

SOCI 350, Social Problems, Syllabus (3 credits)

COURSE DESCRIPTION

This course provides an overview of contemporary problems in society, including addiction, race relations, prejudice, overpopulation, mental health, and ageism. Students examine how sociological methods and analyses are applied to social problems in an effort to create solutions to the problems.

REQUIRED TEXTS & RESOURCES

Dolgon, C. and Baker C. (eds). (2011) *Social problems: a service learning approach*. Newbury Park, California: Pine Forge Press.

ISBN-13: 978-0761929475; ISBN-10: 0761929479

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.pointuniversityshop.com.

Supplemental Reading:

Korgen, N. (ed). White, J. and White, S. (2014) *Sociologists in action: sociology, social change, and social justice*. Los Angeles, California: Sage Publishers

ISBN-13: 978-1452203119; ISBN-10: 1452203113

Presentation Rubric

Performance Assessment Rubric

Sample Annotated Bibliography

Sample APA Research Paper

Sample APA Formatted PowerPoint

Video Links:

Learning Activities Landing Page: Sociological Theories <https://youtu.be/iJnJz7RvDFA>

Case Studies:

Week One: Sick Around the World <http://video.pbs.org/video/1099857730/>

Week Two: The Pain of Poverty http://www.msnbc.msn.com/id/38382773/ns/dateline_nbc-america_now/

Week Three: A More Perfect Union <http://beta.wnyc.org/shows/bl/2008/jun/18/working-poor/>

Week Four: Diversity in the Environment <http://www.msnbc.msn.com/id/21134540/vp/38512254#38512254>

Week Five: School Bullying <http://www.cnn.com/2010/CRIME/03/29/massachusetts.bullying.suicide/index.html?iref=allsearch>

Week Six: Food Desert [http://www.nbcchicago.com/news/local-beat/Nearly 600 000 Chicagoans Live in a Food Desert Chicago.html](http://www.nbcchicago.com/news/local-beat/Nearly_600_000_Chicagoans_Live_in_a_Food_Desert_Chicago.html)

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Week 1		
	Unit 1: How Sociologist Think and Act	
	Reading: Introduction, Chapters 1	
	Threaded Discussion: Social Movement Organizations	Due Week 1, Day 5
	Assignment: Journal – Current Social Problem	Due Week 1, Day 5
	Assignment: Case Study Video – Sick Around the World	Due Week 1, Day 7
	Assignment: Short Paper – Social Construction	Due Week 1, Day 7
	Group: Final Presentation Preparation	Due Week 1, Day 7
Week 2		
	Unit 2: Concepts and Theories and Economic Inequality	
	Readings: Chapters 2, 3	
	Threaded Discussion: Sociological Theories	Due Week 2, Day 5
	Assignment: Journal – Current Social Problem	Due Week 2, Day 5
	Assignment: Case Study Video – The Pain of Poverty	Due Week 2, Day 7
	Assignment: Short Paper – U.S. Welfare System	Due Week 2, Day 7
	Group: Final Presentation Preparation	Due Week 2, Day 7
Week 3		
	Unit 3: Inequality and Identity/Families on the Edge	
	Reading: Chapters 4,5	
	Threaded Discussion: Model Minority	Due Week 3, Day 5
	Assignment: Journal – Current Social Problem	Due Week 3, Day 5
	Assignment: Case Study – A More Perfect Union	Due Week 3, Day 7
	Assignment: Short Paper – Women in the Workforce	Due Week 3, Day 7
	Group: Final Presentation Preparation	Due Week 3, Day 7
	Outline and Annotated Bibliography	Due Week 3, Day 7
Week 4		
	Unit 4: Degraded Environment/ Education in Crisis	
	Reading: Chapters 6, 7	
	Threaded Discussion: De Jure and De Facto Segregation	Due Week 4, Day 5
	Assignment: Journal –Current Social Problem	Due Week 4, Day 5

