



SOCI-102: CONTEMPORARY SOCIAL PROBLEMS

Effective Term

Fall 2023

BOT Approval Date

04/14/2022

Discipline

SOCI - Sociology

Course Number

102

Course Title

Contemporary Social Problems

Short Title

Contemporary Social Problems

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48.00 - 54.00

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional



c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID SOCI 115

Catalog Description

This course examines major sociological theories and concepts of contemporary social problems, their emergence, social construction and analysis. Emphasis areas will incorporate characteristics of societal trends that contribute to the emergence of social problems, the influence of social problems on groups and institutions and the potential for social change or resolution.

Codes

TOP Code (CB 03)

2208.00 - Sociology

CIP Code

45.1101 - Sociology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Examine major sociological theoretical perspectives (ex. functionalist, conflict, and symbolic interactionist) and apply them to an examination of contemporary social problems.
2. Analyze how social problems are constructed, their effects and how social stratification determines who in society defines how a phenomenon becomes a social problem and who in society is most affected by contemporary social problems.
3. Evaluate contemporary social problems, their historical prominence and how each is influenced by the concepts of race/ethnicity, class and gender.
4. Distinguish between, interpret and apply the sociological definition of a social problem in order to distinguish between subjective awareness of social problems and objective reality of social problems.
5. Distinguish between micro and macro level analysis, evaluate research methods and findings in relationship to various contemporary social problems.
6. Evaluate and compare both contemporary and historical perspectives on social problems in order to understand how social problems are constructed and change from era to era.
7. Assess sociological concepts to understand the relationship between social stratification and the social construction of social problems.
8. Assess the conflict perspective to determine how conflict theorists (ex. Marx and class conflict or Weber and use of organizational resources to enact power) believe that social problems arise.
9. Examine the symbolic interactionist perspective on society and assess how interactionists believe that social problems arise.
10. Analyze how sociological theory and research is used to investigate social problems such as violence.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

Identify major sociological theories and perspectives including the structural-functionalism, conflict theory, and social-psychological theories.

Critically analyze the emerging sociological issues confronting ethnic minorities.

Evaluate new and established social problems that affect social minorities.

Program Learning Outcomes

Learning Outcome

Apply Sociological concepts and theoretical perspectives as they relate to modern daily life.

Define and apply various Sociological concepts and theory to oral and/or written presentation of evaluated work.

Define Sociology, its concepts and theoretical perspectives to oral and/or written presentation of evaluated work.

Explore connections between institutional and social (domestically and globally) developments in Sociology.

Identify the various types of careers available with an undergraduate and/or graduate degree in Sociology.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Personal
and Professional Responsibility
Civic

Content

Course Lecture Content

Introduction

1. What constitutes a social problem
2. How and by whom are social problems created
3. Evolution of cultural phenomenon to social problem

Sociological Theories and Research Methods

1. Structural Functionalist Theories
2. Conflict Theories
3. Symbolic Interactionist Theories
4. Qualitative, quantitative and mixed data methodologies
5. Types of data collection methods
6. Techniques of data evaluation and interpretation
7. Ethics in Sociological Research

Crime, Enforcement and The Judiciary

1. Types of crimes (violent, street, corporate, white collar, juvenile, terrorism/domestic/militia and international)
2. Enforcement of crime
3. Adjudication of crime
4. Victimology and victimization

Family

1. Types of family structures (matriarchal, patriarchal, egalitarian, polygamous, polyandrous, single/multiple parent, child free)
2. Marriage and divorce trends
3. Domestic violence
4. Homelessness
5. Poverty

Education

1. Types of educational institutions (public, private, charter, home, anti-secular)
2. Institutional trends in education
3. School violence
4. School funding (low income, affluent)
5. Influences of poverty on student performance

Racism

1. Types of racism (institutional, individual)
2. White privilege and white supremacy
3. Hate crimes and interracial violence
4. Racism and its influence on various socialization agents (mass media, peer groups, family, educational institutions)
5. Perpetuation of white supremacy within various socialization agents (mass media, peer groups, family, educational institutions)
6. Racism and its relationship to the creation of poverty and wealth

Economy

1. Social stratification
2. Poverty, wealth and their influences on various socialization agents
3. Generational poverty and wealth
4. Wealth distribution and its relationship to chronic social problems

