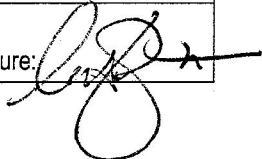


1.) DATE: <b>11/5/09</b>	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) COURSE PROPOSED: Prefix: <b>SOC</b> Number: <b>251</b> Title: <b>SOCIAL PROBLEMS</b> Credits: <b>3</b>	
CROSS LISTED WITH: Prefix:            Number:            ; Prefix:            Number:            ; Prefix:            Number:            ;  Prefix:            Number:            ; Prefix:            Number:            ; Prefix:            Number:            ;	
4.) COMMUNITY COLLEGE INITIATOR: <b>KERI DIGGINS</b> PHONE: <b>480-423-6208</b> FAX: <b>480-423-6298</b>	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.	
MANDATORY REVIEW:  <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).  POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: <u>Core Areas:</u> <b>Social and Behavioral Sciences (SB)</b> <u>Awareness Areas:</u> <b>Select awareness area...</b>	
6.) <b>On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.</b>	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list or required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DEC            prefix <input type="checkbox"/> Elective  Current General Studies designation(s):  Effective date: <b>2010 Fall</b> Course Equivalency Guide  Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no  Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director: <sup>Ph.D</sup> <b>CAROL JENKINS, SOCIOLOGY IC CHAIR</b>	Chair/Director Signature: 

AGSC Action:            Date action taken:             Approved             Disapproved  
  
Effective Date:

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	See course description, course objectives, photographic essay, and syllabus dated Jan. 16, 18, and 23		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; margin-top: 5px;"> <tr> <td style="width: 70%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 30%; vertical-align: top; text-align: center;">sociology</td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	sociology	See course description, course objectives, and syllabus dated Jan. 25 - May 3
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	sociology				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	See course description, course objectives, and syllabus dated Jan. 25 - May 3		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	see course goals, course learning objectives and course syllbus		
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b> <ul style="list-style-type: none"> <li>• Courses with primarily fine arts, humanities, literary, or philosophical content.</li> <li>• Courses with primarily natural or physical science content.</li> <li>• Courses with predominantly applied orientation for professional skills or training purposes.</li> <li>• Courses emphasizing primarily oral, quantitative, or written skills.</li> </ul>			

Course Prefix	Number	Title	Designation
SOC	251	Social Problems	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
#1 Course is designed to advance basic understanding and knowledge about human interaction.	<p>This course enables students' to understanding and apply the sociological imagination and foundational concepts/principles of selected social problems.</p> <p>This course further develops student analytical, critical, and quantitative reasoning skills.</p>	<p>Jenkins Manual Chapter 1</p> <p>Syllabus: dated Jan 25 - May 3 (course competency listing)</p> <p>Kornblum Text: Chapter 1</p>
#2 Course content emphasizes the study of social behavior such as that found in sociology.	<p>This course analyzes select social problems. Included, but not limited to structural inequalities by race/ethnicity, social class, gender, region, age; issues confronting social institutions (changing families, access to health care, education, work, and the economy): and, the impact of population migration/immigration, technology, the environment, war and global insecurity on individuals, social structures and society.</p>	<p>Syllabus: dated Jan.25-May 3</p> <p>Photographic Essay Requirement</p> <p>Kornblum text: chapters 2-16</p> <p>Course quizzes 1-1 4</p> <p>Jenkins Manual:Chapters2-16</p>

<p>#3a Course emphasizes the distinct knowledge base of the social and behavioral sciences.</p>	<p>This course enables students to understand the role of sociological methodology in building sociological knowledge by analyzing significant variations in American society by region, culture, race, ethnicity, class, gender and age.</p> <p>This course also describes strategies for functioning in a pluralistic society and diverse world cultures in light of social problems. Social policy implications are also explored.</p>	<p>Syllabus: dated Jan.25-May 3 Photographic Essay Requirement Kornblum text: chapters 2-16 Course quizzes 1-14 Jenkins Manual:Chapters2-16</p>
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## **Rationale Statement/ Description of How Course Meets Criteria**

SOC 251, Social Problems, is a course that is designed to explore selected social problems with an emphasis on current concerns. The course's instructional methodology is based on lectures, discussions, class activities, and a photographic essay. The assigned texts and required readings (see course syllabi) are used to explore and demonstrate the relevance of sociological thinking. The course objectives emphasize a social and behavioral science knowledge base. Specific course objectives: to understand and apply the sociological imagination, describe the inter-relatedness of basic sociological concepts, and to compare and contrast theoretical orientations and etiologies. To facilitate these objectives a variety of social problems are analyzed: structural inequalities (race/ethnicity, social class, gender, region, age); issues confronting social institutions (changing families, access to health care, education, work, and the economy); and, the impact of socio/cultural change (population migration/immigration, technology, the environment, war and global insecurity) on individuals, social structures and society.

