INSTRUCTIONAL PACKAGE

SOC 205
Social Problems

Effective Term
Fall 2023/Spring 2024/Summer 2024

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2023/Spring 2024/Summer 2024

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 Orientation Video](#) prior to enrolling in an online course.

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information.

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 learning management system (LMS) used for course materials. Access to myHGTC portal for student self-services. College email access – this is the college's primary official form of communication.

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
2023-2024

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.

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.](#)

Part II: 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.

COURSE LEARNING OUTCOMES
1. Define the term sociology and describe the three major sociological approaches: Structural-Functional, Social-Conflict and Symbolic-Interaction and sub-theories.
2. Define the term social problem and compare and contrast the three major sociological approaches and political ideologies in applications to particular social problems.
3. Explain how social problems arise and the impact of current and future social policies on particular social problems.
4. Analyze how social problems are framed by competing stakeholders and identify the role of claims-making in addressing them
5. Explain how factors such as politics, social media and general media affect social problems.

STUDENT LEARNING OUTCOMES
*Suggested Outline

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

2023-2024

Unit Exam
Unit 1— The Bases of Inequality
Materials Covered: Chapter 1 Sociology and the Study of Social Problems
                          Chapter 2 Social Class
                          Chapter 3 Race and Ethnicity
                          Chapter 4 Gender
                          Chapter 5 Sexual Orientation
                          Chapter 6 Age and Aging

Chapter 1 - Sociology and the Study of Social Problems
1. Define the sociological imagination.
2. Identify the characteristics of a social problem.
3. Compare the four sociological perspectives.
4. Explain how sociology is a science.
5. Identify the role of social policy, advocacy, and innovation in addressing social problems.

Chapter 2 – Social Class
1. Explain the different definitions of poverty.
2. Compare the four sociological perspectives on social class and poverty.
3. Identify two consequences of poverty.
4. Explain the evolution of U.S. welfare policy.
5. Assess whether life after welfare has improved after the passage of PRWORA.

Chapter 3 – Race and Ethnicity
1. Describe the difference between race and ethnic groups.
2. Identify the different types of institutional discrimination.
3. Summarize how the sociological perspectives explain problems related to race and ethnicity.
4. Describe the impact of immigrant workers on the U.S. labor force.
5. Explain how the college experience increases racial/ethnic diversity awareness.

Chapter 4 - Gender
1. Describe how the different sociological perspectives explain sex and gender-based inequalities.
2. Identify the consequences of gender inequality.
3. Describe the impact of discrimination on gender nonconformists.
4. Discuss the effects and prevalence of intimate partner violence and sexual assault.
5. Describe the four waves of feminism and explore recent social and legal developments in movements for gender equality.

Chapter 5- Sexual Orientation
1. Define sexual orientation.
2. Explain how each sociological perspective addresses sexual orientation and inequality.
3. Identify ongoing discrimination and inequality against the LGBTQ community.

Chapter 6- Age and Aging
1. Explain how age is both a biological and a social classification.
2. Describe how the sociological perspectives address age, aging, and inequality.
3. Explain how age serves as a basis for prejudice or discrimination.
4. Evaluate past and present efforts to ameliorate age-based concerns.

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.
2023-2024

Unit Exam
Unit 2—Our Social Institutions
Materials Covered: Chapter 7 Families
                        Chapter 8 Education
                        Chapter 9 Work and the Economy
                        Chapter 10 Health and Medicine
                        Chapter 11 The Media

Chapter 7 - Families
1. Identify myths and misconceptions about families and family life.
2. Describe how the sociological perspectives explain social problems related to the family.
3. Identify common family problems and discuss the ways they affect society.
4. Discuss social and political efforts to protect families and children.

Chapter 8 - Education
1. Compare how the sociological perspectives examine the social problems related to education.
2. Explain the process of educational tracking.
3. Describe the educational inequalities related to social class, gender, and race and ethnicity.
4. Summarize the history of U.S. educational reform.
5. Assess whether school choice has improved educational outcomes.

Chapter 9 - Work and the Economy
1. Describe the transition from agricultural to industrial production.
2. Compare how the sociological perspectives explain social problems related to work.
3. Explain the difference between unemployment and underemployment.
4. Identify which forms of discrimination workers are protected against.
5. Identify how labor unions have changed their membership strategy.

Chapter 10 - Health and Medicine
1. Describe the social determinants of health.
2. Explain the three measures of epidemiology.
3. Describe how the different sociological perspectives address problems related to health and medicine.
4. Identify the relationship between education and health.
5. Summarize the different models of health care in the United States.

Chapter 11 - The Media
1. Explain how the different sociological perspectives examine social problems related to the media.
2. Discuss social problems related to the media including loss of privacy, the digital divide, and media trustworthiness.
3. Identify policies and movements that relate to media consumption and consumer protection.

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

Unit 3 – Our Social and Physical Worlds
Materials Covered: Chapter 12 Drug Abuse
                        Chapter 13 Crime and Criminal Justice
                        Chapter 14 The Environment

2023-2024

Chapter 15 War and Terrorism

Chapter 12 – Alcohol and Drug Abuse
1. Explain how the different sociological perspectives account for alcohol and drug problems.
2. Define drug abuse and drug addiction.
3. Describe the impact of drug use and discuss issues of treatment and punishment.
4. Evaluate political and social efforts to mitigate the negative effects of drug use.

Chapter 13 – Crime and Criminal Justice
1. Identify how the different sociological perspectives examine crime.
2. Evaluate the advantages and disadvantages of different crime statistic sources.
3. Summarize the different types of crime.
4. Explain how race/ethnicity is an important predictor of offender or victim status.
5. Describe current responses to crime including policing, incarceration, and the death penalty.
6. Evaluate political and social efforts to curb crime and address inequalities in policing.

Chapter 14 – The Environment
1. Explain the relationship between human activity and environmental problems.
2. Review the different sociological perspectives on environmental problems.
3. Discuss climate change and global warming.
4. Summarize federal and state responses to environmental problems.
5. Compare the first wave and second wave of environmental interest groups.
6. Assess the impact of the environmental movement.

Chapter 15 – War and Terrorism
1. Explain the difference between war and terrorism.
2. Explain how the different sociological perspectives examine social problems related to war and terrorism.
3. Define the politics of fear.
4. Identify the effects of war and terrorism.
5. Assess the effectiveness of economic sanctions.

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

Unit 4—Individual Action and Social Change
Materials Covered: Chapter 16

Chapter 16 Social Problems and Social Action
1. Explain the relationship between sociology, social movements, and social change.
2. Distinguish between reform and revolutionary movements.
3. Compare cognitive liberation and collective consciousness.
4. Identify the three areas of change for successful reform movements.

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

2023-2024

EFFECTIVE PROFESSIONAL AND INTERPERSONAL COMMUNICATION (EPIC):

This course fulfills HGTC's Quality Enhancement Plan for Effective Professional and Interpersonal Communication. Upon completion of this course, students will be able to:

(Check all that apply.)

*Utilize appropriate communication formats when conveying professional and interpersonal thoughts and ideas.

Apply appropriate language when speaking and writing for their chosen field of study or Industry.

*Demonstrate appropriate communication techniques when engaging audiences.

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.

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 and assessments, please refer to the Instructor's Course Information Sheet.

GRADING SYSTEM:
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 2023-2024

shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. 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 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **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 tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2.   Online **tutoring** and academic support resources.
3.   Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](#). Email [sstc@hgtc.edu](#) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.

STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following <u>free</u> resources:

1. **Getting around HGTC**: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center (ORC)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #1.

HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related school work; printing is available as well. Visit the [Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, 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 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.

2023-2024

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff 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, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Title IX Requirements
All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator or designee.

> *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/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, Title VII, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.
> **Dr. Melissa Batten, VP Student Affairs**
> *Title IX, Section 504, and Title II Coordinator*
> Building 1100, Room 107A, Conway Campus
> PO Box 261966, Conway, SC 29528-6066
> 843-349-5228
> Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.
> **Jacquelyne Snyder, VP Human Resources**
> *Affirmative Action/Equal Opportunity Officer and Title IX Coordinator*
> Building 200, Room 205B, Conway Campus

2023-2024

PO Box 261966, Conway, SC 29528-6066
843-349-5212
Jacquelyne.Snyder@hgtc.edu