Gender

1. Social construction of gender
2. Differentiating between the personal and political in relationship to gender (Sociological Imagination)
3. Socialization agent (mass media, peer groups, family, educational institutions) perpetuation and enforcement of gender

4. Social stratification and its influence on the social construction of gender and individual expressions of gender
5. Hate crimes, domestic violence and other types of violence with gender motivations

Sex Work and Sex Trafficking

1. Types of sex work and trafficking
2. Victimless and victim centered sex work and trafficking
3. Organized crime, procurer and sex trafficking (domestic and internationally)
4. Sex worker typologies
5. Panderer/solicitor typologies
6. Pornography production and distribution (illegal and legal)

Methods of Instruction

Method

Discussion

Integration

Discussion will be guided by faculty incorporating topics outlined in Contemporary Social Problems course content as they relate to groups and institutions in society to demonstrate, explain and reinforce critical thinking, sociological concepts and theories. For example, students may be asked to discuss how inequality in education can be examined using a functionalist theoretical perspective when comparing public schools, charter schools, and private schools. Students may demonstrate communication skills, critical thinking and integrate course content to classroom discussions. This may be accomplished in small or large groups, synchronously or asynchronously, through the use of closed captioned videos, journals, prerecorded audio/visual media, or discussion forums.

DE Adaptations for MOI

Online discussions will be facilitated through the CMS or video conferencing software. The discussions will ask students to engage with the course content (including but not limited to sociological theory, crime, education, economy, racism, violence) as they relate to groups and social institutions through a thoughtful reflection, asking students to incorporate sociological concepts into their discussion posts. Students will be asked to engage with each other (including but not limited to application of sociological theory such as conflict, functionalist, and/or symbolic interactionist) through responding to peers. Instructors may engage with students by offering clarity on the usage of sociological concepts or the application of sociological theory, encouraging students to revisit course content as necessary, while also offering alternative material (such as external links to videos or articles within the CMS) that will reinforce learning.

Method

Lecture

Integration

Lectures will present Contemporary Social Problems course content to illustrate, explain and reinforce sociological concepts and theories which may incorporate audio/visual, visual aids, print material, closed captioned videos, digital slides, computer simulations, streaming services, etc. For example, lectures can include a presentation of the socialization of gendered expectations of the division of labor in the home and the impact of the increase of women in the labor force.

DE Adaptations for MOI

Online courses will include lectures on course content (including but not limited to sociological theory, crime, education, economy, racism, violence). Lectures can be delivered synchronously through video conferencing software or asynchronously through the CMS. Presentation materials such as accessible digital slide presentations, closed caption videos, or links to external articles may be incorporated to supplement lectures.

Method

Visiting Lecturers

Integration

Visiting Lecturers may speak and/or offer a presentation on a topic covered in the Contemporary Social Problems course content. Guest speakers in the field of marketing, law enforcement, sex work, social work, ethnographers or other content specialists may offer presentations in-person, through CMS or other video conference platform. Presenters should provide information on the type of services offered by their organization, what its missions and visions are, how the agency or their personal experience serves the community. Faculty should facilitate post-presentation debriefing to help students make connections between information presented

and sociological concepts (including but not limited to theory, research methods, crime, socialization agents, racism, economy, life chances, gender and sex work) and theories (encompassing but not limited to Conflict, Functionalist, and Symbolic Interactionist). For example, visiting lectures may present on how social work practices are addressing the needs of women and children impacted by domestic violence. Post-presentation debriefing may be administered through CMS or video conferencing software.

DE Adaptations for MOI

Visiting lecturers may speak and/or offer presentations on various topics covered in the Contemporary Social Problems course content (including but not limited to sociological theory, crime, racism, education, violence) through a video conferencing platform or through a pre-recorded presentation that can be uploaded and made available to students in the CMS. Faculty can facilitate a debriefing discussion through the video conferencing platform's chat feature or through a discussion board function in the CMS.

Methods of Evaluation

Method

Research Projects

Integration

Concept application and problem evaluation exercises in which students apply sociological concepts to their own life experiences, the community, and the society or sub-cultural groups in which they live or interact. These may take the form of analytic essays, sociological journals, analysis of pencil and paper scales, observational studies, research papers, and research projects. Research projects will be evaluated based on students' ability to demonstrate organization and clarity, critical thinking, identification, understanding and application of sociological concepts to societal groups and/or institutions. For example, students may research how systemic racism is perpetuated throughout the criminal justice system, resulting in longer and harsher crime sentences for people of color.

DE Adaptations for MOE

Research projects will be used to assess the ability to analyze current social issues and trends and apply sociological theories and concepts to their own lived experiences. Students will be evaluated on their understanding of sociological concepts, accuracy of their application of theory, and strength of their analysis of current social issues in relation to theories such as conflict, functionalist, and/or symbolic interactionist. Details of these assignments will be posted within the CMS and students will upload their completed assignments through the CMS. Feedback will be provided through the grading tools section of the CMS..

Method

Exams/Tests

Integration

Exams and/or tests should cover the major sociological themes of Contemporary Social Problems. A combination of multiple choice, short answer, and/or essay questions may be included. Exams/tests will be evaluated based on demonstration of identification, understanding and application of various components related to societal groups and institutions related to contemporary social problems such as, but not limited to, sex, gender, sex work, economy, education, and violence. For example, exams/tests may be used to assess students' ability to apply a conflict theory analysis of the challenges facing impoverished communities and how gentrification exacerbates the challenges these communities face.

DE Adaptations for MOE

Exams and/or tests should formatively cover the major sociological themes of Contemporary Social Problems and align with Learning Objectives. Exams and/or tests administered fully online will be administered and evaluated through CMS. The format may include multiple choice, short answer, essay or other format. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in course content in alignment with Learning Objectives. All exams/tests must meet accessibility guidelines.

Method

Papers

Integration

Short response essays pertaining to sociological concepts and/or theories outlined in course content. The format may be mixed (short answer and/or essay). Essay will be evaluated based on the following criteria: identification of contemporary social issues

related to sociology, understanding of sociological theories and concepts, and the ability to apply concepts and/or theories to existing social issues, groups or institutions. Evaluation will also incorporate student ability to analyze and demonstrate critical thinking. This can be achieved in a face-to-face classroom environment, blogs, journals, discussion forums or other course management systems.

DE Adaptations for MOE

Papers/essays will be evaluated based on the identification of social issues related to contemporary social problems, understanding of sociological theories and concepts, ability to analyze and demonstrate critical thinking, and the ability to apply concepts and/or theories related to topics described in Course Content. Papers/essays administered in DE format will use the CMS functions to facilitate student submissions. Evaluation feedback of paper/essays will be provided for students in a timely manner using gradebook, live stream or video conferencing software,, inbox messaging or other functions available through the CMS. All papers/essays, submissions and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

This assignment is a historical examination of domestic terrorism in America. Write an essay on the ways in which social movements or social conditions influence the perpetuation (or elimination) of domestic terrorism in America. Based on your interpretation of research, do you believe that risks of domestic terrorism in America have improved, remained the same or worsened over time? (Examples of domestic terrorists/groups include Klu Klux Klan/Christian white supremacist terrorism, Timothy McVeigh, Theodore Kazinsky, Pro-Life Christian Terrorism, Black Liberation Army, Jewish Defense League, Phineas Priesthood – Christian Identity Movement etc.). Based on your research (archival or first stage) Write an essay describing your findings and support your interpretation of the data with current scholarly sources.

How assignment will be adapted in online format

The assignment will be made available to students through CMS and will be submitted through CMS. Feedback will be provided to students through CMS grading function.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Collect and analyze news articles and reports on white-collar crimes such as Ponzi schemes, embezzlement, and insider trading. In groups, work collaboratively to determine the mass media's response to these events as they compare to crimes like burglary or theft, and compare and contrast perceptions surrounding the criminals surrounding these two groups of criminal activity. After comparing and contrasting perceptions, examine the diversity of people accused of these crimes, analyzing the prevalence of representation of individuals by their sex, gender, race, ethnicity, socioeconomic status, and/or (dis)ability. In the process, discuss the following questions: What messages do we receive from agents of socialization about the propensity towards crime of certain individuals? How do we perceive microsocial criminal activity that affects a small number of people (e.g., assault or larceny) as compared with the perception of macrosocial criminal activity that affects a large number of people (e.g., cybercrime or money laundering)?



How assignment will be adapted in online format

The assignment will be made available to students through CMS may be used for a discussion using video conferencing software or a discussion board assignment. Feedback will be provided to students through CMS grading function.

Course Materials

Textbooks

Kendall, Diana (2021). Social Problems in a Diverse Society. Pearson. ISBN: 9780134732848

Mooney, L., D. Knox, C. Schacht (2015). Understanding Social Problems Cengage. ISBN: 978-1285746500

Trevino, J. (2014). Investigating Social Problems Sage. ISBN: 978-1452242033

Open Educational Resources

Kendall, Diana (2019). Social Problems in a Diverse Society. Pearson. ISBN: 9780134732848 (Z-Library - <https://1lib.us/book/11675447/5e10a7>)

University of Minnesota (2015). Social Problems: Continuity and Change. ISBN: 9781946135230 (Online - <https://open.lib.umn.edu/socialproblems/front-matter/publisher-information/>)

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Race, ethnicity, gender, sex, education level, deviance, and socioeconomic status are foundational demographic concepts within the discipline of sociology. This course revision incorporates more specific and direct wording in Course Lecture Content in relation to specific social movements, government policies and laws and cultural events surrounding contemporary social issues. For example, students can explore how social phenomenon become social movements as exemplified through #MeToo and #BlackLivesMatter which highlighted gendered violence against women and hate crimes against Black communities. This will help students better understand the relationship between broad social forces (macro-systems) and their influence within the lived experiences (micro-systems). Subtopics throughout the course are varied and align with course learning objectives.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The intersection of crime, family, education, race, ethnicity, socioeconomic status, sex, and gender and the social construction of social problems are emphasized in course content, assignments, assessments, methods on instruction and evaluation fostering inclusive exploration of sociological concepts and theories and their application to daily life. A variety of course materials options authored by culturally competent scholars coupled with multiple approaches for assignments, activities, and assessments align critical thinking, analysis and the exploration of sociological perspectives of contemporary social problems. Students interact with course material, each other, and faculty through peer-to-peer discussions, group activities, assignments, assessments-feedback, methods of instruction and evaluation, which fosters students ability to apply these skills to the world in which they live.

Interactions

Explain how the course will incorporate student-to-student interaction.

Group activities and assignments, such as think, pair, and share and discussion boards, will guide peer engagement in research, evaluation, analysis and presentation. For example, students may be asked to work in pairs to determine how social problems are identified by examining contemporary social issues. Using features available through CMS, such as discussion forums, video conferencing software, and breakout rooms promote community and offer opportunities for students to engage in critical and reflective dialogue with each other.

Explain how the course will incorporate instructor-to-student interaction.

Faculty will deliver lectures, facilitate group discussions by explaining and clarifying sociological concepts, theoretical perspectives, and providing examples for the application of course material to society and individual lived experiences. For example, faculty can present on the sociohistorical perspective on marriage, divorce, and dating, addressing how changes in technology and globalization impact these social institutions. Faculty should model the process of critical thinking, understanding intersectionality, incorporating sociohistorical and sociopolitical factors in analysis and application while encouraging students to make similar connections between course content and student observations of the world in order to help students understand their learning process. Faculty can offer feedback on student assignments through video conferencing software, CMS grading functionality, or individual meetings with students.

Explain how the course will incorporate student-to-content interaction.

Students will engage with course content and supplemental material to support their interaction with course topics. For example, students can prepare a research report that examines an aspect of how socialization agents affect the social construction of gender and influences experiences in work and the economy, using primary or secondary sources to develop an original argument and describing how historical and contemporary events shape society's understanding of gender. Examples include but are not limited to video/audio recorded lectures, written lectures, digital slide presentations, multimedia content, mass media publications, graphics/images (charts/tables), and text resources. Student completion of assignments and participation in class discussions, synchronously and asynchronously, will provide them with the opportunity to deepen their understanding of course content. Faculty will provide, demonstrate, and model examples of the ways in which students may interact with course content as students develop critical thinking, reflective skills, and ability to identify sociological concepts in their daily lives.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course incorporates numerous sociological concepts and various theoretical perspectives in the study of contemporary social issues. Student engagement in the processes of analysis, critical thinking, research, discussions, and activities with course materials that emphasize equity, diversity, inclusion, and culture along with various instructional and evaluation methods encourages students to apply learnings to their lives, observations of the world, and reflect on their individual learning processes. For example, students may be asked to identify a social movement that aligns with their values, demonstrating how the movement addresses a social problem through the process of its development and method of organization, allowing students to reflect on their own perspectives with a sociological lens. Additionally, the exploration of the intersection of sociological constructs, sociohistorical and sociopolitical structures and personal experiences and observations fosters self reflection and the development of their own unique world view.

Key: 2750