	Assignment: Case Study Video – Diversity in the Environment	Due Week 4, Day 7
	Assignment: Short Paper – No Child Left Behind	Due Week 4, Day 7
	Group: Final Presentation Preparation	Due Week 4, Day 7
Week 5		
	Unit 5: Crime, Justice, and the American Way	
	Reading: Chapter 8	
	Threaded Discussion: Crime Prevention Programs	Due Week 5, Day 5
	Assignment: Journal – Current Social Problem	Due Week 5, Day 5
	Assignment: Case Study Video – School Bullying	Due Week 5, Day 7
	Assignment: Short Paper – Controlling Gangs	Due Week 5, Day 7
	Group: Presentation Preparation	Due Week 5, Day 7
	Draft of Final Paper	Due Week 5, Day 7
Week 6		
	Unit 6: Health and Wellness in a Sick World	
	Reading: Chapter 9	
	Threaded Discussion: Medicalization	Due Week 6, Day 5
	Assignment: Journal Current Social Problem	Due Week 6, Day 5
	Assignment: Case Study Video – Obesity in America	Due Week 6, Day 5
	Assignment: Short Paper – Abortion	Due Week 6, Day 7
	Group: Final Presentation Preparation	Due Week 6, Day 7
Week 7		
	Unit 7: Globalization	
	Reading: Chapter 10	
	Threaded Discussion: Globalization	Due Week 7, Day 5
	Assignment: Journal – Current Social Problem	Due Week 7, Day 5
	Final Presentation Project	Due Week 7, Day 7
	Final Paper	Due Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments		Points Possible
Threaded Discussions	(7 x 20 pts)	140
Assignments:		950
Journal	(7 x 50 pts)	(350)
Case Study	(6 x 50 pts)	(300)
Short Paper	(6 x 50 pts)	(300)
Group Presentation Interaction Activities	(6 x 10 pts)	60
Presentation Project	(1 x 100 pts)	100
Outline and Annotated Bibliography	(1 x 50 pts)	50

Draft of Final Paper	(1 x 50 pts)	50
Final Paper	(1 x 150 pts)	150
Total Points:		1,500

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

COURSE DESCRIPTION SOCI 350 Social Problems (3 credit hours)		
This course provides an overview of contemporary problems in society, including addiction, race relations, prejudice, overpopulation, mental health, and ageism. Students examine how sociological methods and analyses are applied to social problems in an effort to create solutions to the problems.		
COURSE GOALS AND OBJECTIVES		Program Objective(s)
Goal 1: Upon completion of this course students will demonstrate a theoretical foundation for understanding the dynamics and skills of Group Counseling within Human Relation, Psychology and Criminal Justice		
	Objective 1.1: Students will identify and examine a number of social problems from a variety of sociological perspectives and their implication.	1.1(CJUS), 1.2 (CJUS), 2.1 (CJUS)
	Objective 1.2: Students will explain basic sociological concepts and their application to social problems.	1.1 (CJUS), 1.2 (CJUS)
	Objective 1.3: Students will compare and contrast the sociological theories of Functionalism, Symbolic Interactionism and Conflict Theory.	1.1(CJUS), 1.2 (CJUS)
	Objective 1.4: Students will integrate the dynamics sociological theories and concepts addressing social problems with biblical and theological insights.	1.1(CJUS), 2.7 (CJUS)
	Objective 1.5: Students will distinguish between healthy and unhealthy patterns in the life, work and ethics in addressing social problems	2.5(CJUS) 2.6(CJUS)
Goal 2: Upon completion of this course students will demonstrate the basic skills and professional attitudes pertinent to group work professions.		

	Objective 2.1: Students will demonstrate an integration of personal strengths and the application of professional standards and principles when addressing social problems.	2.6 (CJUS)
	Objective 2.2: Students will examine the interactions between structural inequality and human agency	
	Objective 2.2: Students will demonstrate critical thinking and writing skills that combine the analytical tool of a sociological imagination with civic engagement.	1.1(CJUS),
	Objective 2.3: Students will assess social problems and recommend services designed to meet the needs of identified populations.	2.5 (CJUS), 2.6 (CJUS)
	Objective 2.4: Students will analyze and utilize scholarly research activities to investigate how social movements, policies, community engagement and/or service impact social problems.	2.5 (CJUS), 2.6 (CJUS)
REQUIRED TEXTS AND MATERIALS Social Problems: A Service Learning Approach Dolgon, C. and Baker C. (eds). (2011) <i>Social Problems: A Service Learning Approach</i> . Newbury Park, California: Pine Forge Press. ISBN-13: 978-0761929475; ISBN-10: 0761929479		

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is

expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

COPYRIGHT AND FURTHER DISSEMINATION

All content within this course is intended for transformative, educational, and informational purposes under ([Fair Use](#)). These materials are not to be distributed or disseminated outside of this course for public use or profit-making ventures due to outside copyright laws. These materials are intended solely for education, personal training, and/or career building. All other uses are strictly prohibited.

Due to Copyright restrictions courses are unpublished thirty days after the completion of a course. If you wish to maintain access to your personal materials, save them before submitting to the course, or download them before the course is unpublished.