### **Criteria 1**

See course description, course objectives, Jenkins Manual Table of Contents, photographic essay, and course calendar.

### **Criteria 2**

See course calendar (as indicated above)

### **Criteria 3**

See course calendar sections (as indicated above)

### **Criteria 4**

#### ***Social and behavioral science perspectives***

See course calendar (Jan 18 and Jan 23)

- sociological perspectives: thinking sociologically – applying the sociological imagination – individual value clarification
- sociological perspectives: sociology viewed as science – a method of inquiry – a perspective

#### ***Social and behavioral science data***

See assigned readings and text as indicated in the course syllabi/calendar/Jenkins Manual Table of Contents.

**Official Course Description: MCCCDC Approval: 12-9-08**

**SOC251 2009 Summer I - 9999**

LEC 3 Credit(s) 3 Period(s)

**Social Problems**

A sociological exploration of selected social problems. Emphasis on current concerns.

**Prerequisites:** None.

[Go to Competencies](#) [Go to Outline](#)

**MCCCDC Official Course Competencies:**

**SOC251 2009 Summer I - Social Problems  
9999**

1. Identify an appropriate sociological approach to social issues in society. (I)
2. Describe methods for collecting sociological data. (I)
3. Analyze selected social problems from an institutional perspective, including possible solutions. (II, IV)
4. Describe the social nature of inequality. (III)
5. Describe the types of inequality found in the American class system, including possible solutions. (III)

[Go to Description](#) [Go to top of Competencies](#)

**MCCCDC Official Course Outline:**

**SOC251 2009 Summer I - Social Problems  
9999**

- I. Introduction
  - A. Definition of social problems
  - B. Research methods
- II. Institutional problems
  - A. The economy
  - B. Politics
  - C. Education
  - D. Family
- III. Problems of inequality
  - A. Social class and poverty
  - B. Race and ethnics
  - C. Gender
  - D. Other
- IV. Selected topics

[Go to Description](#) [Go to top of Competencies](#) [Go to top of Outline](#)

**SOC 251 SOCIAL PROBLEMS**

T-Th 8:30-9:45 am Spring Semester, 2007 Section 4678

Instructor: Dr. Carol A. Jenkins  
Office: Faculty Building 05 Room 136  
Office Hours: MWF 10:00-10:50 am  
 T-Th 10:00-11:15 am

Class meets in HTA-5  
Telephone: 623-845-3602 (24 hr voice mail)  
E-mail: carol.jenkins@gcmail.maricopa.edu

**TEXT:**

(Required) Kornblum, William and Joseph Julian 2007 **SOCIAL PROBLEMS, 12<sup>th</sup> edition** Paperback

(Required) Jenkins, Carol (2007) **STRATEGY MANUAL – SOCIAL PROBLEMS** – *separate purchase*

(take-home chapter quizzes, discussion issues by topics, research notes, charts)  
*may be purchased in class the first week of class – if you give me a check and it bounces, you must reimburse me for the fees*

**COURSE DESCRIPTION:**

A sociological exploration of selected current social problems. In particular, the systematic study of conditions in society that enough people have agreed exist, threaten their quality of life and core values, and are in need of remediation or resolution.

**COURSE GOALS AND LEARNING OBJECTIVES:** Successful completion of the course should enable you to:

1. understand and apply the **sociological imagination, foundational concepts/principles** to selected social problems.
2. describe the **inter-relatedness of basic sociological concepts**: culture, socialization, social structure, institutions, social change and differentiation by race, ethnicity, gender, age, class, region (urban/rural) and how they influence and are influenced by conditions considered as social problems.
3. further develop **analytical/critical thinking skills** by using the insights of sociology/sociological perspectives.
4. compare and contrast **theoretical orientations** to explain the causes of selected social problems.
5. describe the **role of sociological methodology** in building sociological knowledge; identify and compare methodological approaches, research terminology, and basic statistical resources used to understand selected social problems.
6. describe significant **variations in American society** by region (urban-metropolitan-rural), culture, race, ethnicity, class, gender, age and the significance of diversity in domestic and global context and how they influence and are influenced by conditions considered social problems.
7. describe the **effects of socio-cultural change** on individuals and social structures in generating or resolving social problems.
8. describe strategies for **functioning in a pluralistic society** and diverse world cultures in spite of current social problems.

