

**NORTHEASTERN TECHNICAL COLLEGE
COURSE OUTLINE**

COURSE:	PREFIX	NO.	EFFECTIVE DATE	NEXT REVIEW DATE		
SOC	205		Spring 2005	Spring 2006		
TITLE:			CREDITS	CONTACTS		
				CLASS	- LAB	- TOTAL
Social Problems			3	3	0	3

PREREQUISITES: SOC 101 recommended as prerequisite.

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.

TEXTBOOK(S) OR ALTERNATIVE: Social Problems. James M. Henslin. 6th Ed.

MATERIALS (specifying those to be purchased by student): No other materials are to be purchased by the student (beyond the required text).

COLLATERAL READING: NONE

CLASS MANAGEMENT ACTIVITIES (Attendance, tardies, testing, etc.):
ACADEMIC DISHONESTY

Students are expected to do their own work. Please refer to the NETC Student Code and Grievance Procedure for a definition of Academic Dishonesty and an outline of the disciplinary action that may result therefrom.

ABSENCES:

Students enrolled in a 3.0 credit hour course that meets on Monday, Wednesday and Friday are allowed a maximum of 8 absences of any kind for the semester. Classes that meet on Tuesdays and Thursdays have a maximum of 6 absences. For evening classes that meet once a week, only 3 absences are allowed.

TARDY POLICY:

A tardy is defined as the arrival of a student to class after attendance has been taken. Three (3) tardies constitute one full absence.

CLASSROOM ETIQUETTE:

An integral part of education is developing a sense of integrity and responsibility not only toward ourselves but also toward others. In the classroom, as on the job or in your home, exhibiting appropriate behavior reflects on your maturity. Arriving late to class, being unprepared, inappropriate talking while class is in session, etc., negatively reflect on you and your fellow students. The instructor has the right to have a student removed from class for any disruptive behavior. The student must then meet with the Dean of Students and the instructor before he/she is permitted to return to class.

Note: No drinks or food are allowed in the classroom.

STATEMENT ON WRITTEN ASSIGNMENTS:

The instructor reserves the right to refuse any paper which is messy, unreadable or appears to be copied. Incorrect grammar and spelling errors will be noted. Papers will be graded on the basis of content, organization, grammar and neatness.

NOTE: **PLAGIARISM** is defined as the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit.

COLLUSION is defined as the unauthorized collaboration with any other person in preparing work offered for credit.

CHEATING is defined as copying another's work, using unauthorized materials, collaborating during a test, obtaining or distributing test contents illegally, substitution for or of another person in a test.

DISABILITIES STATEMENT:

Students with disabilities are encouraged to contact the Vice President for Student Services to discuss needs or concerns as they pursue an academic program and participate in campus life. The Vice President for Student Services will provide guidance regarding official documentation of disabilities and/or accommodation of needs. (See Catalog, Page 14).

RESOURCES (A-V, persons, tools/equipment):

1. Handouts will be used.
2. Audio-visuals may be used.

COURSE TOPICAL OUTLINE (List topics and sub-topics of course) and Calendar or approximate length of time devoted to topic.

TENTATIVE COURSE OUTLINE

WEEK(S)

DESCRIPTION

1-3

PART I: THE SOCIOLOGY OF SOCIAL PROBLEMS

CHAPTER 1: How Sociologists View Social Problems:
The Abortion Dilemma

CHAPTER 2: Interpreting Social Problems: Aging

TEST #1 Chapters 1 and 2

TENTATIVE COURSE OUTLINE (Continued)

4-10 PART II: NORM VIOLATIONS IN SOCIAL CONTEXT

CHAPTER 3: Prostitution, Homosexuality, and
Pornography

CHAPTER 4: Alcohol and Other Drugs

TEST #2 Chapters 3 and 4

CHAPTER 5 Violence in Society: Rape and Murder

CHAPTER 6: Crime and Criminal Justice

TEST #3 Chapters 5 and 6

11-15 PART III: PROBLEMS OF SOCIAL INEQUALITY

CHAPTER 7: Economic Problems: Wealth and Poverty

CHAPTER 10: Medical Care: Problems of Physical and
Mental Illness

TEST #4 Chapters 7 and 10

CHAPTER 15: War, Terrorism, and the Balance of Power

TEST #5 Chapter 15

OBJECTIVES OF COURSE: Upon completion of the course, students should be able to do the following:

1. Define the term "social problem" and identify the essential elements of a social problem.
2. Discuss the relativity of social problems.
3. Outline the four stages that social problems go through.
4. Explain how sociologists design their studies and gather information.
5. Identify the three sociological perspectives on social problems and be able to apply these perspectives in the analysis of current social problems.
6. Demonstrate understanding and resolving of social problems through completion of assigned project.

