GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 04/20/2021

GCCCD Governing Board Approval: 05/18/2021

SOCIOLOGY 130 – CONTEMPORARY SOCIAL PROBLEMS

1. Course Number Course Title Semester Units

SOC 130 Contemporary Social Problems 3

Semester Hours

3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

2. Course Prerequisites

None

Corequisites

None

Recommended Preparation

None

3. Catalog Description

A study of contemporary American and global social problems, with emphasis on the sociological theories and scientific research methods. Topics include poverty, unemployment, global economic inequality, racism, gender inequality, health care issues, crime, war, violence, terrorism, environmental degradation and the concentration of political and economic power. A critical evaluation of policies and programs for social betterment is also presented.

4. Course Objectives

The student will:

1. Identify and appraise major social problems in contemporary American society and the world, with an emphasis on an in-depth analysis of several problem areas rather an exhaustive survey of all contemporary problems.

b**.** Compare and contrast the various theoretical approaches used in the sociological analysis of social problems.

c. Employ the tools of social scientific research in the analysis of social problems.

d. Analyze the role of ideology, interest groups, and social movements in the definition and formulation of possible solutions to social problems.

e. Evaluate possible solutions to selected social problems.

5. Instructional Facilities

Standard Classroom

6. Special Materials Required of Student

None

7. Course Content

1. Sociology and the social sciences
2. Sociological theories
3. Scientific research methods
4. Social movements, ideology and interest groups
5. Social stratification and class conflicts
6. Poverty, unemployment and homelessness
7. Globalization and economic inequality
8. Racism and ethnic conflicts
9. Gender inequality
10. Sexuality and social problems.
11. Health and health care
12. Family Issues
13. Problems of educational institutions
14. Crime and the criminal justice system
15. Violence, terrorism and war
16. Environmental degradation

8. Method of Instruction

a. Lecture

b. Group discussion

1. Cooperative learning structured exercises
2. Films, multimedia presentations, guest speakers
3. Discussion of library materials and textbook readings
4. Discussion of written assignments

9. Methods of Evaluating Student Performance

A grading system will be established by the instructor and implemented uniformly. Grades will be based on student proficiency in the subject matter determined by multiple measurements for evaluation, at least one of which must be a written essay. Evaluation methods may include:

1. One or more midterm exams evenly spaced throughout the semester.
2. A written final exam that is comprehensive in scope.
3. Exams may include both objective and essay questions.
4. Small-group or individual oral presentation reporting data and analysis on racial profiling by a particular social institution in in the USA.
5. Written assignments or a research term paper that include analyzing a topic covered in class, such as economic inequality in the USA. The paper must include (1) the definition of the social problem, (2) the application of a sociological theory when explaining the social problem, (3) a presentation of analysis of empirical evidence and (4) a discussion of at least one policy implication or solution to the problem. In this assignment, students are required to conduct a library search of empirical research-based sources to support their research topic.
6. Students are expected to write a minimum of 2,500 words as part of the writing requirement in the course.

10. Outside Class Assignments

1. Weekly required readings before class meetings.
2. Library and/or Internet research using websites, such as Bureau of Labor Statistics, US Census Bureau, National Center for Educational Statistics, and FBI: Uniform Crime Report, reporting trends which may include unemployment locally and federally, women’s participation in various occupations in the labor force, changing levels of education, arrest rates for a variety of crimes, among others.
3. Research personal impact on the environment by calculating the students' carbon footprints using a website, such as the EPA's Carbon Footprint Calculator, CoolCalifornia's Carbon Calculator, or ClimateCare's Climate Control Calculator comparing the students' carbon footprints to others and determining actions to reduce the students' impact.
4. In a two-page paper, write a comparative analysis of the health care policies of capitalist systems and socialist systems discussed in the textbook chapter about “Physical and Mental Health”.
5. Written assignments: may include journals or reflection papers in which students are asked to examine particular lectures, discussions, required readings, films, or class presentation/guest speaker.
6. Interviews with peers, community members and/or professionals in the field.

11. Representative Texts

1. Representative Texts:

1) Macionis, John. *Social Problems*. 8th edition. Upper Saddle River, NJ: Pearson, 2020.

2) Sernau, Scott. *Global Problems: the Search for Equity, Peace and Sustainability*. 3rd Edition. Upper Saddle River, NJ: Prentice, 2013.

3) Lauer, Robert H. and Jeanette L. Lauer. *Social Problems and the Quality of Life.* 14th ed. New York: McGraw Hill, 2019.

b. Supplementary texts and workbooks:

None

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

* 1. Apply sociological theoretical perspectives to national and international social problems.
  2. Employ the tools of social scientific research when explaining social problems.
  3. Evaluate possible solutions to selected social problems in American society and the world.