



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**SOCIAL PROBLEMS
SOC6816 3 Credit Hours**

Student Level:

This course is open to students on the college level in either Freshman or Sophomore year.

Catalog Description:

SOC6816 - SOCIAL PROBLEMS (S) (3 hrs)

[KRSN SOC2010]

A series of independent, student-selected studies of contemporary social problems in American society. The principal focus is on persistent social problems of concern to the current college student, rather than the dramatic aspects of natural disasters or catastrophes.

The learning outcomes and competencies detailed in this course meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Kansas Board of Regents.

Prerequisites:

SOC6811 Principles of Sociology

Controlling Purpose:

This course is designed to help the student increase their knowledge concerning social problems that are patterns of behavior or conditions which involve rule-breaking behavior involving intergroup conflict forming a consensus of deviance, and social action to rectify the problems.

Learner Outcomes:

Upon completion of this course the student will be able to distinguish between personal and social problems, understand the nature of social problems from a theoretical perspective, define the cause of social problems in relation to the various factors that perpetuate them and create solutions.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same

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- field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: COGNITIVE AWARENESS						
Outcomes: Upon Completion of this unit, students will be able to successfully...						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Explain the difference between personal and social problems.
						Show how this difference affects our understanding of problems.
						Understand the distinctiveness of the sociological approach to social life.
						Have insight into the perpetuations of memes and how they help define social problems.
						Explain orally and in written form how social problems reveal themselves.
						Evaluate the extent to which the problems challenge the stability of the social order.
						Identify parties involved in a social problem.
						Investigate careers which deal with social problems.

UNIT 2: MYTHS, MEMES, AND FACTS

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Distinguish between myth and fact in information about social problems.
						Understand the critical thinking process.
						Illustrate the power of a meme in the creating of social problems.
						Explain the meaning of social research.
						Understand the fallacies of thinking.
						Give some examples of different kinds of social research.
						Describe how they have been used to study social problems.

UNIT 3: SEXUAL VARIANCE, ALCOHOL AND DRUG USE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify types of sexual variance.
						Understand factors that make prostitution, pornography, and obscenity social problems.
						Explain why prostitution continues.
						Learn the types and effects of alcohol and various other drugs.
						Identify the patterns of alcohol and drug use in the U.S.
						Explain the personal, interpersonal, and social consequences of the use and abuse of alcohol and other drugs.
						Understand the varied social structural factors that facilitate and help perpetuate the problem.
						Show the kinds of attitudes and ideologies that underlie America's problems with alcohol and other drugs.

UNIT 4: POVERTY

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Understand the biological and social meaning of aging.
						Show the crucial importance of social roles, norms, and institutions to the well-being of the aged.
						Identify the kinds of attitudes, values, and ideologies that contribute to gender inequality.
						Discuss the issue of biological versus social bases for gender differences.

UNIT 5: AGING AND GENDER INEQUALITY

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Understand the biological and social meaning of aging.
						Show the crucial importance of social roles, norms and institutions to the well-being of the aged.
						Identify the kinds of attitudes, values, and ideologies that contribute to gender inequality.
						Discuss the issue of biological versus social bases for gender differences.

UNIT 6: RACE, ETHNIC GROUPS, RACISM, HOMOSEXUALITY, AND HOMOPHOBIA

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Discuss the meaning of the terms race, ethnic group and racism.
						Identify the ways in which the problems of minorities negatively affect the quality of life for them.
						Know the social structural and social psychological factors that contribute to the problems of minorities.
						Show some ways to address the problems of minorities.
						Discuss the meaning of sexual fulfillment.
						Show how the quality of life of homosexuals is diminished in American society.
						Learn various explanations of why some people are homosexual.
						Discuss the social structural and social psychological factors that tend to perpetuate homophobia.
						Explain steps that can be taken to reduce homophobia and inequality between homosexuals and other Americans.

UNIT 7: WORK, EDUCATION, AND FAMILY

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Know the ways in which work and the workforce are changing in America.
						Understand the social and personal impact of unemployment, alienation, and work hazards.
						Suggest steps that can be taken to reduce the problems and make work more meaningful.
						Know the purposes of education.
						Understand how social institutions, the organization of education, and certain attitudes and values contribute to the problem of education.
						Suggest some ways to deal with the problems of education.
						Discuss the functions of the family.
						Identify the kinds and extend of family problems.
						Learn the significance of attitudes, values, and ideologies in helping to perpetuate family problems.

UNIT 8: DISEASE AND HEALTH CARE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Understand the meaning and extent of physical and mental illness.
						Know the undesirable consequences of illness and disease.
						Discuss the ways in which Americans receive inadequate health care, including deinstitutionalization.
						Show how roles and social institutions affect the health care problem.
						Describe the attitudes, values, and ideologies that contribute to the health care problem.
						Identify some ways to address America's health care problem.
						Study the various models of medical care.
						Discuss the increased popularity with alternative/complimentary health care.

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UNIT 9: WAR, THE ENVIRONMENT, AND POPULATION

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Know the extent of war in the modern world.
						Identify the political and economic factors that contribute to the problem of war.
						Explain the kinds of attitudes and ideologies that legitimize the war.
						Identify the types and extent of our environmental problems.
						Understand the nature of our ecosystem.
						Explain the social structural and social psychological factors that underlie our environmental problems.
						Suggest some ways to deal with the problems of overpopulation, environmental problems.

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.