COLLEGE-WIDE COMPETENCY:

Demonstrate an awareness of an international perspective to include ethnic/cultural diversity.

INSTRUCTIONAL METHODS TO COMPLETE OBJECTIVES:

A series of lectures, videos and tests constitute the appropriate instructional methods to be used for this course.

EVALUATIVE METHODS TO APPRAISE OBJECTIVES:

There will be five (5) tests given during the semester. The lowest test grade will be dropped if all tests are taken. The four highest grades will count fifty (50%) percent of the final grade. The project or service-learning option will count fifty (50%) percent of the final grade.

There will be no make-up tests*. If all tests are taken the lowest grade will be dropped. Any additional tests that are not taken will receive a zero. The highest four (4) test grades will count fifty (50%) percent of the final grade and the project/service-learning project will count as the other fifty (50%) percent. Tests may be taken early!! If you know that you are going to be absent on a test date, the test can be given in the Success Center between 8:00 a.m. and 9:30 p.m. on Monday through Thursday and on Friday from 8:00 a.m. until 1:00 p.m. Students will have to allow time to finish before the Success Center is closed or you will not be able to complete it at a later date.

*NOTE: Exceptions will only be made in cases of serious emergencies (i.e. hospitalization, a death) that can be documented.

GRADING SCALE:

93 - 100 = A
85 - 92 = B
77 - 84 = C
70 - 76 = D
69 - 0 = F

HANDOUT -- SOCIOLOGY 205

THE PROJECT

For this project you are to follow the unfolding of a current American social problem as it is presented in print or electronic media. You will follow the progress and report your impressions and the possible outcomes.

1. Pick a current social problem that interests you. Conduct an initial investigation to determine whether or not enough information is available for you to use this topic.
2. Give a history of the problem at both national and local levels (3-4 pages). This must be word-processed, double-spaced, and sources properly cited. Papers will be penalized for words spelled incorrectly and grammatical errors.
3. Track your chosen social problem for 10 weeks and include a **minimum** of one submission for each week. Your sources may include newspaper articles, TV programs, magazine articles, interviews, etc. You may not use encyclopedias as sources. Other sources such as *The Enquirer*, *The Globe* and such tabloids are also **not** acceptable. Include bibliographical information for each entry. This information will be submitted at the beginning of class each Monday morning. In addition to the articles, you should include a brief summary of your research for the week.
4. At the end of the ten week period, you are to write a 4-5 page conclusion in which you evaluate the current status of the problem and present possible solutions to the problem to include reasons why you believe that the proposed solutions will or will not be considered.

The following should also be included:

- A. Current efforts, programs, and services to resolve the problem.
 - B. Merits and shortcomings of current efforts to resolve the problem.
 - C. Contemporary controversial issues surrounding the problem.
 - D. Proposals to resolve the problem more effectively.
 - E. Personal involvement in helping to solve this social problem.
5. MLA format should be followed in completing these papers.
 6. This project counts fifty percent of your final grade.

HANDOUT -- SOCIOLOGY 205

THE SERVICE-LEARNING OPTION

Students in this class may choose to participate in service-learning as part of their activities.

What is service-learning?

Service-learning means providing assistance to people in your community without getting paid, and the service you perform is related to what you are learning in your class. Service-learning gives you an opportunity to make connections between the knowledge and skills learned in the classroom and those that are used to address real problems in a local service agency. Your services will benefit others since you will be doing things that perhaps would not get accomplished at all. This experience will hopefully benefit you also. You may find talents, strengths and interests that you were previously unaware of and this information may help you to plan your career path or to affirm those decisions that you have already made.

Service-learning is also designed to develop student awareness of "responsible citizenship" within the communities. New Partnerships emerge between the college and the community that support student achievement and increase community involvement.

Service-Learning Opportunity

(This is an optional opportunity.)

The service-learning option replaces the research component for this course. It will comprise **fifty (50%) percent of your grade** for this course. The time commitment is a **minimum of 20 hours**. You will still be responsible for the reading assignments, attending class and taking test.

Grading will be based on the following:

- **Responsible completion of the service commitment**
- **Keeping a reflective journal of the service experience**
- **An analytical paper that integrates the course material with the student's service experience**

If interested, you should complete the **Application for Service-Learning Opportunity** form provided by the instructor and the **Student-Agency Agreement** form with the agency that has agreed to provide the site for this work experience.