

SOCIAL PROBLEMS

soc 201 online (formerly soc 170)

(5 credits)

SECTION INFORMATION

instructor: Sue Cox

phone: (425) 564-6167

mailto:scox@bcc.ctc.edu

office: D200A

Is there still racism in the United States of America? If so, what does it look like and how do we get rid of it?

Do our schools provide equal education for all? If not, how can we change them?

The scientific study of social problems focuses on analyzing the broader social and structural sources and contributors to issues that are problematic for and detrimental to the social health of a society. This leads to the creation of potential solutions for these issues. In this course, we will focus on the above questions. This will happen through an active learning experience in which students use personal involvement, readings, and discussion assignments to build and extend knowledge. An end of the quarter essay and a self assessment give students a chance to look at possible social solutions and personal insights. These are all the formal assessments for the course. Late assignments are not accepted.

class outline (and points)

introduction / discussion (20/20)

sociological imagination / discussion (20/20)

internet assignment on race / discussion (20/20)

internet assignment on education / discussion (20/20)

field assignment I / discussion (20/20)

connections assignment on race / discussion (20/20)

connections assignment on education / discussion (20/20)

field assignment II / discussion (20/20)

course essay rough draft / discussion (20/20)

course essay final draft (200)

self assessment (100)

service learning hours (100)

total points for class = 760

While doing these assignments the student will learn how to:

- *analyze the merits of Internet sites and be more information literate

- *evaluate the effectiveness of social agencies and organizations

- *communicate more clearly in writing

- *use supportive evidence to analyze a claim

- *organize one's ideas

- *maintain focus in a paper and in paragraphs

- *write an introduction, thesis statement and conclusion

- *connect and synthesize ideas

- *use academic and written voice and conventions

- *apply differing perspectives to analyze social issues

- *communicate across cultural vantage points and amongst diverse points of view

- *use the sociological imagination

COURSE LEARNING OUTCOMES

After completing the course, the successful student will be able to:

1. Identify and analyze major social forces and structures contributing to inequality.

2. Delineate and interrelate social pathways and barriers to education, especially for low income and minority populations.
3. Evaluate the adequacy and usefulness of source materials, especially Internet source materials.
4. Evaluate the success of social agencies and organizations in helping to solve social problems.

This course's General Education ratings are: 3 in Critical Thinking, 2 in Reading, 2 in Ethics, 2 in Historical and Intellectual Perspectives, and 3 in Cultural Diversity

This course utilizes a service learning approach. What this means in a practical sense is that you will spend 10-15 hours during the quarter doing service (volunteering) in the community. What it means for your learning experience is increased understanding, retention and skill development. What it means for your personal development is largely up to you. Finding a place to serve will be facilitated by the networks already in place and the partnerships that are being forged on an ongoing basis. For more information, check out BCC's service learning website and see the testimonials below.

You will also read two original sources: Our America by

Jones, Newman and Isay

(isbn # 0671004646)

Shame of the Nation by Jonathon Kozol

(isbn # 1400052440)

You need to be a committed student who takes responsibility for your own learning in a community of learners. We will cooperate, collaborate and provide feedback to improve each other's learning. The subject matter and the process are fascinating, and if you're willing to work, you may find yourself somewhat transformed by the experience.

For information on how to access the classroom go to:

<http://distance-ed.bcc.ctc.edu/classroom.asp>

After doing service learning in this class students say:

"At first I wasn't crazy about the idea of volunteering. Volunteering was something I did in high school for clubs and to get into a good university; not really something I have time for now. However, I was extremely wrong. I felt my time there has been more of a benefit for me than it was for the adults I was tutoring. This whole experience, I feel, has altered me to become a better, well-rounded person." - student

"My hours for the agency seemed to be over so quickly! Although I exceeded the minimum required time, I still would like to call my contact back over the summer and help out further." - student

"How could we feel good about our society if we just sat and watched it spin? I've said it a few times – volunteering is really contagious. People want to feel good about themselves and the best way they can do that is to help someone else. We've all got something we can give." - student

"When we help others we help ourselves. Not just because we help society in the process, but also because we can find joy in helping others." - Laura Gayton, student