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10809174 Social Problems

Course Outcome Summary

Course Information

Description	Explores the causes of and possible solutions to selected social problems, such as inequality, crime and deviance, and poverty. Students will examine the interrelationship of social problems and their roots in fundamental societal institutions.
Instructional Level	Associate Degree
Total Credits	3.00
Total Hours	48.00

Types of Instruction

Instruction Type	Credits/Hours
Classroom Presentation (Lecture/Demonstration/Discussion)	3/48

Course History

Revised By	Erin Winesburg (15237468)
Last Approval Date	1/14/2014

Purpose/Goals

This course outcome summary includes the competencies and criteria for Social Problems. This course is part of the General Studies Core offered throughout the Wisconsin Technical College System (WTCS). The course competencies are consistent among the colleges and are at baccalaureate level to accommodate student success in transfer to four-year colleges.

Pre/Corequisites

Prerequisite   10809196 Introduction to Sociology

Course Competencies

1.   **Analyze social problems from a sociological perspective**
        Domain   Cognitive   *Status*   Active

        Assessment Strategies

1.1.   in an oral, visual, and/or written activity

Criteria

Performance will be successful when:

1.1.   you use sociological terms in context
1.2.   you distinguish sociological perspectives from non-sociological perspectives
1.3.   you give concrete examples of how issues are seen from sociological perspectives
1.4.   you give concrete examples of how issues are seen from other perspectives
1.5.   you compare and contrast sociological perspectives and other perspectives

Learning Objectives

1.a.   Discuss common sociological terminology
1.b.   Examine the interactionist, functionalist, and conflict sociological perspectives
1.c.   Compare and contrast the sociological perspective to other social science perspectives
1.d.   Examine the sociological and other social science perspectives as they relate to real-world issues

2.   **Explain and identify how social problems are socially constructed**
Domain   Cognitive   Status   Active

Assessment Strategies
2.1.   in an oral, visual, and/or written activity

Criteria

Performance will be successful when:

2.1.   you use sociological terms in context
2.2.   you communicate the meaning of the social construction of reality
2.3.   you give a valid example of a socially constructed problem
2.4.   you provide evidence of the validity of your example

Learning Objectives
2.a.   Review sociological terms related to socially constructed problems
2.b.   Explore the components of social construction of reality
2.c.   Identify the intimate, social, and global components of socially contructed problems
2.d.   Analyze examples to determine if they are socially constructed problems

3.   **Analyze the interrelationship between social problems and the major social institutions in society**
Domain   Cognitive   Status   Active

Assessment Strategies
3.1.   in an oral, visual, and/or written activity

Criteria

Performance will be successful when:

3.1.   you use sociological terms in context
3.2.   you identify the major social institutions
3.3.   you identify social problems related to social institutions
3.4.   you identify the impact social institutions have upon the socialization process

Learning Objectives
3.a.   Review sociological terms related to social problems and social institutions
3.b.   Discuss the five major social institutions: family, education, religion, economic, and political
3.c.   Explain the socilization process
3.d.   Analyze the relationship between the sociological perspectives and each social institution
3.e.   Examine socially constructed problems as they relate to each institution
3.f.   Determine how socially constructed problems of institutions impact the socialization process

4.   **Analyze how social problems are reinforced and preserved by social groups who maintain wealth and power**
Domain   Cognitive   Status   Active

Assessment Strategies

4.1.   in an oral, visual, and/or written activity

Criteria

Performance will be successful when:

4.1.   you use sociological terms in context
4.2.   you identify who the power elite are
4.3.   you explain how the power elite influence the economic and political systems
4.4.   you explain how individual and collective behavior initiate change in society

Learning Objectives

4.a.   Review sociological terms related to social groups
4.b.   Examine the process of dominant ideology as it relates to social groups
4.c.   Examine the role of media in influencing economic and political systems
4.d.   Analyze examples of individual and collective behavior leading to social change
4.e.   Identify how dominant ideology has influenced a current social situation

5.   Formulate potential solutions for social problems using a systematic and empirical approach
Domain   Cognitive   Status   Active

Assessment Strategies

5.1.   in an oral, visual, and/or written activity

Criteria

Performance will be successful when:

5.1.   you use sociological terms in context
5.2.   you identify an issue as a social problem
5.3.   you employ a formal systematic approach to problem solving
5.4.   you critically analyze potential solutions for such problem
5.5.   you decide on a feasible solution using empirical evidence as support
5.6.   you develop a solution to a given social problem

Learning Objectives

5.a.   Review sociological terms related to scientific approaches to sociology
5.b.   Discuss the criteria of a social problem
5.c.   Review the scientific method approach to problem solving
5.d.   Apply the scientific method to a social problem

6.   Analyze how attitudes towards human differences (e.g, race/ethnicity, gender, class, sexual orientation, age, and disabilities) are interrelated to the problems of inequality
Domain   Cognitive   Status   Active

Assessment Strategies

6.1.   in an oral, visual, and/or written activity

Criteria

Performance will be successful when:

6.1.   you use sociological terms in context
6.2.   you differentiate between the concepts of race and ethnicity
6.3.   you differentiate between the concepts of sex and gender
6.4.   you identify what is meant by the concept of class
6.5.   you explain how societal attitudes and practices promote social inequality

Learning Objectives

6.a.   Review sociological terms related to human differences
6.b.   Examine factors of marginalized social groups that lead problems of social inequality
6.c.   Identify personal responsibility and accountability related to problems of social inequality

7.   Analyze how crime and deviance are socially constructed
Domain   Cognitive   Status   Active

Assessment Strategies

7.1.   in an oral, visual, and/or written activity

Criteria

Performance will be successful when:

7.1.   you use sociological terms in context
7.2.   you differentiate between crime and other forms of deviance
7.3.   you give examples of how deviance is relative to social context (e.g., time, place, and culture)
7.4.   you distinguish between the various crime typologies (e.g., violent, white collar, and corporate)
7.5.   you explain how social institutions promote deviance

Learning Objectives

7.a.   Review sociological terms related to crime and deviance
7.b.   Distinguish crime from other forms of deviant behaviors
7.c.   Examine how society determines a behavior as deviant
7.d.   Discuss how society's view of deviant behaviors evolves
7.e.   Examine the components of the different types of crime
7.f.   Explore the roles of social institutions in promoting deviant behavior

8.   Examine the impact of poverty on life chances

Domain   Cognitive   *Status*   Active

Assessment Strategies

8.1.   in an oral, visual, and/or written activity

Criteria

Performance will be successful when:

8.1.   you use sociological terms in context
8.2.   you identify the strategy that is used to calculate poverty
8.3.   you give evidence of the correlation between poverty and specific life chances (e.g., access to education, health care, housing, etc.)

Learning Objectives

8.a.   Examine the concept of life chances as it relates to social class
8.b.   Explore sociological theories and perspectives of poverty
8.c.   Examine definitions of poverty
8.d.   Identify how factors of poverty impact life chances