relationship between politics and health and the solutions proposed.

*Suggested Outline:

Unit 4	Problems of Social Institutions
Materials Covered:	Chapter 10 Economy and Politics
	Chapter 11 Work and the Workplace
	Chapter 12 Family
	Chapter 13 Education

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.

Unit Exam

LEARNING OUTCOMES

Chapter Ten - *Economy and Politics*

1. Compare and contrast capitalist and socialist economic systems.
2. Explain the link that exists between the economy and politics.
3. Identify the problems that confront the U.S. political economy today.
4. Compare and contrast the insights that sociology's paradigms offer into economic and political problems that confront Americans today.
5. Compare and contrast the liberal, conservative, and radical left political positions on economic and political problems and the solutions recommended from each of these points of view.

Chapter Eleven—*Work and the Workplace*

1. Explain the importance of work.
2. Discuss the Industrial Revolution, the Information Revolution, deindustrialization and globalization and explain how they changed the workplace.
3. Discuss McDonaldization and the resulting "McJobs."
4. Discuss the reasons for and the risk factors of unemployment.
5. Discuss institutional racism, the distribution of minorities in the workplace and the glass ceiling.
6. Provide an overview of the emergence of labor unions in the United States over the course of the twentieth century, and how they have influenced working conditions.

7. Describe how technology has impacted workplace supervision.
8. Compare, contrast, and critique how sociology's major theoretical paradigms view work-related problems.
9. Compare and contrast how conservatives, liberals, and radicals define work related problems

Chapter Twelve – Family Life

1. Identify the issues in the debate over the definition of “family.”
2. Identify and define the types of marriages that exist around the world.
3. Identify the factors that have contributed to the current high divorce rate among Americans.
4. Identify the problems faced by blended families.
5. Compare and contrast issues surrounding the family by applying sociology's three major theoretical paradigms: structural-functional analysis, symbolic-interaction analysis, and social conflict analysis.
6. Apply the conservative, liberal, and radical perspectives to issues surrounding families and family life.

Chapter Thirteen – Education

1. Compare and contrast educational systems in low-income countries to the one that exists in the United States today.
2. Identify problems of schools in the United States.
3. Compare and contrast the purposes and problems of schooling by applying sociology's major theoretical perspectives.
4. Compare and contrast the conservative, liberal, and radical perspectives on the state of education in the United States today.

*Suggested Outline:

Unit 5	Global Problems
Materials Covered:	Chapter 15 Population and Global Inequality
	Chapter 16 Technology and Environment
	Chapter 17 War and Terrorism

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.

Unit Exam

LEARNING OUTCOMES

Chapter 15—Population and Global Inequality

1. Describe the history of world population increase and the relationship between fertility, mortality and contraception to world population.
2. Describe the measures used by demographers calculate population change.
3. Explain and evaluate both the Malthusian perspective on the population problem and demographic transition theory.
4. Discuss the global distribution of income and wealth.
5. Characterize high-income, middle-income, and low-income nations.
6. Distinguish between relative and absolute poverty and discuss the distribution of each throughout the world.
7. Describe poverty among women and children.
8. Explain how poverty contributes to slavery and explain the four types of slavery.

9. Describe and evaluate the contributions of structural functional perspective's modernization theory and the social conflict perspective's world system theory to understanding world population problems.
10. Compare and contrast how conservatives, liberals, and radicals construct global poverty.
11. Compare and contrast how conservatives, liberals, and radicals define solutions for global poverty.

Chapter Sixteen --- *Technology and the Environment*

1. Describe the strains that the lifestyles of rich nations have placed on the natural environment.
2. Describe the global scope of today's environmental problems.
3. Discuss how sociological theory helps us to gain a deeper understanding of environmental issues.
4. Describe the link between politics and environmental problems.

Chapter Seventeen --- *War and Terrorism*

1. Identify and discuss the causes and costs of war.
2. Compare and contrast war prior to and since the development of nuclear weapons.
3. Identify strategies for keeping peace.
4. Identify the various forms of terrorism, the extent to which it occurs today and strategies for dealing with terrorism.
5. Compare biological theories of war with the structural-functional, symbolic interaction, and social conflict analysis of war.
6. Compare and contrast conservative, liberal, and radical views of war and terrorism.

****Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below. See the respective **Instructor's Course Information Sheet** for specific evaluation requirements relevant to a course section. The following is offered as an example of what an instructor might require:

EVALUATION*

Exams (2 to 5 Exams including Final Exam if applicable)	40%-80%
Quizzes/Assignments/ Discussions	10%-25%
Papers/Projects/Portfolios	10%-25%
Participation	0%-10%
Total	(must add up to 100%)

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources

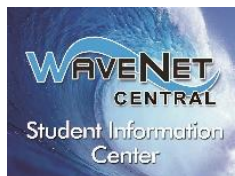


The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus.

These individuals will review documentation of the student’s disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student’s responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College’s Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu