

# SOC R102: SOCIAL PROBLEMS

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**Originator**

jpitones

**College**

Oxnard College

**Discipline (CB01A)**

SOC - Sociology

**Course Number (CB01B)**

R102

**Course Title (CB02)**

Social Problems

**Banner/Short Title**

Social Problems

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This course is a study of contemporary social problems from a theoretical framework that emphasizes how social problems are rooted in structural conditions. Specifically, this course focuses on the role of power and politics in defining social issues as social problems, the causes and consequences of social problems, and practices and policies that can help alleviate social problems.

**Taxonomy of Programs (TOP) Code (CB03)**

2208.00 - Sociology

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Grading method**

Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

## **Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

## **Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

## **Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Identify how power can influence how social problems are defined and addressed in the US.     |
| 2 | Analyze social problems using Sociological frameworks and perspectives.                       |
| 3 | Address the differential impact of social problems on minority and majority groups in the US. |

## **Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Examine and utilize the major theoretical frameworks for the analysis of social issues.  |
| 2 | Identify the objective and subjective definitions of a social problem, using both individual and institutional constructions of reality to define social problems.       |
| 3 | Identify the difference between the causes and consequences of social problems.  |
| 4 | Analyze contemporary strategies for prevention of social problems and proposing solutions (including social policy), utilizing current online information resources.     |
| 5 | Demonstrate an understanding of the importance of race, gender, ethnicity, social class as units of analysis in explaining social issues, both in the U.S. and globally. |
| 6 | Demonstrate an understanding of institutional structures as a context for framing social issues, including urban problems, poverty, educational inequality and deviance. |
| 7 | Demonstrate understanding of current US social problems.   |
| 8 | Analyze how local, regional, and national social problems impact, and are impacted by, global forces.  |

## **Course Content**

### **Lecture/Course Content**

1. Theoretical Perspectives
  - a. Socio-cultural perspective
  - b. Structural functional perspective
  - c. Conflict perspective
  - d. Political economy perspective
2. Individual and Interpersonal Experiences

- a. Health care and aging
- b. Wealth and power distribution
- c. Crime and deviance
- d. Race and ethnic relations
- e. Sex and gender roles
- f. Population and the environment
- g. Work, families and education
- h. National security
- 3. Institutional Experiences
  - a. Social structure and deviance
  - b. Urban problems
  - c. Inequality in resources
  - d. Economic and political influence in society
  - e. Perspectives for solving society's social problems

#### **Laboratory or Activity Content**

none

### **Methods of Evaluation**

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams  
Essays  
Group projects  
Individual projects  
Journals  
Objective exams  
Oral presentations  
Quizzes  
Reports/papers  
Research papers

### **Instructional Methodology**

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
Computer-aided presentations  
Collaborative group work  
Class activities  
Class discussions  
Distance Education  
Field trips  
Group discussions  
Guest speakers  
Instructor-guided interpretation and analysis  
Instructor-guided use of technology  
Internet research  
Lecture  
Small group activities

**Describe specific examples of the methods the instructor will use:**

1. Lecture and the use of videos and PowerPoint to illustrate key concepts followed by instructor guided interpretation and analysis, such as socio-cultural factors influencing social problems.
2. Discussion groups based on student readings from the text, such as theories and contextual framework for explaining social issues.
3. Both in-class and out-of-class exercises examining values and attitudes in society, the social construction of problems and the institutional influences on context of social issues.
4. Web-based tutorials from the publisher's web site including multiple choice quizzes.

5. Use of research methods to explore a particular social problem, its social construction, both historically and currently, demographic characteristics of those affected and organizations attempting to bring about social change. Student will use primary or secondary sources to produce a well-documented paper.
6. Utilizing critical thinking questions to cover course material including stratification and poverty, global inequality, statuses of race/ethnicity and gender, age and class. Reading, writing, summarizing textbook material and video topics such as diversity, social definition of social problems, the economy, the family and population change which affects social issues in U.S. and globally.
7. Short answer writing including an understanding of concepts, and their importance for the understanding of social problems.

## Representative Course Assignments

### Writing Assignments

1. Essays based on prompts provided by instructor. Example: Address the socio-political factors that shaped the US's response to the AIDs pandemic in the 1980's.
2. Project paper written in essay format, with appropriate scholarly documentation and demographic data. Example: Select a social issue, research its historical and current definition, provide various scholarly sources that address the social responses to it.
3. Application of Sociological Paradigms to various social issues
4. Research on topics related to poverty, such as an exploration into the intersectional dimensions of poverty.

### Critical Thinking Assignments

1. Project paper written in essay format, with appropriate scholarly documentation and demographic data. Example: Select a social issue, research its historical and current definition, provide various scholarly sources that address the social responses to it.
2. Research on topics related to poverty, such as an analysis into the intersectional dimensions of poverty.
3. Assess how large scale social problems can impact our local communities.
4. Describe how Capitalism contributes to ongoing social problems.

### Reading Assignments

1. One to two chapters in the textbook to be read each week along with critical thinking questions over each chapter. An example from Macionis' Social Problems, World Population and Global Inequality, discusses the importance of dependency theory to explain global poverty.
2. Outside research on topics related to poverty, such as an exploration into the intersectional dimensions of poverty.