**NOTE:** adjustments or changes to the syllabus may be made by the instructor with appropriate student notification

**COURSE STRUCTURE:** this course is basically a seminar-discussion, will also use internet exploration, audio-visual analysis and critique, problem solving and collaborative learning

**COURSE RESPONSIBILITIES:**

1. By accepting this syllabus the **student acknowledges responsibility** for the information in the *syllabus and the college policies* included in the Glendale Community College Catalogue and the Glendale Community College Student Handbook.
2. The **student will be responsible for the text and strategy manual** in order of chapter topics assigned. Although class discussions will be largely devoted to the same subject areas as covered by the text and manual, the data of the text and manual is the student's responsibility, whether covered in class or not. Because of the nature of the many topics under consideration, it is critical for your own learning experience that you will have acquainted yourself with the material of the text and strategy manual prior to class interaction.

Questions asked in the Strategy Manual are for in-class discussion and student reflection. Responses to the questions do not need to be handed in. However, if in the judgment of the professor students are not consistently preparing for class, the professor reserves the right to require written responses to be handed in and evaluated, thus amending the syllabus contract. Hint – prepare consistently so this doesn't happen> Hold each other accountable.

3. **Regular attendance, as well as punctuality**, is expected as an important part of our responsibility to this course. Attendance will be taken at the beginning of each class hour. Being in class is critical to your learning. Punctuality allows the instructor to teach and classmates to continue learning without being interrupted. --- a basic work ethic and matter of respect.

*The instructor automatically drops no show students from class during the first week of class.*

**Withdrawal requests and paperwork are your responsibility** --- watch the dates!

**Attendance:** **Three cuts** (for whatever reason) will be permitted. Additional cuts will be recorded, but with a -5 point penalty for each over cut. **Three lates** will be tolerated but additional lates will carry a -2 point penalty each. Late means arriving after daily roll has been taken. If lateness is within ten minutes of class beginning, credit for the hour will be given at the instructor's discretion and only if the student requests a change of the record at the end of the same class hour. This is not giving permission to be late.

The instructor reserves the right to use discretion in reviewing any documented extenuating circumstances.

**Absences due to College-sponsored activities** on assignment due dates will require submission prior to the designated class day and hour or considered late. Lateness means an automatic -10% reduction from the points possible on assignment. Arrangements must be made in advance with the instructor. Written verification is required in advance. All college sponsored absences must be documented and recorded with the instructor before leaving campus.

*Note: these expectations are in addition to stated college policy.*

4. **Academic honesty and integrity is expected** with all coursework. See GCC Student Handbook, "Academic Misconduct" section, for clarifications.
5. **Evaluation Criteria:** (based on total point system = 917 points possible)

717 points Fourteen take-home chapter quizzes will be given and are found in the course Strategy Manual  
Do not use Scantron. Answer grids for each quiz are provided at the end of the Strategy Manual

200 points Photographic Essay: see syllabus for assignment directions

Range of scores: (instructor distinguishes +/- the college does not)

	B+	87 - 89 %	C+	77 - 79 %	D+	67 - 69 %	F	0-59%
A	93 - 100 %	B	83 - 86 %	C	73 - 76 %	D	63 - 66 %	
A-	90 - 92 %	B-	80 - 82 %	C-	70 - 72 %	D-	60 - 62 %	

6. There are fourteen **take-home chapter quizzes** to assess your mastery of the text information. The quizzes can be found in the Strategy Manual near the beginning of each chapter section. An answer grid for each quiz can be found at the end of the Strategy Manual – do not hand in the actual quiz and do not use Scantron.

Because the information on the chapter quizzes is discussed in class, quizzes must be handed in on the date assigned in the syllabus course schedule. The completed quiz grids will be collected immediately after class attendance is taken.

7. **There will not be a final exam.** Consistent work completion throughout the course is sufficient.
8. **Photographic Essay – Integrative Statement:** Each student will be responsible for developing a photographic essay of a social problem. The directions and assessment criteria can be found at the end of the syllabus.
9. **Study skills assessment and development strategies** for this course will be available for the purpose of polishing listening skills, note taking, test taking, and comprehension of course materials. Please see the professor. If English is a second language, please see the instructor early in the course, in the professor's office.



10. Extra-credit work: There is none available in or outside of class - consistent performance over time is more highly valued.
11. It is the preference of the instructor that there be no audio/visual taping of lectures. The only exception would be documented disability. I would rather participate with you in assessing and developing your learning skills.
12. If you have a certified disability it is important to register with the office of Disability Services and Resources (TDS 100), especially if you require special accommodations.

### COURSE SCHEDULE

T = text chapter    M – Manual pages

T	Jan 16	Introduction to the Course: <i>How does a social condition become a social problem?</i>			
Th	Jan 18	Soc Perspectives: values clarification - thinking sociologically – the sociological imagination	T-1	M	1-10
T	Jan 23	Soc Perspectives: Sociology as science – a method of inquiry – a perspective	<b>Quiz-1 due</b>	M	11-19
Th	Jan 25	Problems of Health and Health Care	<b>Quiz-2 due</b>	T-2	M 20-32
T	Jan 30	Problems of Health and Health Care		M	33-38
Th	Feb 01	Mental Illness and Treatment	<b>Quiz-3 due</b>	T-3	M 39-47
T	Feb 06	Mental Illness and Treatment		M	48-53
Th	Feb 08	Alcohol and Other Drugs	<b>Quiz-4 due</b>	T-4	M 54-63
T	Feb 13	Alcohol and Other Drugs		M	64-70
Th	Feb 15	Crime and Violence	<b>Quiz-5 due</b>	T-5	M 71-82
T	Feb 20	Crime and Violence		M	83-89
Th	Feb 22	Poverty Amidst Affluence	<b>Quiz-6 due</b>	T-6	M 90-99
T	Feb 27	Poverty Amidst Affluence		M	100-109
Th	Mar 01	Racism – Prejudice and Discrimination	<b>Quiz-7 due</b>	T-7	M 110-120
T	Mar 06	Racism – Prejudice and Discrimination		M	121-133
Th	Mar 08	Gender and Sexuality	<b>Quiz-8 due</b>	T-8	M 134-143
Mar	12-16	<u>No Classes</u> : Spring Break			
T	Mar 20	Gender and Sexuality	<b>Photographic Essay due</b>		M 144-153
Th	Mar 22	The Changing Family	<b>Quiz-9 due</b>	T-10	M 154-162
T	Mar 27	The Changing Family			M 163-169
Th	Mar 29	Problems of Education	<b>Quiz-10 due</b>	T-11	M 170-182
T	Apr 03	Problems of Education			M 183-192
Th	Apr 05	<u>No Class</u> : Professor presenting scholarly paper at Midwest Sociological Society meeting - Chicago			
Tu	Apr 10	Problems of Work and the Economy	<b>Quiz-11 due</b>	T-12	M 193-205
Th	Apr 12	Problems of Work and the Economy		M	206-211
T	Apr 17	Population and Immigration	<b>Quiz-12 due</b>	T-14	M 212-221
Th	Apr 19	Population and Immigration		M	222-226
T	Apr 24	Technology and the Environment	<b>Quiz-13 due</b>	T-15	M 227-235
Th	Apr 26	Technology and the Environment		M	236-241
Tu	May 01	War and Global Insecurity	<b>Quiz-14 due</b>	T-16	M 242-249
Th	May 03	War and Global Insecurity		M	250-258
May	7-10	<u>Exam week</u> : No final exam is scheduled for this class. You have done more than your share of work.			

**PHOTOGRAPHIC ESSAY – INTEGRATIVE STATEMENT**

**DIRECTIONS**

Each student will be responsible for developing a photographic essay of a social problem.

A photographic essay is a personal and integrative statement about a social problem important to the student.

The five to eight photographs should

- reflect the social problem under consideration
- illicit an emotive response from the viewer
- be a statement of public affirmation of your position on the issue.

Title your essay, but no written copy is to accompany the photographs other than the location where the picture was taken in fine print. Place the photos in such an order of presentation that they “read” like an essay. Photographs downloaded from the Internet are acceptable as long as copywrite laws are not violated. Your instructor will show examples of student’s previous work in class. Please avoid large poster board presentations. The due date is listed in the syllabus course schedule. No late work will be accepted on this assignment. Following directions is a valued work skill.

Photographic Essay – Integrative Statement:

**ASSESSMENT**

In many venues the quality of visual presentations are “juried” or evaluated by professionals in the field. Your instructor’s task is to systematically evaluate your visual presentation (photographic essay). The assessment criteria is presented below. To be fair, jurors need to be looking for the same items in each presentation. The numbers preceding each criteria represent “the extent to which” the item has been accomplished. The appropriate number will be circled. This will become the instructor’s evaluation of your work.

Social problem under consideration: \_\_\_\_\_

10 08 06 04 02 00 Title: \_\_\_\_\_ ( ) appropriate ( ) inappropriate

50 40 30 20 10 00 Photographs reflect the social problem under consideration.

50 40 30 20 10 00 Photographs demonstrate a given position on the issue.

50 40 30 20 10 00 Photographs illicit an emotive response from the viewer.

10 08 06 04 02 00 Presentation “reads” like an essay, as instructed.

10 08 06 04 02 00 Used five to eight photographs as instructed.

10 08 06 04 02 00 Presentation (ex: mounting) of photographs ( ) creative ( ) purposeful

10 08 06 04 02 00 ( ) Cited location where picture(s) taken. OR ( ) Cited where graphic was found.

Total Points Earned = \_\_\_\_\_ of 200

Comments/Observations:

AUTHOR: \_\_\_\_\_

Jenkins, Carol A. (2007) Strategy Manual – Social Problems  
Supplemental Text compiled by the Instructor for Soc 251 Social Problems

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