### Other assignments (if applicable)

1. Videos assigned or shown in class and internet assignments. Example: Research internet for sources on child trafficking, the extent of the problem and any organizations doing something to stop the activity.
2. Answer discussion post questions/prompts; students reply to instructor initiated online discussion board postings.

## Outside Assignments

### Representative Outside Assignments

1. Assigned videos and internet assignments. Example: Research internet for sources on child trafficking, the extent of the problem and any organizations doing something to stop the activity.
2. Answer discussion post questions/prompts; students reply to instructor initiated online discussion board postings.
3. Project paper written in essay format, with appropriate scholarly documentation and demographic data. Example: Select a social issue, research its historical and current definition, provide various scholarly sources that address the social responses to it.
4. One to two chapters in the textbook to be read each week along with critical thinking questions over each chapter. An example from Macionis' Social Problems, World Population and Global Inequality, discusses the importance of dependency theory to explain global poverty.
5. Essays based on prompts provided by instructor. Example: Address the socio-political factors that shaped the US's response to the AIDs pandemic in the 1980's.

## Articulation

### C-ID Descriptor Number

SOCI 115

### Status

Approved

### Comparable Courses within the VCCCD

SOC M02 - Social Problems

SOC V02 - Social Problems

**District General Education**

**A. Natural Sciences**

**B. Social and Behavioral Sciences**

**B2. Social and Behavioral Sciences**

Approved

**C. Humanities**

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**F. Ethnic Studies/Gender Studies**

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

**D Social Sciences**

Approved

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

**Area 4: Social and Behavioral Sciences**

Approved

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

**Resource Type**

Other Resource Type

**Description**

Selected readings assigned by instructor, or selected trade books on specific topics..

**Resource Type**

Other Resource Type

**Description**

Websites on the Internet selected by the instructor..

**Resource Type**

Other Resource Type

**Description**

Video assigned on a particular topic..

**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

Leon-Guerrero, Anna (2018). Social Problems: Community, Policy, and Social Action (6th). Sage. Thousand Oaks.

**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

Eitzen, S., Baca Zinn, M., & Eitzen Smith, K. (2018). Social Problems (14th). Pearson. New York.

**Library Resources****Assignments requiring library resources**

essay assignments

**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

Conduct research, using online journal databases, on a specific current social issue/problem.

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

## Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Use of instructor initiated discussion boards to post discussion questions. This practice can also include having students reply to each other's comments/postings. In addition, email and/or Canvas messaging will also be used for course communication.
E-mail	Using email to address student questions and concerns. In addition, as a means to provide course updates.
Face to Face (by student request; cannot be required)	Live lectures and in-person office hours.
Other DE (e.g., recorded lectures)	Recorded lectures, lecture postings, and posting of course slides.
Synchronous Dialog (e.g., online chat)	Faculty can connect with students via online chat, live video lectures, and office hours (via video conferencing or in person). For live video lectures, students can also engage in real time communication with one another directly through the video, audio, and chat capabilities of video conferencing software.
Video Conferencing	Video Lectures (asynchronous or synchronous) and online office hours. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS.

### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Use of instructor initiated discussion boards to post discussion questions. This practice can also include having students reply to each other's comments/postings. In addition, email and/or Canvas messaging will also be used for general course communication
E-mail	Using email to address student questions and concerns. In addition, as a means to provide course updates.
Face to Face (by student request; cannot be required)	Live lectures and in-person office hours.
Other DE (e.g., recorded lectures)	Recorded lectures, lecture postings, and posting of course slides.
Synchronous Dialog (e.g., online chat)	Connecting with students via online chat, live lectures, and office hours (via video conferencing or in person). For live video lectures, students can also engage in real time communication with one another directly through the video, audio, and chat capabilities of video conferencing software.
Video Conferencing	Video Lectures (asynchronous or synchronous) and online office hours. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS.



**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Use of instructor initiated discussion boards to post discussion questions. This practice can also include having students reply to each other's comments/postings. In addition, email and/or Canvas messaging will also be used for course communication.
E-mail	Using email to address student questions and concerns. In addition, as a means to provide course updates.
Face to Face (by student request; cannot be required)	Live video lectures and office hours (via video conferencing)
Other DE (e.g., recorded lectures)	Recorded lectures, lecture postings, and posting of course slides.
Synchronous Dialog (e.g., online chat)	Connecting with students via online chat, live video lectures, and office hours (via video conferencing or in person). For live video lectures, students can also engage in real time communication with one another directly through the video, audio, and chat capabilities of video conferencing software.
Video Conferencing	Video Lectures (asynchronous or synchronous) and online office hours. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS.

**Examinations****Hybrid (1%–50% online) Modality**

Online  
On campus

**Hybrid (51%–99% online) Modality**

Online  
On campus

**Primary Minimum Qualification**

SOCIOLOGY

**Review and Approval Dates****Department Chair**

09/11/2020

**Dean**

09/14/2020

**Technical Review**

10/14/2020

**Curriculum Committee**

10/14/2020

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

12/09/2020

**Board**

MM/DD/YYYY

**CCCCO**

12/18/2020

**Control Number**

CCC000135048

**DOE/accreditation approval date**

MM/DD/YYYY